



SEN AND INCLUSION POLICY

Introduction:

This policy takes account of the SEND Act 2016 as well as Wallace High School's core values of Commitment, Opportunity, Respect and Excellence. Further to this, the policy is informed by DENI and EA guidance on both School Improvement and Inclusion.

This policy should be considered in association with the school's policies relating to pastoral care, teaching and learning, Gifted and Talented provision, access arrangements and underachievement.

Definitions:

(Taken from SEND 2016 – Draft)

A child has **special educational needs** if they have a learning difficulty which calls for special educational provision to be made.

A child has a **learning difficulty** if:

- (a) they have a significantly greater difficulty in learning than the majority of children of the same age;
- (b) they have a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools; or
- (c) they have not attained the lower limit of compulsory school age and is, or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory school age.

Special educational provision means in relation to a child who has attained the age of 2 years, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in ordinary schools.

The Disability Discrimination Act (DDA) defines disability as “a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities.”

(Source: Disability Discrimination Law in Northern Ireland - a short guide, Equality Commission for Northern Ireland)

Aims & Objectives:

- take account of SEND and promote inclusion
- make effective use of data and information from feeder primary schools
- endeavour to ensure as comprehensive inclusion as possible whilst showing due regard for the efficient discharge of resources and the efficient education of all the school's students
- strive to ensure that all students feel secure, can contribute appropriately, and feel their contribution is valued
- encourage all students to appreciate and view positively differences in others, arising from whatever source
- identify and work to overcome barriers to learning and assessment
- ensure that where necessary and practically possible appropriate special educational provision will be made
- adhere to the regulations of JCQ governing examination Access Arrangements
- issue precise information and guidance on individual students
- commit to a programme of staff development
- maintain an SEN register and records for monitoring and evaluating the progress of individual students
- liaise with appropriate personnel, external agencies or institutions
- support students with SEN as fully as practically possible.

Admissions:

Decisions on admissions are made by the Education Committee of the Board of Governors. students with a Statement of Special Educational Needs (SpEP3) will be admitted to the school if:

- They meet the criteria for admission appropriate to their age and level
- Their attendance would not be incompatible with the provision of efficient education for other students
- Their attendance would not be incompatible with the efficient use of resources

While the Board of Governors fully supports the principle of inclusion for students with special educational needs, it must be satisfied that the highly competitive and challenging nature of the school environment will be suited to the individual student.

Identification:

The school acknowledges that early identification and assessment are crucial to providing appropriate interventions to support a student and facilitate his/her maximum progress. The school makes use of the following information:

- Liaison with feeder primary schools at admission stage as well as the sharing of PTM and PTE data
- Any formal information provided by the person with parental responsibility such as clinical or educational psychological assessments, medical advice, care plans etc; the information is integrated into admission notes

- Information from parents (admission form and other data which may be shared orally but supporting documentation should be provided in due course)
- Transfer test scores
- CCEA Baseline Adaptive Assessments
- CAT4 test results
- Teacher assessment, observation and feedback at key points in the academic calendar
- Referral by class teachers, with supporting evidence of need.

Monitoring Progress:

Students with an identified need are placed on the school's SEN register. These students will then be subject to a PLP or Pupil Passport written by the Learning Support Coordinator which is informed by the student, parents/guardians and any involved outside agencies.

The learning support coordinator has a duty to monitor those students on the register via:

- Classroom management systems
- Tracking data held on Google Sheets
- Reports
- Contact with key adults such as parents, teachers and Learning Support Assistants (for those with this provision)

Where a student is not making the required progress, consideration will be given to what further strategies can be put in place to support their learning; this may take the form of internal measures in the classroom, disapplication of a subject or referral to external support agencies / organisations.

Provision & Differentiation:

Teaching staff make use of a wide range of strategies, as outlined on the Provision Map which contribute to effective teaching and learning. These apply to each of the 3 stages in the SEN Code of Practice (SpEP1, SpEP2 and SpEP3). As part of the school's ongoing programme of staff development, training is provided on a range of SEN issues whilst detailed profiles on individual students will make use of EA educational psychological advice as appropriate. Some students will have regular meetings with a member of the appropriate EA service such as Autism Advisory and Intervention Service (AAIS) or Sensory Service.

In some instances, a student will study for a reduced number of subjects; this gained time can then be used to complete support work in the areas of e.g. literacy and numeracy. This is most easily facilitated for statemented students with a Learning Support Assistant.

Strategies and provisions for specific students are outlined on their Pupil Passports. These documents are updated when required and include information on medical

needs as well as “reasonable adjustments” that are deployed during day to day teaching.

Personalised Learning Plans (PLPs) provide information on targets, success criteria and strategies for those students who require them.

Roles & Responsibilities:

Parents:

The school makes use of the statutory definitions of “parent” and “parental responsibility” as defined by DENI.

