

# **Royal School Dungannon**

Special Educational Needs Policy

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## **Rationale**

In keeping with the aims of Royal School Dungannon, we, through this policy document, seek to ensure that the needs of all the pupils with special educational needs and/ or disability will be addressed and provision made available to them throughout their school career. We aim to promote the pastoral, intellectual, social, and physical development of each pupil in a manner which prepares for the opportunities, responsibilities and experiences of adult life. We seek to provide a broad, balanced and relevant education within the strictures of the Northern Ireland Curriculum so that the individuality of each pupil is recognised, potential is achieved and self-esteem enhanced.

## **Definitions**

### **Special Educational Needs**

*A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him/her.*

*A child has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of the children of the same age and/or has a disability which hinders him/her from making use of educational facilities.*

*Special Educational Needs Provision means educational provision which is different from, or additional to, the provision made for children of comparable age.*

(Code of Practice 1998 paragraph 1.4)

### **Disability**

*Someone who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.*

(Disability Discrimination Act 1995)

### **SEN provision of SENDO**

*The new law will strengthen the right to an ordinary school place for children with a Statement, unless it is against the wishes of parents or it is incompatible with the 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)

## **Key Principles of Inclusion**

Royal School Dungannon recognises that pupils in the following groups may be defined as having Special Educational Needs:

- learning difficulties
- specific learning difficulties
- emotional and behavioural difficulties
- physical disabilities
- sensory impairments
- speech and language difficulties
- medical conditions

*Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school.*

(Removing Barriers to Achievement, 2004)

In order to facilitate an inclusive ethos within RSD, this policy dovetails with all other policies in supporting all pupils, including those with Additional Needs who may also have Special Educational Needs. We are closely linked with the school's Pastoral Care Policy, Child Protection Policy, Positive Behaviour and Discipline Policy, Anti-Bullying Policy, Controlled Assessment Policy, Careers Education, Information, Advice and Guidance Policy and the Literacy Policy.

## **Gifted & Talented**

*The term Gifted and Talented is used to describe those pupils who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group inside their particular school. Gifted and Talented pupils may also present with a learning difficulty.*

(Guidelines for Teachers NCCA/CEA 2007)

*The term Dual or Multiple Exceptionality (DME) is used to describe a group of educationally vulnerable pupils who belong characteristically to both the SEN and G&T groups. In many instances it is the features of SEN that are dominant, and the other gifts, talents and exceptional abilities may be hidden or partially hidden.*

(Guidance on preventing underachievement)

## Aims

### **The School Aims To:**

- embrace the *Code of Practice* on the identification and assessment of Special Educational Needs (Sept 1998) as set out in the five-stage approach;
- address SENDO NI 2005 Law on disability discrimination and SEN in schools;
- identify pupils with a Special Educational Need as early and thoroughly as possible through liaison with primary schools, baseline testing, teacher observations and parental concerns;
- ensure full entitlement and access for pupils with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum so they can reach their full potential and enhance their self-esteem;
- provide all pupils with a broad and balanced curriculum and a pleasant, secure learning environment in which they can develop their full potential academically, socially and emotionally;
- develop pupils' self-confidence and self-discipline so that they become aware of, and committed to, their own learning and increasingly assume responsibility for improvement;
- ensure that all pupils with SEN/ Disability feel valued and have a positive self-image by offering curricular, pastoral and extra-curricular experiences and opportunities which develop skills and knowledge and promote success and self-confidence;
- maintain communication with staff regarding the special educational needs of pupils so that appropriate teaching strategies can be implemented;
- strive for close co-operation with all relevant agencies and adopt a multi-disciplinary approach to the leadership of situations when required;
- establish support guidelines for pupils with particular special educational needs and secure the involvement of members of staff as required;
- encourage and value the participation of parents;
- encourage pupil contribution in assessing the impact of their SEN, IEP implementation, target setting and reviewing;
- promote in-service training for staff and Teaching Assistants;
- develop and utilise all resources in support of pupils with SEN/ Disability;
- meet the needs of all pupils who have SEN/Disability by offering continual and appropriate forms of educational provision by the most efficient use of all available resources;
- develop a system of recording continued assessment, so that each pupil's performance can be monitored and reviewed appropriately.

## **Roles and Responsibilities**

SEN provision will be the overall responsibility of the Board of Governors and the Principal. However, in order to facilitate the practical running of the provision, the Board of Governors have delegated responsibility for pupils with special educational needs/ disability to the Special Educational Needs Coordinator (SENCo)

### **Role of Board of Governors (Code of Practice paragraphs 2.3 – 2.6)**

*The Board of Governors should:*

- observe the school's SEN Policy when carrying out its functions;
- have regard for the Code of Practice;
- ensure the SEN policy is kept under review;
- report annually to parents on the steps taken to implement the school's SEN Policy;
- report annually to parents on steps taken to prevent pupils with SEN from being treated less favourably than other pupils;
- provide, and report annually to parents about, the facilities to assist access to school by pupils with special educational needs/disability;
- ensure that appropriate funds and resources are delegated to SEN;
- endeavour to ensure that the necessary special educational provision is made available for pupils with SEN/ Disability and that their needs are made known to all who are likely to teach them;
- endeavour to ensure that teachers in the school know the importance of identifying pupils' special educational needs and providing for them;
- the BOG Representative for SEN/Disability is Ms Joanne Williamson.

