

# **OMAGH ACADEMY**



## **Special Educational Needs Policy**

## **SPECIAL EDUCATIONAL NEEDS POLICY**

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Target Audience	Parents/Carers, School Stakeholders, staff
Review lead	Mrs S Davidson (LSC)
Approved by:	Board of Governors
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Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chairperson, Board of Governors)

### **RECORD OF AMENDMENTS**

DATE OF REVIEW	AMENDMENTS	AMENDED BY

**\*The SEN Policy will be kept under review in light of the introduction of SEND Legislation (2016)\***

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## **School Aims**

In Omagh Academy we aim to:

- Educate and develop pupils to the highest standards according to their ability, providing equal opportunity for all, and promoting the fulfilment of each pupil's potential in the academic, cultural and sporting fields.
- Provide an orderly and caring learning environment which combines high expectations with the support necessary to challenge and fully develop pupils intellectually, morally and socially.
- Engender a sense of community, loyalty and mutual respect within the School, and promote a partnership between pupils, staff and parents.
- Encourage positive engagement with the wider community.
- Foster initiative and independent judgement, and encourage pupils to take responsibility for their conduct, learning and future plans.
- Promote the development of the self-discipline, confidence, knowledge and skills that are required to progress in modern society and the World of Work, including entrepreneurial skills and those related to the use of new technologies.
- Provide appropriate information to allow pupils to make informed decisions on personal, social and environmental issues.
- Cultivate an attitude of service to others.

Essentially, we believe that the interests of pupils are best served by a balanced education based on Christian values, tradition and tolerance.

## **Context**

Omagh Academy follows the guidance provided by the Department of Education in the form of a Code of Practice for the Identification and Assessment of Special Educational Needs and also a Supplement to the Code of Practice which became effective from 1st September 2005. However, the main driving force behind appropriate provision is the Omagh Academy ethos which reflects excellence in a caring, supportive environment.

This guidance resulted from the law dealing with Special Education in Northern Ireland which is contained in The Education (Northern Ireland) Order 1996 as amended by The Special Education Needs and Disability (Northern Ireland) Order 2005 (SENDO).

Omagh Academy takes cognisance of the guidelines set out by the Department of Education in "Every School a Good School: The Way Forward for Special Educational Needs and Inclusion" (August 2009).

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. 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.

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.

In line with this guidance, Omagh Academy is committed to the provision of a broad and balanced curriculum, which offers equal access for all of its pupils. *Omagh Academy strives to foster academic and personal excellence in a secure and stimulating environment where all children are motivated, independent learners achieving their full potential.*

### **Rationale**

Omagh Academy 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.

### **Definitions**

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 a child:

- has a significantly greater difficulty in learning than the majority of children of his/her age, or
- has a disability which hinders his/her use of everyday educational facilities.

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

According to the SENDO Act, pupil may be defined as having a “Disability” if they are “someone who has a physical or mental impairment which has a substantial and long term effect on her/his ability to carry out normal day to day activities.” It is the responsibility of the parent/carers of a pupil with a disability to inform the school SENCO.

In line with the guidance offered Omagh Academy will endeavour to be an inclusive school where inclusion is a process by which the school seeks to develop its culture, policies and practices to include all pupils so that they have access to the appropriate education that affords them the opportunity to achieve their personal potential.

## 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
  - e) Multi-sensory Impairment
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 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
- Acquired Brain Injury
- Visual Impairment
- Hearing Impairment
- Physical Disability
- Other Medical Condition/ Syndrome

## **Policy Aims**

The specific aims of the Special Educational Needs (SEN) procedures as outlined in this policy are:

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 and to encourage the development of pupil self-esteem.
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 young person when planning and implementing SEN provision, taking into account their age and capacity.
8. To support the young person in participating in making decisions in all aspects of their learning.
9. To work closely with EA Services and all other services and outside agencies as appropriate to achieve an effective multi-disciplinary approach to support each pupil with SEN.
10. To educate pupils with SEN, wherever possible, alongside their peers.
11. To develop an effective system of assessment, record-keeping and evaluation so that each pupil's performance can be monitored and reviewed.
12. To encourage a range of teaching strategies that accommodate different learning styles and promote effective learning.
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 promote collaboration amongst teachers in the implementation of the SEN policy.

