



**Fortiter et
Humaniter**

Portadown College Special Educational Needs and Inclusion Policy 2021-2022

Section 1: General Information

Introduction:

Portadown College seeks to promote an inclusive ethos. All students are offered access to a broad, balanced and relevant curriculum. Every student has an entitlement to develop their full potential while being educated alongside their peers. The College will provide educational experiences which celebrate all achievements and recognise individuality and will work towards minimising barriers to learning.

Objectives:

We the College, with the students and parents will:

- ensure that no student who may have a disability/SEN is treated less favourably or disadvantaged in any way in comparison to those who have no disability/SEN;
- ensure that high expectations are maintained for all students;
- encourage inclusive practices among the teaching staff;
- strive to ensure that the voices of students are given high importance in terms of planning to meet needs, including establishing and reviewing Education Plans and Annual Reviews;
- promote a sense of belonging and community;
- strive to ensure that students with SEN/disability will have a positive self-image;
- provide early identification of need through a variety of means;
- take reasonable steps to ensure that student's inclusion is compatible with efficient education of other students;
- promote the involvement of parents/carers as partners in the planning and delivery of learning;
- where appropriate, work with outside agencies to meet the needs of the student;
- encourage teachers to differentiate in the classroom and be aware of and use different teaching strategies;
- provide development of the student's full potential: socially, emotionally, physically and intellectually, to ensure the needs of the whole student are addressed;

- provide a range of SEN provisions to match the range of SEN/disability, evaluating the provision provided and amending as appropriate;
- develop the knowledge, skills and understanding of students to ensure progress, thereby promoting success and developing self-confidence through increased independence;
- enable students to be active partners in their learning;
- develop and make use of all resources e.g. Classroom/Domestic Assistants and Exam Concessions in support of students with SEN/disability.

Definition of SEN:

Extracts from the Education Order (NI) 1996, Part II Children with SEN

(1) For the purposes of the Education Orders, a child has “**special educational needs**” if he/she has a learning difficulty which calls for “**special educational provision**” to be made for him/her.

(2) For the purposes of this Part, subject to paragraph (3), a child has a “**learning difficulty**” if

a) he has **significantly greater difficulty in learning** than the majority of children his age,

(4) In the Education Orders, “**special educational provision**” means –

educational provision which is “**additional to**” or, “**otherwise different from,**” the educational provision made generally for other children of his age in an ordinary school”

Definition of SEN when a child has a medical diagnosis/physical condition:

Extracts from the Education Order (NI) 1996, Part II Children with SEN

(1) For the purposes of the Education Orders, a child has “**special educational needs**” if he/she has a learning difficulty which calls for “**special educational provision**” to be made for him/her.

(2) For the purposes of this Part, subject to paragraph (3), a child has a “**learning difficulty**” if –

b) he/she has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age in an ordinary school

(4) In the Education Orders, “**special educational provision**” means – educational provision which is “**additional to**” or, “**otherwise different from**” the educational provision made generally for other children of his/her age in an ordinary school”

Summary: A child has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of children of the same age.

(b) Has a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

(c) Is under compulsory school age and is likely to fall within category (a) or (b) above.

Management of SEN within the Policy

Roles and responsibilities:

(i) Board of Governors **(see also Appendix 2)**

The Board of Governors should, in co-operation with the Principal, determine the College's general policy and approach, establish appropriate staffing and funding arrangements and maintain general oversight of the College's work. Duties of the Board of Governors include:

1. Use their best endeavours to secure that the special educational provision that a child's learning difficulty calls for is made for them
2. To ensure that the SEN of a child attending College are made known to all likely to be concerned with the student's education
3. To ensure that teachers in the College take all reasonable steps to identify and provide for children with SEN attending the College
4. To prepare and keep under review a programme of special educational provision (a Personal Learning Plan (PLP) in respect of each student who has SEN
5. To seek to obtain the consent of a parent or a young person to a copy of the PLP being sent to the Board of Governors of a new school; and, subject to that consent, provide a copy of the most recent PLP to the Board of Governors of the new school
6. To inform parents and young people who have, or may have, SEN of the arrangements for avoidance and resolution of disputes
7. To designate a teacher from the staff of the College as a 'learning support co-ordinator' (LSC) with responsibility for co-ordinating the provision of education for those students attending the College who have SEN
8. To notify the EA of any changes affecting the child attending College for whom the EA is making special educational provision
9. To inform the young person or the parent of a child in any other case that special educational provision is being made because it is considered that the child has SEN and have not been previously informed of this
10. To determine and keep under review, the College's policy in relation to the provision of education for children with SEN. In so doing, when it seems necessary or desirable, consult the EA to co-ordinate provision for children with SEN
11. To ensure that its SEN policy is compatible with statutory provisions relating to education
12. To have regard to its policy in the provision of education for children with SEN