### **Role of Principal**

*The Principal should:*

- inform the Board of Governors of the SEN Policy and provision;
- in co-operation with the Board of Governors establish the School's general policy and approach to SEN/ Disability, institute appropriate staffing and funding arrangements and maintain overall supervision of the school's work;
- ensure that staff are aware of their role in dealing with pupils with Special Educational Needs;
- where necessary liaise with parents and external agencies;
- work in close partnership with SENCo.

### **Role of Head of Pastoral Care**

*The Head of Pastoral Care should:*

- be aware of current legislation;
- keep up to date with SEN register & pupil referrals;
- work closely with SENCo, Heads of Year, Heads of Key Stage, and Classroom teachers;
- where necessary liaise with parents and external agencies;
- ensure that appropriate provision is made for SEN pupils.

## **Role of Curriculum Co-ordinator**

*The Curriculum Co-ordinator should:*

- be aware of current legislation;
- keep up to date with SEN register;
- where feasible, take account of the needs of pupils with SEN /Disability in the design of the school timetable e.g. minimise distances travelled by grouping classrooms through periods 1-4, 5-7 & 7-10.

## **Role of Special Educational Needs Coordinator (SENCo)**

**SENCo:** Mr James Graham

- the SENCo has attended in-service training and kept up-to-date with current legislation in relation to Special Educational Needs/SENDO;
- he has attended a range of inset days organised by the ELB and other specialist organisations;
- he has attended training and received certification for *Access Arrangements for GCSE and GCE Qualifications*;
- he has attained the *Certificate of Competence in Educational Testing (CCET)*

*The SENCo should:*

- be aware of current legislation;
- coordinate the day to day provision of the School's SEN Policy;
- liaise with and advise colleagues, parents, Teaching Assistants and external agencies;
- co-ordinate provision for pupils with SEN/Disability;
- ensure copies of the Special Educational Needs Policy and any relevant documentation are available to staff;
- maintain SEN/Disability Register and oversee the drawing up of Education Plans (EPs);
- organise necessary reviews and referrals;
- liaise with Examinations Officer and initiate procedures for Access Arrangements;
- contribute to the in-service training of staff;
- where appropriate, test individual pupils using *Dyslexia Portfolio* series of tests;
- utilise Teaching Assistants' expertise in staff development, provision of specific resources, and the development of specialised strategies for pupils.

## **Role of Head of Key Stage**

*The Head of Key Stage should:*

- be aware of current legislation;
- keep up to date with SEN register;
- liaise with class teachers regarding the academic achievements of pupils on the SEN register;
- implement strategies to ensure SEN pupils achieve their maximum potential;
- work closely with SENCo, Heads of Year, Head of Pastoral Care and Classroom teachers;

- keep records of strategies utilised and their success.

### **Role of Head of Year**

*The Head of Year should:*

- be aware of current legislation;
- keep up to date with SEN register;
- liaise with form teachers in their year group;
- liaise with class teachers regarding pupils on SEN register who may be experiencing difficulty;
- work closely with SENCo, Head of Key Stage and other relevant members of staff;
- update records as appropriate.

### **Role of Head of Department**

*The Head of Department should:*

- be aware of current legislation, keep up to date with SEN Register and ensure new members of department are familiar with the SEN policy;
- ensure that there is appropriate provision of resources for pupils with SEN/Disability within the department;
- support subject teachers to enable them to provide an appropriate and differentiated curriculum and ensure that differentiation has been addressed within departmental schemes of work;
- ensure that practice and procedures within the department promote learning and teaching which is relevant and accessible to all pupils;
- monitor the implementation of the SEN Policy including Education Plans and Tracking documents.

### **Role of Subject Teachers**

*Subject Teachers should:*

- ensure that all Special Needs Documents are kept confidential;
- be aware of current legislation;
- keep up to date with information on the SEN Register and implement strategies recommended;
- develop an inclusive classroom;
- differentiate activities for pupils with SEN/Disability;
- gather information through observation and assessment;
- contribute to, manage and review Individual Education Plans in consultation with SENCo;
- maintain a monitoring record of evidence of achievement towards IEP targets;
- meet with parents and other agencies when requested;
- liaise with Head of Department/ Head of Year/ Head of Key Stage.