## **Arrangements for Co-ordinating SEN Provision**

Although meeting the needs of pupils with SEN is a whole school issue the overall responsibility for managing SEN provision resides with the Board of Governors and the Principal of the school. However, to facilitate the day-to-day running of the provision the Board of Governors has delegated responsibility to co-ordinate the provision for pupils with special educational needs to Mrs S Davidson Learning Support Co-Ordinator (LSC).



## **Implementation**

The implementation of the SEN Policy is the responsibility of the whole school.

## **Board of Governors**

The role of the Board of Governors of a mainstream school is to exercise its functions in relation to the school with a view to ensuring that provision is made for registered pupils with special educational needs.

Chapter 12 of the document '*Every School a Good School*' (DENI, 2010) relates specifically to the role of the governor in supporting pupils with special educational needs. Based on this information, The *SEN Resource File* (DENI, 2011) outlines that the Board of Governors has a statutory duty to:

- appoint a governor with oversight of SEN provision at Omagh Academy.
- take account of the provisions in the DE Code of Practice on identifying and assessing special educational needs.
- use their best endeavours to provide for pupils identified with SEN and ensure that parents are notified of their child's special needs.
- maintain and operate a policy on SEN.
- ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to teach them.
- ensure that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching.
- allocate funding for special educational needs and disability.

## **Principal**

According to the Code of Practice (1998) the Principal has the responsibility for the day to day management of SEN provision and should:

- keep the Board of Governors informed about SEN issues;
- work in close partnership with the Learning Support Co-Ordinator;
- liaise with parents and external agencies as required;
- delegate and monitor the SEN budget;
- ensure the senior leadership team (SLT) is actively involved in the management of SEN within the school;
- SLT members should ensure consistency of practice and contribute to the realisation of the school development plan; and
- provide a secure facility for the storage of records relating to special educational needs.

## **Pastoral Vice-Principal**

- Responsible for overseeing the day-to-day implementation of the School's SEN policy and advising and assisting the Learning Support Co-Ordinator where appropriate.
- Be aware of current legislation.
- Keep up to date with the SEN Register.
- Liaise with the Learning Support Co-Ordinator in order to develop strategies to help support the needs of pupils with SEN.
- Include SEN on agendas for Head of Year meetings.
- Ensure SEN is a focus on Pastoral Action Plans.

### **Learning Support Co-Ordinator (LSC)**

The Learning Support Co-Ordinator should be responsible for:

- the day-to-day running of the School's Inclusion/SEN policy.
- the coordination of SEN/Disability provision, involving liaison with the form teachers, pastoral staff and teachers who will teach the pupils.
- helping to identify and support children with special educational needs.
- providing support and advice to colleagues to ensure effective teaching.
- maintaining records on pupils with special educational needs/disability.
- liaising with, colleagues and specialists in drawing up Personal Learning Plans (PLPs) for pupils.
- reviewing and monitoring the progress of pupils on the SEN / Disability Register
- liaising with appropriate authorities and parents in the Annual Review of Statemented pupils.
- liaising with Examinations Officer regarding access arrangements and/or special consideration for external examinations.
- facilitating appropriate in-service training of staff.
- managing and developing appropriate resources.
- liaising with parent/carers, support services and agencies when required.
- reviewing and evaluating the effectiveness of the school's policy.
- bring issues or concerns to Senior Leadership Team when necessary.
- liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN.
- manage and support Classroom Assistant(s) to provide appropriate support for pupils identified with SEN.
- monitor the use of Classroom Assistant Log Books.
- meet with parents to produce, monitor and review PLPs for Statemented pupils.
- revise and update the school SEN Policy in line with DENI's "Code of Practice".
- continue to develop the current systems for identifying, assessing and reviewing SEN.
- liaise with external agencies to assess the support required for pupils identified with SEN.
- maintain the SEN register and contribute to the accuracy of the DENI census figures.
- liaise with relevant colleagues to provide Access Arrangements where appropriate.
- encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN.
- provide training opportunities for staff to learn about SEN.
- disseminate good practice in SEN across the school.