13. To ensure that children with SEN join in the activities of the College together with students who do not have SEN, in so far as is reasonably practicable and compatible with their receiving the necessary special educational provision, the efficient education of other children in the College and the efficient use of resources

14. To report annually (in the College's Annual Report) on: the steps taken to implement the College's policy in relation to the provision of education for children with SEN; any special arrangements for the admission of students who have SEN but for whom no Statement is maintained; the steps taken to prevent students with SEN being treated less favourably than other students; and the facilities provided to assist access to the College students with SEN.

(ii) Principal

The Principal has responsibility for SEN/disability provision, informing governors and liaising with Learning Support Co-coordinator (LSC).

Responsibilities of the Principal in collaboration with the Board of Governors:

1. Determine and keep under review the College's SEN policy and approach to College special educational provision mapping and delivery
2. Provide regular updates to the Board of Governors on all SEN policy areas, procedures, planning and delivery of College special educational provision and any specific SEN issues
3. Ensure that the designated LSC has at least three years full time equivalent experience of teaching students with SEN and receives:
 - the necessary ongoing training to conduct their role effectively;
 - sufficient time to conduct their role effectively; and
 - an opportunity to provide regular information to the Board of Governors about special educational needs matters
4. Ensure that all staff have sufficient time and ongoing training to effectively perform their duties regarding students with SEN
5. Ensure that SEN training is included in the College Development Plan (CDP/SDP) considering both current and anticipatory training needs of College staff

Responsibilities of the Principal in collaboration with the Senior Leadership Team

1. Ensure the delivery of a focussed SEN policy, that all aspects of the SEN policy are implemented and the needs of students with SEN are appropriately identified and special educational provision put in place
2. Delivery of the SDP ensuring that all SEN Action Plan requirements are included and realised

3. Delivery of the College's Accessibility Plan

4. LSC is given the opportunity to give regular feedback to a member of SLT or has regular meetings with the SLT

Other responsibilities of the Principal

1. Supporting and guiding the LSC on all aspects of their co-ordinating role including developing the SEN policy, SEN Action Plan and maintenance of SEN records

2. Working closely with the SLT and LSC to ensure whole-college knowledge, understanding and application of the provisions in this Code of Practice and the implementation of the College SEN policy

3. Facilitating appropriate liaison with parents and young people and other agencies as required

4. Ensuring parents and children over compulsory school age are aware of: i. the College's complaints procedure for resolving areas of disagreement between College and parents; ii. the EA's arrangements for the provision of information and advice for SEN; and iii. the EA arrangements for dispute avoidance and resolution

5. Regarding children over compulsory school age, in line with a presumption of capacity and informed by EA procedures, ensuring that the College raises any question of capacity of the child within the context of exercising their rights in the SEN Framework with the EA

(iii) Learning Support Coordinator (LSC)

Duties of the LSC include:

1. Working in collaboration with the Board of Governors, Principal, SLT, Department and Year Heads to determine the strategic development of the College SEN policy.

2. Overseeing and ensuring the day-to-day operation of the College's SEN Policy and ensuring, in conjunction with the Principal, that it is kept up to date. Providing information to the department and year heads, SLT, Principal and Board of Governors about matters relating to SEN.

3. Identifying that SEN related training requirements are included in the SEN Action Plan and the College Development Plan (CDP/SDP), contributing as appropriate to both staff training and recording SEN training undertaken by staff.

4. Responding to requests for advice from other members of staff and advising staff on keeping records of concerns about a child's progress including any action teachers have taken to address those concerns.

5. Co-ordinating special educational provision for groups and individual children with SEN including working with staff in the development and dissemination of special educational provision mapping.