### **Role of Teaching Assistant(s)**

*The Teaching Assistant should:*

- ensure that all Special Needs documents are kept confidential;
- meet with the SENCo on a regular basis;
- work under the guidance of the SENCo/ classroom teacher;

- discuss with each subject teacher the nature of the work to be covered;
- be fully involved in the provision for pupils with SEN/disability e.g. modify and draft worksheets; help with practical subjects etc
- be fully aware of the needs of each pupil (s)he works with;
- keep records and attend meetings;
- liaise with parents through detailed completion of class activities and guidance for homework tasks in homework diaries where necessary;
- provide information and be involved, when required, in pupil's Annual Review
- talk to the child about his/her strengths; provide practical support; listen to the child and/ or speak to staff on the child's behalf; explain boundaries and operate these consistently and fairly.

### **Role of the Pupil**

*The pupil should:*

- contribute to the assessment of his/ her needs;
- contribute to education plans through agreed setting of targets;
- work towards achieving agreed targets;
- contribute to the review of IEPs, annual reviews and the transition process.

### **Role of Parent/ Carer**

*The relationship between the parents of a child with special educational needs and their child's school has a crucial bearing on the child's educational progress and the effectiveness of any school-based action... Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what parents say and that their views and anxieties are treated as intrinsically important. (Code of Practice paragraph 2.21)*

*The parent/ carer should:*

- inform the school of any specific identified needs as soon as possible on the child's entry to school;
- work in partnership with SENCo and other professionals involved with the pupil;
- provide the information necessary to assist staff to understand the pupil's needs;
- give help at home;
- support their child's learning, working in partnership with school;
- it is the school's responsibility to inform parents when considering placing the child's name on the SEN register and invite them to:
  - meet with staff to discuss their child's needs
  - support IEP targets;
  - attend review meetings;
  - inform staff of changes in circumstances.

## **Arrangements for the Co-ordination of a Whole-school Approach to SEN**

The following procedures operate to provide effectual lines of communication:

*The SENCo will:*

- consult with the School Principal, Deputy Head and Head of Pastoral Care on a regular basis;
- liaise with Assistant Head of Pastoral Care re primary school intake and disseminate relevant information to staff at the scheduled SEN update session in August;
- endeavour to ensure that information arising from urgent needs is conveyed directly to colleagues as appropriate;
- receive information from colleagues about concerns/needs which may come to their attention;
- make available the *Indicators of Specific Learning Difficulties* (appendix 3) document to staff, completion of which will inform the SENCo about a pupil who may be exhibiting an SEN related difficulty in class;
- consult and negotiate with the teachers involved in such cases;
- share findings with staff and parents from the Review Procedure;
- meet the Teaching Assistant(s) on a regular basis to monitor and review progress;
- liaise with the Examinations Officer in making submissions for Access Arrangements e.g. GCSE;
- confer with teacher in charge of Careers re the particular needs of individual pupils pertaining to placement in work experience, relevant factors for career choice, higher education etc;
- liaise with parents and external agencies:
  - School Matron
  - Educational Psychology
  - Health and Social Services
  - Education Authority Services

## **Special facilities which improve access to RSD**

Ramps at the Main Entrance and at the PE department provide access to the school for the physically challenged. Inside the main building every effort is made to accommodate pupils with physical injury/disability. There is lift access to the second floor in the *Ranfurly Building* and three chair lifts are available on the ground floor of the *Old Grey Mother* building which overcomes most issues of restricted access on stairways.

There is a toilet with facilities for disabled access situated adjacent to the Sports Hall and another near to the library. Recently modernised toilet facilities beside the Computer Labs include modifications for pupils of restricted height.

Facilities for pupils with restricted height/ disability exist in Food Technology and Design and Technology where there are height adjustable sinks, cookers, and benches. There are height adjustable benches in the Science Department. An ICT lab has been developed on the ground floor. There are currently 12 hi-lo chairs available for use by pupils of restricted height. Alternative access to the Music department can be gained from the rear Car Park.

At present pupils with Special Educational Needs and/or Disabilities have equal access to all areas of the school building with the exception of the upstairs ICT labs and the Geography rooms K12 and K13. Alternative provision has been made through the development of a ground floor ICT suite in H11 and there is an alternative Geography room at K3.

Access provision will be reviewed on an annual basis with the Bursar.

## **Teaching and Learning**

### **Teaching and Learning Strategies**

All children have the right to a broad and balanced curriculum. This involves all staff in utilising a range of teaching strategies and classroom Leadership styles to take account of the differing abilities, interests and experiences of the pupils. In order to facilitate this:

- work should be stimulating;
- it should be differentiated so that pupils can experience success yet challenging enough to promote progression in learning;
- work should allow pupils to progress at their own rate, yet encourage them to take responsibility for their own learning;
- staff should give positive feedback and the achievements of pupils with SEN celebrated;
- staff should be sensitive to pupils' literacy and numeracy difficulties and how this impacts on communication. This needs to be taken into consideration when giving instructions;
- lessons should be structured in a series of simple clearly defined steps;
- the classroom environment should be inclusive, stimulating and attractive, featuring as much pupil work as possible.