### **Subject Teacher/Form Teacher**

The subject/form teacher should

- have a knowledge of the pupils who have been identified as having SEN and implement their Personal Learning Plans as necessary and appropriate.
- use differentiation and a variety of strategies and approaches in order to maximise the achievement of all pupils including those with SEN.
- develop an inclusive classroom.
- monitor the progress of individual pupils in order to identify areas where a pupil is not progressing even when the teaching style has been differentiated.
- support the planning of PLPs by advising the Learning Support Co-Ordinator on strategies and appropriate methods of access to the curriculum for their subject,

- set and review targets for SEN pupils in September/January/June.
- provide appropriate Access Arrangements for Controlled Assessments.
- communicate concerns regarding pupils with difficulties via the agreed procedures.
- liaise with Classroom Assistants to communicate best strategies of supporting the pupil in the classroom setting.
- contribute to the reviews of pupils with SEN by providing information of pupil progress; class teacher review comments will form the basis for PLP target setting.
- keep up to date with information on the SEN Register.

### **Head of Year**

The Head of Year (HOY) should:

- be aware of current legislation.
- keep up to date with the SEN Register.
- assist Form Teacher in supporting pupils, monitoring progress and liaising with home.
- work closely with the Learning Support Co-Ordinator.
- update records as appropriate.

### **Head of Department**

The Head of Department (HOD) should:

- ensure the staff in their department are aware of pupils who have been identified as having SEN and are implementing the PLPs to support teaching and learning.
- be aware of current legislation.
- ensure their subject is delivered with differentiation and a variety of approaches in order to maximise the achievement of all pupils including those with SEN,
- liaise with the Learning Support Co-Ordinator and Learning Support Team in order to develop strategies to help pupils learn as effectively as possible.
- include SEN on agendas for Departmental meetings.
- ensure SEN is a focus on Departmental Action Plans and Reports.
- ensure that information about pupils with SEN is passed on to all members of the department, particularly when pupils have a change of subject teacher.
- support subject teachers to enable them to provide an appropriate and differentiated Curriculum.
- ensure appropriate resources are available.

### **Classroom Assistants**

Classroom Assistants will:

- work under the direction and guidance of the Learning Support Co-Ordinator and classroom teacher.
- be involved in planning.
- assist the teacher to develop the independence of the pupil.
- encourage the pupil's confidence, self-esteem and independence.
- put into practice PLPs, behavioural, social or personal care programmes.
- support pupils on outings (when reasonable to do so).
- contribute to reviews.
- listen to the needs of the pupil.
- provide practical support.
- speak to staff on the pupil's behalf.
- explain boundaries and operate these fairly and consistently.

- keep reasonable records.
- liaise with class teachers/ form teachers/ HOY/ Learning Support Co-Ordinator.
- attend meetings and SDDs as required.

### **Pupil views**

In school, as far as reasonably practicable, we seek the young person's views about their strengths, learning difficulties and education, taking into account their age and maturity. We listen to their views about how they learn effectively and then focus on the strategies that work for them. Opportunities to seek and listen to the pupil voice is achieved through encouraging them to:

- contribute to their own assessment, provision, and progress.
- work towards achieving agreed targets.
- contribute to the review of PLPs, Annual Reviews, and the Transition process.
- participate in making decisions about matters affecting them.

The 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.

### **Parents/Carer with parental responsibility**

At Omagh Academy, 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, Learning Support Co-Ordinator, 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.
- support targets on PLPs.

### **Admissions**

The admission arrangements with respect to the majority of pupils with SEN must be consistent with the school's general arrangements for all other pupils.

The Special Educational Needs and Disability Order (SENDO) (2005) legislation strengthened the right for children with a Statement to an ordinary school place unless it is against the wishes of parents, or it is incompatible with the efficient education of others. Children who

have special educational needs but do not have a statement, must, except in specific circumstances, be educated in an ordinary school (Article 3(1) SENDO, 2005).

Children with Statements of SEN are placed in the school at the request of the Education Authority (EA). When seeking to place a pupil with a Statement, the EA will take into account 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 arrangement is in line with SENDO legislation.