Parents are an invaluable source of insight, and details on a child’s development from birth. They are encouraged to provide information about strategies that may work at home as well as their perceptions of the child’s learning needs. The school acknowledges that best practice involves both the parent and the student being involved collaboratively in action planning and decision making.

Classroom Teachers:

Observations by subject teachers play a key role in identifying students who have entered Wallace without any indication of a SEN. Teachers should provide their Head of Department with a record of their concerns, coupled with an account of the strategies which have been employed/will be employed and the relative success of these. This documentation will involve subject specific data and strategies from the school’s SEN Provision map aligned to the student’s needs. All teachers are aware that in accordance with good practice they have a responsibility to act in accordance with both whole school and departmental policies on SEN. It is expected that most needs will be met within the normal classroom context and through whole class teaching. Differentiated teaching strategies, group work, flexible learning and peer support all contribute to enabling the learner to succeed at their level. Classroom teachers are also required to provide timely responses to requests for information relating to SEN students as these may be needed to complete reviews of PLPs, evidence for Annual Review or details for outside agencies.

Learning Support Assistants (LSAs)

The learning support assistants are line managed by a member of the Leadership Team - currently the Learning Support Coordinator. LSAs provide positive support, encouraging the student to understand their own strengths and weaknesses as a learner and should strive to facilitate the student’s independence. Whilst maintaining appropriate boundaries, the classroom assistant should aim to achieve a positive relationship with the student and parents. The LSA’s work is under the direction of the class teacher and line manager. If a student is very capable in some subjects, the LSA may be assigned to offer some support to another student where concerns have been expressed and data is being gathered.

Newly appointed LSAs will follow an induction programme led by the Learning Support Coordinator to cover the basic administration of joining the staff. Further

training opportunities will be provided that are tailored to the needs of the student(s) that are assigned to individual LSAs. This training will be delivered through a blend of outside agencies (e.g. Angel Eyes NI), the Education Authority and courses developed and maintained on the school's own WHS Campus online learning platform. This allows for asynchronous working the ability to refer back to materials during the course of the academic year.

The role of the Head of Department

The school requires departments to act in support of all students and provide enriched core classroom activities. The Head of Department is responsible for ensuring that their staff actively monitor students and respond to their needs. The Head of Department should ensure that time is set aside for discussion of SEN related content at departmental meetings. The Head of Department is also responsible for the implementation of their departmental policy and strategies on "gifted and talented" as an integral part of the SEN policy. Good practice should be shared at departmental meetings. Heads of Department should also ensure full compliance with requests made by the Learning Support Coordinator for information related to SEN students.

The role of the Head of Year

The Head of Year, in consultation with the Learning Support Coordinator, will monitor the progress of individual SEN students. Heads of Year play a role in ensuring that the school provides the levels of challenge and support each student requires. The Head of Year will provide essential guidance regarding the emotional resilience and confidence of individual students. The Head of Year is responsible for the day to day well-being of the students in their Year group and will liaise frequently with the Learning Support Coordinator about students in the year group.

The role of the Learning Support Coordinator

As a member of the Leadership Team, the Learning Support Coordinator has responsibility for the management of the Special Educational Needs Policy and works in collaboration with a range of personnel within the school.

Primary responsibilities include:

- reporting to the Principal/Board of Governors on SEN issues
- maintaining a Register of students with Special Educational Needs
- managing Annual Reviews and the associated paperwork
- collaborating with the Vice Principals, Designated Teacher for Child Protection and the School Nurse
- collaborating with Heads of Department and Heads of Year
- line managing the LSAs
- providing suitable opportunities for literacy and numeracy support collaboration with the literacy and numeracy coordinator
- monitoring and evaluating the effectiveness of Special Educational Needs Provision
- drawing up and maintaining Personalised Learning Plans (PLPs) for students on the SEN register

- reviewing PLPs at appropriate points in the academic year
- drawing up and maintaining transition plans for statemented students
- supporting Heads of Year in the diagnosis of SEN and management of students in their year groups
- attending interviews between Heads of Year and parents when appropriate
- contributing to the planning of staff development
- liaising with teaching staff, parents, feeder primary schools and a range of outside agencies
- disseminating relevant information to staff about individual students and practical advice on support strategies in the form of student Passports
- co-ordinating the identification of students with SEN and arranging testing
- working with the Examinations Officer to ensure that Access Arrangements are made as appropriate
- communicating details of Access Arrangements to all appropriate staff
- attending professional training and updating staff as required

The role of the Leadership Team

The Leadership Team is committed to developing a culture of inclusiveness and a culture of robust self-evaluation. There is a commitment to staff training and capacity building and a recognition that all teaching staff must take responsibility for meeting the needs of students. The school acknowledges the need to support SEN with appropriate resourcing.

This policy should be read in conjunction with the school's policies on

- Literacy
- Numeracy
- Transition
- Access Arrangements/Word Processor Policy