### **Teaching Materials**

It is the policy of Royal School Dungannon to use teaching and learning strategies and materials which are appropriate to the level of need of those pupils with Special Educational Needs. Resources are developed to ensure that the level of language used is readily understood by pupils with reading difficulties, instructions are clear, concise and logically ordered, and thought is given to the design and layout of materials. Where appropriate, use is made of electronic resources, ICT equipment, graphics and images. Attention is focused on the learning of key words and specialist subject vocabulary. Lists of key spellings are provided across a range of subjects in the curriculum.

### **Peripatetic Support Programme**

The Peripatetic Service provides assistance in relation to those pupils whose Special Educational Needs have been assessed by a member of the Educational Psychology Service and are considered to be of a specific nature. The teachers in the service work in a supportive capacity to offer advice, work directly with specific pupils and assist the SENCo and class teacher in the drawing up, delivery and review of Education Plans for the pupil.

### **Special Arrangements for Examinations**

Special Arrangements for Examinations are designed to provide access for pupils with specified learning difficulties

- Pupils will only be considered in accordance with the national regulations agreed by the Joint Council for Qualifications (JCQ) [www.jcq.org.uk](http://www.jcq.org.uk)
- Such arrangements should be the normal way of working

- The final decision regarding concessions remains with the Principal
- Once it has been agreed that a pupil qualifies for special arrangements it is the responsibility of the Examinations Officer to ensure these are implemented

### **Arrangements for pupils changing or leaving school**

Schools admitting a pupil with Special Needs from Royal School Dungannon will be provided with appropriate records and relevant information following parent and pupil consent. Where possible the SENCo will communicate with the SENCo of the receiving school. When required, relevant information regarding SEN pupils will be passed to universities.

### **ALC Engagement**

Currently the SENCo attends ALC Meetings based in Sperrinview Special School, Dungannon. This has provided a forum for sharing concerns and expertise as well as professional development. Area meetings have also been organised in Royal School Dungannon, resources have been shared and support and advice offered and received. Shared staff training has been organised and follow-up work has been discussed.

## **Identification of Pupils with Special Educational Needs**

### **1. Links with Primary Schools**

Most pupils will be familiar with Royal School Dungannon through our primary school liaison sessions. These activities establish a bond between the primary school pupils and the school. During the summer term, the SLT visits primary schools to discuss the needs of prospective pupils. Such contacts afford the opportunity to identify levels in each area of English and Mathematics, to identify pupils with SEN/disability, discuss their needs and the nature of the provision made by the primary school. This information is recorded.

### **2. Dissemination of Information**

In the summer term of each year, parents of new intake pupils at stage 5 of the Code of Practice, are invited to meet with the SENCo and, where relevant, the Teaching Assistant. Information from such meetings, together with details from the SLT meetings at Primary School and reports from ELB, is collated by the SENCo and presented to staff at the end of August. Teachers are also informed about any special circumstances associated with individual pupils e.g. psychological assessments, illness etc.

Information about SEN pupils who are not in receipt of a statement of special educational needs will also be disseminated to staff at the end of August. It is usual to have previously established contact with parents of these pupils.

Special Needs updates are provided by the SENCo during the course of the year.

Relevant information is also made available in the *Special Educational Needs* subfolder in the Private 10 folder in the C2K system (this system is password protected). Documentation pertinent to pupils, special needs or disability types and teaching and learning strategies is to be found here.

### **3. Reading/Numeracy Tests**

Following their enrolment, Year 8 pupils will complete Cognitive Ability Tests (CAT) tests during the Christmas term.

In the summer term, Year 8 pupils will also complete *Progress through English* and *Progress through Maths* tests.

CAT tests will also be taken at the beginning of year 11 while PIE and PIM tests will be taken at the end of year 10.

The results of these tests are collated and made available to staff in the *Benchmarking and Target Setting* sub-folder in the Private 10 folder.

#### **4. Diagnostic Testing**

For a pupil flagged as having potential SEN issues by CAT tests, observed as displaying potential literacy difficulties by staff or at the request of a parent, the SENCo may carry out diagnostic testing. The battery of tests used is *The Dyslexia Portfolio* by GL Assessment. Results from these tests will be used to determine future approaches to the pupil's provision. The pupil, parent and staff will be made aware of the outcomes of these tests.

#### **5. Monitoring of Year 8 Intake**

During the first few weeks of the new term all Year 8 pupils are monitored closely to ensure that they have "settled in". By Check-point 1, at mid- October, members of staff should be alert to potential special educational needs based on evidence of work produced to date and test results in subjects. Whole-school Common Assessment tasks will be undertaken during October and November and the results reported to parents and pupil in the form of a report card. Any issues arising from the term's work will be investigated by the Head of Key Stage and information passed on to SENCo if necessary.