## **Accessibility**

Omagh Academy is committed to ensuring full access to the curriculum for young people with a disability. This includes the following:

- Consideration of teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure, and cultural activities.
- Commitment to improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services provided or offered by the school.
- Delivery to disabled pupils of the information which is provided in writing to pupils who are not disabled. This will be completed within a reasonable time and take into account their disability and any preferences expressed by them or their parents.

Physical access. At present the following facilities are provided:

- A lift to the first floor of the main school.
- Hand rails and safety rails installed where directed.
- A ramp at the main entrance of the school and canteen.
- Provision made in Home Economics and Technology rooms for SEN pupils.
- Disabled toileting facilities.
- Provision of a 'safe room/nurture room'.
- Medical room.

## **Access to the curriculum**

It is the policy of Omagh Academy to provide full access to the N. I. Curriculum for pupils with special educational needs or a disability.

Exemptions may, however be made with regard to P.E. where medical opinion deems this appropriate.

Special timetables may also be negotiated under the direction of medical advice.

The school is always ready to make reasonable adjustments in line with the Special Educational Needs and Disability Order.

## **Annual Report**

The Board of Governors reports annually on all aspects of SEN provision in school. The SEN section in the Annual Report contains information on the number of statemented pupils; pupils that received provision from EA Pupil Support Services or Health and Social Care Trust; and those that accessed school-delivered special educational provision.

## Identification and Assessment of Special Educational Needs

The Code of Practice (1988 paragraph 2.14) states that it is vitally important that children with Special Educational Needs 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.

Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness. (*Supplementary Guide of the Code of Practice paragraph 5.12 - page 44*).

Pupils entering Omagh Academy may have already have been recognised to have SEN. Information will be sought from parents/carers and the feeder primary school. In this case pre-existing documentation outlining their problems, the stage at which they are currently registered, and the provisions already made will be collated and analysed.

In Omagh Academy, the following may be used to identify pupils' needs:

- information from transferring school
- teacher observation
- analysed. standardised scores from Educational Psychologist's reports
- diagnostic assessments
- whole school assessment (e.g.: CAT)
- class tests/school examinations
- Personal Learning Plans
- care plans
- personal education plans for children who are looked after
- statements of special educational need
- annual reviews
- professional reports
- parental/Carer contributions
- pupil contributions
- information provided by outside agencies.

When a pupil's work and/or behaviour is significantly below the standard of the majority of the pupils in the class the subject teacher will begin to gather information designed to establish whether or not the child has a learning difficulty. Appropriate information might include examples of the pupil's work, notes based on classroom observation, the results of formative and summative assessments, and, if appropriate, information obtained by talking to the pupil and/or persons with parental responsibility.

If the teacher believes that sufficient evidence exists to support the view that the child has a learning difficulty, then the Learning Support Co-Ordinator should be informed. Reports will be obtained from all the pupil's teachers to establish the extent of the perceived problems and the Learning Support Co-Ordinator will discuss the results with the appropriate Year Head.

At this point, if appropriate, the Learning Support Co-Ordinator will decide whether it is appropriate to treat the matter under the school's pastoral/discipline procedures or to place the pupil on the SEN register.

### **The Management of Special Educational Needs**

When a teacher has concerns that classroom work and/or behaviour is sufficiently below that of their peers to cause concern, they should report these via a 'Record of Concern' to the Learning Support Co-Ordinator.

On receipt of a "Record of Concern", the Learning Support Co-Ordinator will consult with the Form Teacher and the Year Head.

The following steps will then be taken:

- Additional information collected.
- Consultation arranged with the HOY and the Learning Support Co-Ordinator.
- Subsequent action decided. This may involve, for example, internal testing, placing pupil on the SEN register, arranging for extra support for pupil etc.
- Parents contacted if needed.
- Staff informed of action taken and support and guidance offered.

Omagh Academy's response to identified needs:

### **The Three Stages of Special Education Provision**

In Omagh Academy, 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 PLP is required (currently IEP).
- The majority of special educational needs will be met at this stage.
- The responsibility lies with the school.
- Operates in mainstream schools and classes.
- Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN.

The PLP 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 PLP is required. A smaller number of children will need this provision.
- The responsibility lies with the school plus external provision from EA.