6. Ensuring each child with SEN is included on the College's SEN register, maintaining the register on an ongoing basis and overseeing all the records of children with SEN.
7. Ensuring that all children for whom special educational provision is to be made have a PLP prepared and implemented, working closely with, advising and guiding teaching staff, as appropriate, on the creation, monitoring and review of the PLPs.
8. Ensuring that procedures are in place for involving the child in all decisions about their education, according to their age, maturity and capability.
9. Encouraging and supporting staff in involving the child in order to seek the Views of the Child and inform their PLP.
10. Liaising/facilitating teacher engagement through partnership with parents and children over compulsory school age.
11. Liaising with the EA, and other external agencies if appropriate, to secure access to resources, advice and support regarding provision for children with SEN to ensure that students receive the appropriate provision to enable them to reach their full potential.

(iv) Classroom/General Assistants Classroom/Domestic Assistants:

1. work in partnership with the teacher to develop the independence of the student;
2. be included as part of whole College's professional development activities;
3. develop specialised expertise to meet the individual needs of the students with whom they work;
4. contribute to the planning, preparation and, where appropriate, the facilitation of learning;
5. be fully involved in student provision, monitoring and reviews under direction of the teacher regarding PLPs;
6. be included in establishing specific targets;
7. contribute to the promotion of the inclusive ethos of the College;
8. promote the self-esteem and well-being of the student;
9. understand the significance of their role and contribute to the overall social, emotional, learning and pastoral development of the children within the College;
10. work alongside others in the College with outside agencies.

(v) Teachers

All staff share the responsibility for students with SEN/disability. It is the duty of all teachers to work closely with the LSC to ensure the early identification of students with SEN/disability.

All teachers should:

1. Be involved in the development and implementation of the College SEN policy.
2. Gather information through observation and assessment and where concerned that a child may have learning difficulties, taking into consideration whole-school educational provision including normal differentiation, draw the child to the attention of other staff e.g. literacy and numeracy coordinators, pastoral care, LSC.
3. Develop and maintain an inclusive learning environment including making reasonable adjustments to help disabled students access the curriculum and have information in different formats.
4. Take all reasonable steps to identify and provide for children in their class with SEN.
5. Work in conjunction with the LSC to ensure that all information on the SEN Register for children in their class is up to date including any meetings with parents or external agencies.
6. Create, implement, monitor and review PLPs for the children in their class including any relevant advice from external agencies. (For further PLP guidance refer to the PLP guidance in Section 3).
7. Work closely with other staff to plan teaching and learning.
8. Direct and support adult assistants in their role in the implementation of PLPs.
9. Attend professional development training as appropriate.
10. Seek and share information regarding children with SEN in their class as a child moves from one class to another.
11. Through involvement of the child, seek and consider the views of the child within the PLP process.
12. Through partnership with parents and children over compulsory school age seek and consider views and contribution within the PLP process.

(vi) Heads of Department

Heads of Department should:

1. regularly review SEN student progress at department meetings and liaise with LSC as appropriate;
2. help teachers to use the classroom/general assistants effectively.

(vii) Year Heads

Year Heads should:

1. fulfil their pastoral role for SEN students;
2. refer students to LSC as appropriate after evaluation of information e.g. reports and target setting

(viii) College IT Technician should:

1. stop internet access on relevant examination days for students using laptops, as guided by the LSC;
2. ensure laptops for use during examination are in good working order for each examination season.

(ix) Students

Students are at the centre of SEN provision. They are encouraged to use all support provided and to identify any further ways LSC can help them achieve their goals.

Students should:

1. be involved in learning;
2. experience success;
3. take responsibility for learning;
4. seek to develop independence.

(x) Parents

Parental involvement is a crucial part of SEN. Parents are informed and encouraged to be fully involved in supporting their child's learning, working in partnership with the College. Good relationships are sought and fostered.

Admissions

Students with statements of special educational needs are placed in College at the request of the Education Authority, Southern Region. When seeking to place a student with a statement, the Board will consider the wishes of the student's parents and the provision of efficient education for other students in the class or College and the efficient use of resources to determine the suitability of the placement. This is in line with SENDO legislation.