#### **6. Ongoing Monitoring of Pupils With SEN**

This is achieved as follows:

- Form Tutor's knowledge of the pupil;
- subject teacher's knowledge of the pupil;
- Teaching Assistant's knowledge of the pupil;
- use of IEPs (when appropriate);
- information from Peripatetic/Additional Support Teacher (when appropriate);
- pupil opinion;
- use of homework diary ;
- home-school liaison;
- check point and report-card marks;
- annual report;
- outcomes from Review Meetings/Transition Plans.

#### **7. Parental Involvement in the Identification of Their Child's Special Needs**

Parents of all Royal School Dungannon Pupils are encouraged to liaise with the Principal and members of staff on a regular basis. Where necessary, parents are invited into the school to discuss a pupil's particular problem and/or progress. Parents have the opportunity to discuss their child's progress or difficulties at the scheduled parent evenings. Meetings with the SENCo can be arranged by telephone.

### **Meeting with Educational Psychologist**

In the case of a pupil having an appointment with the Educational Psychologist, the SENCo will invite the parents to a meeting where a report of findings will be presented. Where possible, the Educational Psychologist will also be present at this meeting. This provides the parent with an opportunity to express his/her viewpoints.

### **Confidential Medical Forms**

If the child has special needs of a physical or medical nature these may be identified by parents on a data collection form issued by the School and completed and returned by the parents in early September. These responses are presented to staff via the Deputy Head's list of pupils with medical issues and are also recorded on SIMS, the updated data being accessible to all members of staff.

### **8. The Involvement of External Agencies**

The Educational Psychologist visits Royal School Dungannon when required. The SENCo meets with the Educational Psychologist to discuss the progress of individual pupils, the results of tests carried out and the implementation of relevant strategies and adjustments. Other external agencies involved may include:

- Autism Advisory and Intervention Service (AAIS)
- Behaviour Support Services (BSS)
- Literacy teaching and support services (LTSS)
- School Medical Officer
- Sensory Support Service
- Social Workers
- Transition Co-ordinator
- Careers Advice Service
- Child and Adolescent Mental Health Services (CAMHS)

## **The Structure of SEN in Royal School Dungannon**

In The Royal School Dungannon, we follow the five stage approach as set out in The Code of Practice. This approach recognises that there is a continuum of Special Educational Needs and that the requirements of the majority of pupils with SEN lie at Stages 1, 2 or 3. This means that their needs are met by the school with the help of outside agencies and/or specialists as required.

*In most cases any movement through the 5 Stage process will occur in a smooth linear fashion. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a further stage is necessary immediately.*

### **Stage 1**

When an initial concern is expressed following observation of classroom practice and on-going assessment.

- subject teacher informs SENCo and completes form *Indicators of Potential Learning Difficulties* (Appendix 3);
- SENCo sends *Indicators of Potential Learning Difficulties* to pupil's teachers and based on their collated responses, it will be decided if the child's name should be recorded on the Special Needs Register;
- HoKS/Head of Year invites parent and pupil to a meeting to discuss issues raised;
- subject teacher/HOD provides the necessary information to write an effective Action plan which will be reviewed after a specified time;
- subject teacher organises class groupings/resources etc in order to help the child achieve the targets set;
- subject teacher will monitor and review progress;
- subject teacher will report back to SENCo/HOD;
- SENCo will remove pupil's name from register or move to Stage 2.

### **Stage 2**

- following Stage 1 review, or when a concern is expressed by several teachers (having completed *Indicators of Specific Learning Difficulties* form), parent, Health or Social Services professional;
- SENCo registers child's needs and agrees that Stage 2 support is appropriate;
- SENCo and relevant teachers work together using all available information to agree way forward;
- SENCo and relevant teachers draw up IEP and discuss targets with child and parent;
- IEP implemented and reviewed with pupil and parental involvement;
- SENCo will decide whether to continue at Stage 2 or move the pupil back to Stage 1 or on to Stage 3.

### **Stage 3**

- following Stage 2 review or when further concern is expressed by teachers, parent, Health or Social Services professional;
- SENCo registers child's needs and agrees, having consulted with parent and Principal that intensive action and specialist support is required;
- SENCo reviews available information, consults Support Services and contacts Education Board;
- a Stage 3 Referral Form is completed following consultation with parent, pupil and Educational Psychologist;
- a Stage 3 assessment is carried out and recommendations made;
- IEP drawn up, implemented and reviewed with all involved;
- issues discussed with Principal;
- following review, pupil remains at Stage 3/reverts to Stage 2 /Principal requests Statutory Assessment.

### **Stage 4**

*In some cases schools will conclude that the child's needs remain so substantial that they cannot be effectively met within the resources normally available to the school.*

*(Supplement to the Code of Practice – 4.64)*

Should this be the case, the school will submit form SA1 to Special Education who will decide whether or not to proceed with a statutory assessment. The Board will consider:

- the degree of the child's difficulty;
- the nature of the provision required;
- whether the child's needs can reasonably be met by the resources normally available to the school.