- Operates in mainstream schools and classes for the purpose of assessment.
- 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 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 PLP 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.
- Operates in mainstream schools, as determined within the child's statement.
- 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 PLP should be revised to reflect the content of the statement. This should include:

- the SEN category (or categories).
- the 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.
- any additional school provision or modifications to the curriculum, as itemised in the statement.

The pupil's PLP 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.

## **Record Keeping**

The Learning Support Co-Ordinator keeps the following records in school:

- SEN Register.
- records of concern,
- Personal Learning Plans reviews.
- statements/annual reviews/transition plans.
- assessment results/data.
- individual pupil files.
- record of liaison/meetings with staff from the Education Authority's SEN Support Services/Health and Social Care Trust.
- minutes of meetings with parents.
- support, advice, and training provided to staff.

## **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 experiences of pupils. In order to facilitate this:

- the classroom environment should be inclusive, stimulating and attractive, featuring as much pupil work as possible on display.
- lessons should be structured in a series of simple clearly defined steps.
- work tasks and activities should be stimulating and differentiated so that pupils experience success yet challenging enough to promote progression in learning.
- pupils should be set work to allow them to progress at their own rate.

- encouragement should be given to pupils to take responsibility for their own learning.
- sensitivity should be shown by staff to pupils' literacy and numeracy difficulties and how this impacts on communication. This needs to be taken into consideration when giving instructions.
- positive feedback should be provided by staff and the achievements of pupils with SEN commended whenever possible.

## **Access Arrangements for Examinations**

"Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working." (Joint Council for Qualifications)

There are two types of Access Arrangements

- arrangements put in place by the school.
- arrangements that require prior JCQ approval.

Pupils with special educational needs, disabilities or temporary injuries may need Access Arrangements to allow them to access the assessment. These arrangements are put in place without changing the demands of the assessment. For example, readers, scribes and modified question papers.

- Mrs S Davidson, in the role of Learning Support Co-Ordinator liaises with, and is fully supported by teaching staff to ensure that full supporting evidence is in place before an online application is processed. This will ensure the candidate meets the published criteria for the respective access arrangements/reasonable adjustments process within the centre.

- Mrs L Beacom is the in-house designated assessor who holds the post-graduate Level 7 certificate for educational testing. The role of the assessor includes the process of collecting information for the purpose of making decisions about students. The use of standardised tests is a method to compare students to a national sample of same age peers. Tests scores may be needed to apply for access arrangements

- Mrs E Catterson is the Access Arrangements and Special Considerations Manager and will process applications online and hold the evidence for inspection purposes for GCSE and GCE qualifications. The Access Arrangements Manager must work with teaching staff, support staff (such as Adult Assistants) and exams office personnel to ensure that approved access arrangements/reasonable adjustments are put in place for internal school tests, mock examinations and examinations.

## **Monitoring the Progress of Pupils with Special Educational Needs**

It is the responsibility of the Learning Support Co-Ordinator to ensure that the progress of pupils on the SEN register is monitored. The progress of pupils identified as having SEN will be monitored in the following ways:

- subject departments will monitor the progress of pupils in relation to their predicted learning outcomes.
- through the school reports.
- through the internal report system.
- pupils with PLPs have two reviews a year,
- pupils with statements have an annual review

- Personal Learning Plans are monitored and reviewed for quality, progression, and appropriateness through meeting with teachers on a regular basis and target setting process is reviewed twice a year.
- evidence is collated to demonstrate whether the pupil is making progress.
- information gathered is used in future planning for intervention and to inform movement either up or down through the stages of the Code of Practice.

## **Evaluation**

The SEN policy will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. This policy will be brought to the Board of Governors for final approval.

The SEN policy will be evaluated through:

- reviews of PLPs and the annual reviews of pupils with statements.
- monitoring the success of strategies devised to achieve the targets set by Class teachers for pupils that have identified as having SEN.
- through self-evaluation and use of audit tools such as ETI's "The Quality Indicators for the Work of Special Educational Needs Coordinators".
- assessing the value added to the achievement of pupils with identified special educational needs.

## **Professional Development**

The Principal, in consultation with the Learning Support Co-Ordinator, oversees the professional development of all staff in their school. It is essential that all staff are kept-up-to date with SEN developments to provide effective teaching and support for pupils.