Special facilities/resources

- Wheelchair access
- Disabled toilet
- Adaptations for visually impaired students

Complaints Procedures relating to SEN procedures

- Internal College procedures.
- Advice and Information Service Leaflet displayed on main notice board and issued to parents.
- Dispute Avoidance and Resolution Service Leaflet which is available on request through the Education Authority (Southern Region).

SECTION 2: Professional Development and Partnerships

Qualification/Experience of staff

- LSC completed Certificate of Competence in Educational testing from the British Psychological Society.
- Dyslexia, Autism/Aspergers, Visual and Hearing Impairment Training for all staff and assistants as required.

External Partnerships

EA Southern Region specialist and medical professionals' partnerships.

Section 3: Identification, provision, monitoring and evaluation of SEN procedures

Identification

All staff are responsible for early identification of students with SEN through professional judgement, testing, information gleaned from parents, junior high schools and external agencies:

- Results of screening tests are collated for Year 11 students and these are used to identify difficulties and determine any support required. This is completed by the LSC.
- Through weekly tests, end of module tests, observations, and parental concerns raised, Year Heads and Teachers complete an Area of Concern Form.
- Diagnostic tests carried out by LSC.
- May be placed on the register after thorough analysis and consultation with parents and student.

Structure of Special Educational Needs/Disability Provision (see also Appendix 1)

The College adheres to the three-stage approach as outlined in the New Code of Practice:

Stage 1: Students who are recorded as new Stage One will be receiving **College delivered** special educational provision.

Stage 2: Students who are recorded as new Stage Two will be receiving **College delivered special educational provision plus external provision**, e.g. from one of the Education Authority (EA) Student Support Services or from a service within the Health and Social Care Trust. Students who are going through the **statutory assessment process** will be recorded as Stage Two also.

Stage 3: Students who are recorded as new Stage Three will have a **statement** of Special Educational Needs and will be receiving College and EA delivered special educational provision as detailed in their statement.

Record keeping

Records are kept in accordance with Data Protection Act Data Protection Act 2018 (as amended in accordance with GDPR).

Monitoring Progress of Students with SEN

- PLP targets are monitored by teachers, assistants, students, parents, heads of department (in departmental meetings) and SEN for progression and necessary changes.
- Evidence that the student's class work and/or social skills are progressing is monitored initially by individual teachers and assistants and discussed with LSC.

- Reviews of PLPs and other relevant and purposeful measures that focus on educational outcomes (e.g. Sensory Support Reports) and inform future planning/movement either up or down through the stages of the Code of Practice.

Evaluation of College Procedures for SEN

Evaluation is ongoing. PLPs form the basis but Common Assessment Units (CAUs), Cognitive Ability Tests (CATs) and pastoral information are all used and reviewed to evaluate procedures.

Reference to other relevant policies

This policy is in line with SENDO legislation and should also be read in conjunction with the following College policies:

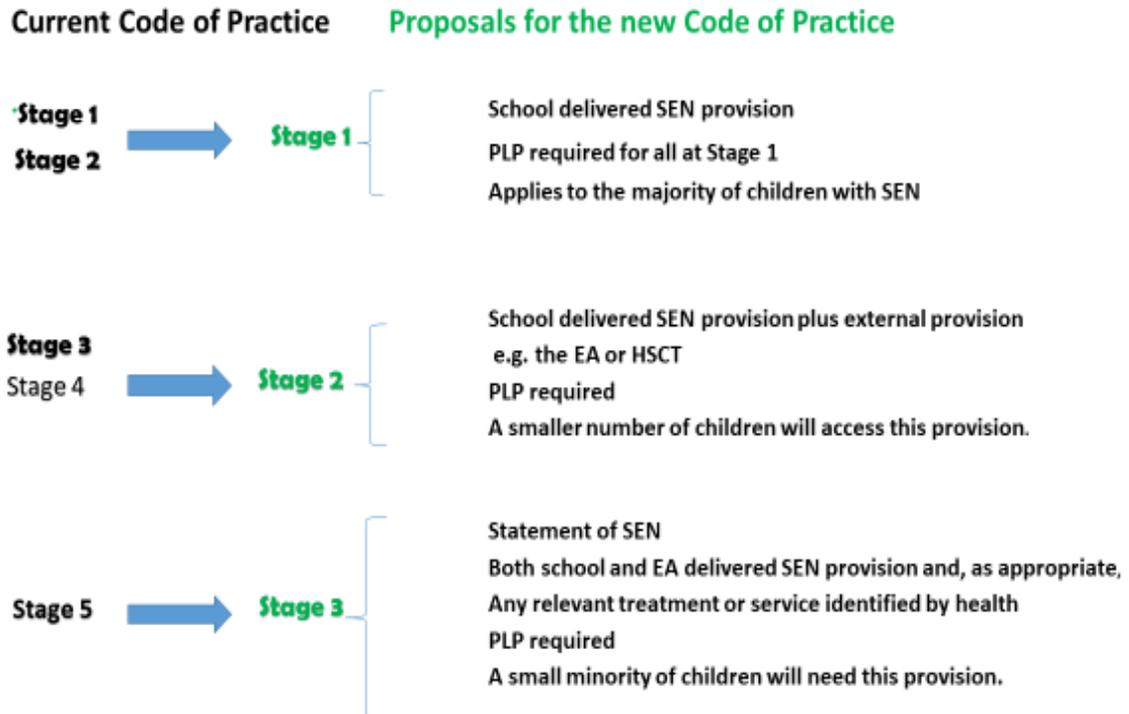
- Admissions
- Behaviour Management
- Health and Safety
- Pastoral Care
- Child Protection
- Curriculum Policy

This policy will be reviewed biennially or in light of changes in legislation or practice. This will happen in consultation with all staff members.

This policy was approved at a meeting of the Board of Governors held on 15 June 2021

Appendix 1 – Adapted from SEND Act 2016

New Stages of the Code of Practice



Appendix 2 – Adapted from SEND ACT 2016

New Duties of Board of Governors

There are six new duties for Boards of Governors.

1. Ensure a Personal Learning Plan (PLP) is prepared for all students who are on the SEN Register
 - “prepare and keep under review a programme of special educational provision, a personal learning plan (PLP), in respect of each registered student at the College who has special educational needs.”
 - Replacing Individual Education Plan (IEP becomes PLP)
 - A draft proforma will form part of the Consultation on the new Code of Practice (Nov 2018), and following consultation will be available on the SEN module, SIMS C2K.
2. Designate a teacher as having responsibility for co-ordinating SEN provision (Learning Support Co-ordinator), who will replace the SENCo
 - Designate a teacher on the staff of the College, “the learning support co-ordinator (LSC)” as having responsibility for co-ordinating the provision of education for those students attending the College who have special educational need. This replaces the current SENCo role
 - Ensure that any teacher designated as learning support co-ordinator meets the requirements as prescribed
 - Ensure the learning support co-ordinator receives –
 - the necessary training to conduct his/her role effectively;
 - sufficient time to conduct his/her role effectively; and
 - an opportunity to provide regular information to the BoG.
3. To tell the EA about any change of circumstances affecting a child getting EA support
 - The Board of Governors shall make arrangements to notify the Authority, as soon as reasonably practicable, after the College becomes aware of any immediate or planned changes involving a child.
 - Where a child is, or is likely to be, absent from College for more than 4 weeks the Board of Governors should notify the Authority of this fact and of-
 - (a) the duration of the absence where this is known;
 - (b) the reason for the absence where this is known; and
 - (c) the date when the child returns to College.

4. Inform parents & students over compulsory age of the arrangements relating to disagreements between them and the Board of Governors

- New Dispute Avoidance & Resolution Service (DARS)
- Mediation Service
- Both independent of the EA

5. To ensure teachers take “all reasonable steps”

and

6. To ensure those concerned with a student’s education all know about the student with SEN (but need to recognise right to privacy)

- Ensure that the needs of student with SEN are made known to all *concerned with the student’s education*
- Secure that teachers *take all reasonable steps to identify and provide* for students

Appendix 3 – Linked Legislation and Documentation

Legislation:

- [The Education \(NI\) Order 1996](#)
- [Special Educational Needs and Disability \(NI\) Order 2005](#)
- [The Special Educational Needs and Disability Act \(NI\) 2016](#)

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. \(PDF, 706KB\)](#)