### **Stage 5**

Once the statement has been finalised:

- provision and /or support will be arranged to meet the pupil's needs;
- a Stage 5 Education Plan will be drawn up and implemented;
- IEPs will be drawn up and implemented;
- the Annual Review and Transition process will take place.

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 assessment of the child's progress.

## **The Annual Review:**

- will assess the child's progress towards meeting the objectives specified in the statement;
- will review the special provision made for the child, including placement;
- will consider the appropriateness of maintaining the statement.

The school will undertake the review on behalf of the Education Authority.

The review meeting will take place in school and will be chaired by the SENCo.

Annual Review documentation and any relevant Transition Plans will be forwarded to the SELB following this meeting.

## **Monitoring**

- each teacher has responsibility for monitoring IEP targets within his/her own subject.
- targets for IEPs are set during end of September / October and are reviewed following internal examinations in February/ March:
- the review of IEPs considers achievements made and this informs the future planning of the individual pupil.

## **Record Keeping**

- all members of staff are encouraged to maintain a confidential file for SEN documentation
- SEN Register is updated at the beginning of each academic year. Subsequent updates are made throughout the year as required. All staff are informed of these updates by email
- SENCo keeps a record of all documentation relating to pupils with SEN/disability in a locked filing cabinet. Such details are held in accordance with Data Protection requirements for a period of 10-12 years. Documentation of pupils who leave school is kept in the school archives
- documentation re SEN register, strategies etc is available in the SEN subfolder in the Private 10 folder

## **Continued Professional Development**

- the principal oversees the professional development of all staff in consultation with SENCo
- it is essential that all staff keep up to date with current developments in order to best provide for pupils with Special Educational Needs
- those who attend courses disseminate relevant information to members of staff
- necessary training will be provided e.g. *Moving and Handling* Courses for Teaching Assistants

## **Evaluation of the School Procedures for SEN**

In line with the Good Practice Guidelines it is incumbent upon schools to evaluate the effectiveness of the policy and the provision given to pupils with SEN/Disability.

The evaluation procedure is an ongoing process and should include:

- departmental Reviews;
- progress of SEN pupils;
- targets of IEPs monitored for progression and evidence of the pupils work examined;
- impact of training, advice and support from external agencies on strategies and provision;
- attendance of pupils with SEN/disability;
- involvement of parents/pupils monitored;
- use of Teaching Assistants evaluated;
- inclusion in all areas of school life e.g. school types, sport days, productions;
- provision for pupils with statement – reviewed annually and provision amended as required;
- Transition Plan review for pupils with a statement – meetings with Education Authority transition officer organised to support pupils moving through key stages or changing schools.

## **Complaints Procedure**

If a parent/guardian considers that a problem exists concerning their child, the following procedure should be followed:

### **STEP 1** (any one or more of the following)

- speak to the subject teacher directly
- make use of the Homework Diary to record short notes or concerns for Form Tutor or Head of Year
- write a letter to more fully explain any concerns
- make an appointment to arrange a formal meeting  
*An appointment can be arranged by telephone*

### **STEP 2**

- speak to the SENCo, Mr J Graham  
*An appointment can be arranged by telephone.*

### **STEP 3**

- speak to the Principal  
*An appointment can be arranged by telephone.*

### **STEP 4**

- contact the Board of Governors
- communicate the issue in writing to the Chairman of the Board of Governors

## **Dispute Avoidance and Reconciliation 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). DARS aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or ELBs for pupils who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS.

- members of the DARS team will facilitate the possible resolution of disagreements (in a neutral venue) but do not have the authority to resolve a dispute
- agreement can only be reached with the approval of interested parties
- from referral to conclusion is approximately 40 working days
- DARS is separate and independent from Special Education Branch

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

Parents/Guardians may contact this service directly.

### **DARS SELB**

3 Charlemont Place,  
The Mall,  
Armagh.

BT61 9AX

Phone: 028 3751 2383 Fax: 028 3751 2599

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

Email: [DARS.enquiry@selb.org](mailto:DARS.enquiry@selb.org)

DARS Officer: Mr Oliver Sherry (Regional manager)

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

Where agreement cannot be reached between a parent and the ELB with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal or SENDIST.

SENDIST considers parents' appeals against decisions of ELBs and also deals with claims of disability discrimination in schools.

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

Further information regarding the appeals procedure can be obtained from:

### **Special Educational Needs and Disability Tribunal**

3rd Floor

Bedford House

16-22 Bedford Street

Belfast BT2 7DS

Telephone: 028 9072 8757

Fax: 028 9031 3510

Email: [SENDTribunal@courtsni.gov.uk](mailto:SENDTribunal@courtsni.gov.uk)

## **Monitoring and Evaluating the Policy**

This policy will be reviewed in light of changes in legislation or practice following consultation with all staff members, parents and external agencies. In addition feedback will be sought on an annual basis.

Information will be discussed and reviewed by the Senior Leadership team.