Following attendance at relevant internal or external education and training programmes, staff members should be encouraged to disseminate the information provided to build the capacity of their colleagues.

The Learning Support Co-Ordinator should keep a record of all training attended by or delivered to staff in relation to SEN.

## **Partnership working**

In school the Learning Support Co-Ordinator works with a range of EA Pupil Support Services, where appropriate, to receive training and guidance to support the school and parents in meeting the needs of children with special educational and medical needs. Examples of EA Pupil Support Services may include:

- Autism Advisory and Intervention Service (AAIS).
- Sensory Service.
- Special Educational Needs Inclusion Service (SENIS).
- Literacy Service.
- Transition service.
- Behaviour Support.
- Education Psychology Service.

## Other Support Services

- Child and Adolescent Mental Health Services (CAMHS).
- Child Development Clinic (CDC).
- Counselling Service for Schools (ASCERT).
- Cedar Foundation.
- Careers Service.

## Other Educational Settings

Under the entitlement framework where links are established with other schools, Further Education Colleges and/or work placements, we ensure that all relevant information pertaining to pupils with SEN is communicated effectively, in order to ensure the best outcomes for each pupil.

Omagh Academy's Privacy Notice (which is on the school website under GDPR and Data Protection) allows for the sharing of information about a child in order to meet statutory need.

### Complaints

All complaints regarding SEN in Omagh Academy will be dealt with in line with the school's existing complaints procedures.

If you have any queries in relation to special educational needs of a child with a Statement or who is currently being assessed for a statement of special educational needs, you can contact local EA (Western Office). Please contact your SEN Link Officer in the first instance. Contact details should be on the EA documentation issued to you alongside your child's statement.

### Dispute Avoidance and Resolution Service (DARS)

This service was established and came into effect on 1st September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO).

The Dispute Avoidance and Resolution Service (DARS) provides an independent, confidential forum to resolve or reduce the disagreement, in relation to special educational provision, between parents and school/Boards of Governors or the EA for pupils who are on the Code of Practice where previous attempts to do so have been unsuccessful.

Individuals with parental responsibility may contact this service directly:

Dars Education Authority

County Hall

182 Galgorm Road

Ballymena

BT42 1HN

Tel: (028) 2566 2391 / (028) 2566 2387

E-mail: [Dars.enquiry@neelb.or.uk](mailto:Dars.enquiry@neelb.or.uk)

Parents can contact the service which is provided by Global Mediation.

Involvement with DARS will not affect the right to appeal to the Special Education Needs and Disability Tribunal (SENDIST)

## **Special Educational Needs and Disability Tribunal (SENDIST)**

The Special Educational Needs and Disability Tribunal (SENDIST) considers parents' right to appeal against the decisions made by the Education Authority about their child's special educational needs whenever an agreement cannot be reached.

This service also addresses claims of disability discrimination in school.

There is a two month time limit from the notified date of 'disputed decision' to appeal to the tribunal.

Various time limits apply for:

- Board Compliance with Orders of the Tribunal
- Boards to Comply with Unopposed Appeals

([www.education-support.org.uk](http://www.education-support.org.uk))

• Further information regarding the appeals procedure can be obtained from Special Educational Needs and Disability Tribunal Secretariat:

2<sup>nd</sup> Floor

Albany House

73-75 Great Victoria Street

Belfast

BT2 7AF

Tel: (028) 9032 2894

E-mail: [secretary@sentrribunal.co.uk](mailto:secretary@sentrribunal.co.uk)

## **Monitoring and evaluating the SEN Policy**

The SEN policy will be reviewed every three years. It will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies.

**Documentation:**

- *Department of Education Northern Ireland (1998) Code of Practice on the Identification and Assessment of Special Educational Needs*. Bangor: DENI (PDF, 644KB)
- Department of Education Northern Ireland (2005) *Supplement to the Code of Practice*. Bangor: DENI (PDF, 801KB)
- Equality Commission, Northern Ireland (2006) *Disability Discrimination Code of Practice for Schools (SENDO)*. (PDF, 761 KB)
- Department of Education Northern Ireland (2009) *Every School a Good School – a policy for school improvement*, Bangor: DENI. (PDF, 706KB)