## Departmental Review of SEN provision

### Questions to be asked:

1. Do you feel that the lessons you have currently planned for your classes are sufficiently practical and relevant?
2. a) Are you happy with how you differentiate your teaching?  
b) Do you generally differentiate by outcome?  
c) Do you generally differentiate by task?  
d) Do you experiment with different forms of classroom organisation?  
e) Is there sufficient variety and flexibility in your teaching methodology? i.e. group/paired, individual/peer support, practical investigations, instruction in basic skills, stimulation/games/use of ICT.
3. Do all pupils in your class generally do the same work at the same time?
4. Do you make use of open-ended tasks where pupils can respond each at their own individual levels?
5. Do you frequently provide opportunities for oral work and discussion?
6. Do you give pupils opportunity to use subject related vocabulary and language in realistic situations?
7. Do you provide sufficient opportunity for co-operative work, sharing of ideas etc?
8. Do you use a variety of media to introduce and develop topics?
9. Do you expect pupils to achieve at the same level of attainment or is progress measured from their individual starting points?
10. Do you encourage self-assessment and thereby an independent sense of purpose?

## **Appendices**

**Appendix 1:** Letter of Consent for SEN interviews

**Appendix 2:** Letter of Consent for SpLD Testing

**Appendix 3:** Indicators of Potential Learning Difficulties

**Appendix 4:** RSD Support Strategies for Pupils with a Specific Literacy Difficulty/ Dyslexia

**Appendix 5:** Letter to parents explaining Group Education Plan and highlighting specific adjustments for their son/ daughter

**Appendix 6:** Conditions of use for Voice Recorders

## Appendix 1: Letter of consent for SEN interviews

13<sup>th</sup> September, 20

Dear parent,

I am planning to hold a short interview with your child to discuss how she feels her school career in RSD is progressing. I will discuss any difficulties she has and will examine areas where she feels positive. The outcome of this interview will be the production of an Individual Education Plan which will outline areas that we agree should be targeted to help her school-life.

Please take some time with your child to discuss and complete the enclosed *Pupil Contribution Form* and return it to your child's form tutor on Monday morning.

If there are any comments that you would like to add, please feel free to enclose them.

Thanks for your help,

James Graham (SENCO)

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## Appendix 2: Parental Consent for SpLD testing

2<sup>nd</sup> September, 20

Dear ,

Further to our recent conversation with respect to SpLD tendencies, I would like to run some diagnostic and attainment tests. These tests are designed to test general cognitive ability, attainment in basic literacy skills and level of efficiency in the Leadership of low-level information.

The battery of tests will take forty minutes and the results will be made available to you and . You are welcome to meet with me to discuss the results.

For your information, the test battery I am using is *The Dyslexia Portfolio* by G.L. Assessment. It has been recommended by the Education and Library Board's Educational Psychology Service.

Finally, it would be appreciated if you could confirm your consent for these tests by returning the attached *pro forma*.

Yours sincerely,

James Graham (SENCo)

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I give consent for my child, \_\_\_\_\_, to complete the battery of tests found in GL Assessment's *Dyslexia Portfolio*

Print Name: \_\_\_\_\_

Sign Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Royal School Dungannon



## Indicators of Potential Learning Difficulties

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Chronological age: \_\_\_\_\_ Year: \_\_\_\_\_

Completed by: \_\_\_\_\_

Please use the table below to comment on your observations

Observed Behaviours	Often	Sometimes	Never
<b>General</b>			
Has 'good and bad' days for no apparent reason			
Particular difficulty with reading and spelling across the curriculum			
Difficulty with remembering sequence e.g. alphabet, times tables, formulae			
Problems with processing language at speed			
Has difficulty following instructions			
Forgetful of words			
Poor concentration during independent work			
Poor organisational skills			

Has areas of strength as well as weaknesses			
Poor self-esteem/confidence			
Behaviour difficulties			
<b>Written Work</b>			
Standard of written work is poor compared to oral ability			
Produces messy work with many crossings out, badly set out on the page			
Reverses numbers and letters			
Confuses letter order/omits letters when writing			
Poor coordination (pencil control/fine motor)			
Spells a word several different ways in one piece of writing			
Uses unusual sequences of letter and words			
Persistent/illogical spelling errors even in short words			
Difficulty planning and composing essays			
Slow to produce writing			
<b>Reading</b>			
Reluctant to read			
Finds it difficult to blend letters together			
Difficulty pronouncing polysyllabic words			
Has difficulty establishing syllable division or knowing the beginnings and endings of words			
No expression in reading			
Comprehension poor			
Inaccurate when reading aloud			
Misses out words when reading or adds in extra words			

Fails to recognise familiar words			
Loses the point of a story being read or written			
Has difficulty in picking out the most important parts form a passage			
<b>Speaking and Listening</b>			
Jumbles phrases/substitutes/forgets words when talking			
Problems processing language at speed/complex instructions			
Good contribution during discussions			
Poor listening and attention skills			
<b>Outcomes and Further Actions</b>			

## Appendix 4: RSD Support Strategies for Pupils with a Specific Literacy Difficulty/ Dyslexia

### RSD Support Strategies for Pupils with a Specific Literacy Difficulty/ Dyslexia

Pupils who exhibit a specific learning difficulty in literacy in RSD will be afforded the following adjustments to their education:

- Teacher exposition in class will be supplemented by hard copies of notes
- Where extended taking of notes is required, teachers will support the pupil with hard copies. It is, however, reasonable to challenge the pupil to attempt to write as much as possible- this is to help increase his/ her writing speed.
- Pupils should be given wordbanks of commonly used terms for each subject.
- It is reasonable for pupils to keep a personal spelling log of words with which they have particular difficulty.
- All pupils, including SpLD/ Dyslexic pupils, will be expected to try to learn to spell some common terms but some pupils should not be subjected to spelling tests which are used for assessment.
- It is reasonable to expect pupils to attempt to handwrite answers of one or two paragraphs. At GCSE level, where longer answers are expected, teachers will provide structured “scaffolding” (key words, phrases, methods) to help enable exam appropriate responses.
- Where appropriate, pupils may be allowed the use of a word-processor and/ or a spell-checker.
- Pupils should be encouraged to read aloud in class but they should be comfortable with this task. If nervous, they can be forewarned to allow them time to look over the passage.
- Homework should be written on the board and the pupil allowed appropriate time to copy it down, or provided in hard copy form. It is reasonable to check that the pupil has recorded homework accurately. A “Study Buddy” can be used to help ensure pupil has copied down work appropriately.
- Where appropriate, 10-25% extra time will be afforded in internal examinations. Extra time will also be offered during Controlled Assessment, GCSE, AS and A2 examinations.
- Supervised rest breaks in examinations can be requested with the proviso that this has been the candidate’s “normal way of working.”
- Exam papers and handouts should be printed in a font which does not produce an imitation of handwriting or any form of joined up writing.
- Pupils with a SpLD in literacy (and ASD pupils if appropriate) should be given handouts and exam papers that are printed on A4 rather than reduced A5 paper.
- Pupils who have a preference for reading large print can request size 14 font or papers on A3 paper

- For pupils with literacy difficulties exam papers can, where deemed useful by the pupil, be photocopied on coloured paper.

Please note that these adjustments are for guidance purposes only and there will be pupils who want no, or only some, adjustments to be made.

James Graham (SENCo)

## Appendix 5: Cover Letter for Group Education Plan with individual adjustments

17 October, 2013.

Dear Mr and Mrs M [REDACTED],

Please find enclosed a copy of RSD's *Group Education Plan*. This plan is aimed at those pupils who exhibit a specific learning difficulty in literacy but who are seen to be coping well with their schoolwork and who, therefore, will gain no real advantage from an individual plan.

The point of this plan is to set out RSD's duties, responsibilities and provision towards your child. You can expect the provisions set out in this plan to be implemented for your child as he or she requires.

The more specific provisions that have been put in place for L [REDACTED] are as follows:

*Provide handouts in hard copy on blue or grey paper; provide blue or grey A4 lined paper for exams; 25% additional time in controlled assessment and examination; reduce copying where possible; provide handouts in hard copy; provide hard copies of teacher exposition; write homework on board; staff will speak with her re any other specific provisions*

If you would like to discuss any part of this document, please feel free to telephone school and arrange an appointment with me.

Yours faithfully,

James Graham (SENCo)

## Appendix 6: Conditions of use for Voice Recorders

### Conditions of use for Voice Recorders in Royal School Dungannon

The use of voice recorders in RSD must conform to the 1998 Data Protection Act. The Act states that:

- data may only be used for the purpose for which it was collected;
- data may not be disclosed to other parties without the consent of the individual concerned;
- individuals have the right to access information held about them;
- data may be kept for no longer than necessary... and must be destroyed once it is no longer legally required.

To this end, the following regulations must be adhered to:

1. Permission must always be sought from teachers before lessons can be recorded.
2. Recorded lessons are for the sole use of the designated pupil. It is not permitted to share data files without explicit permission from the member of staff concerned.
3. It is not permitted to use recorded lessons for any purpose other than that agreed with class teacher and SENCo.
4. Once notes have been made from data files, the file must be erased.
5. It should be noted that only lessons of teacher exposition need to be recorded.
6. The Voice Recorder is, for the duration of the loan, the property of the pupil concerned and the pupil accepts responsibility for loss or damage to the equipment.

#### Pupil Agreement

I agree to adhere to the conditions laid down in the Data Protection Act and this document.

Name: ..... Signature: ..... Date: .....

#### Parent/ Guardian Agreement

I/ We hereby agree to monitor our child's use of recorded data so that it is in accordance with the Data Protection Act and School Policy.

Name: ..... Signature: ..... Date: .....

Name: ..... Signature: .....

