



## **HUNTERHOUSE COLLEGE**

### **SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY**

**Date/date Reviewed: November 2017**

**Previous:**

**Next Review due: September 2019**

This policy is available in pdf format from the school website

[www.hunterhousecollege.org.uk](http://www.hunterhousecollege.org.uk)

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## **INCLUSION AND DIVERSITY**

The College aims to establish an inclusive community where all students and staff are treated with dignity and respect, regardless of individual differences including, but not limited to, culture, race, religion, beliefs, sexuality, gender orientation, appearance and ability.

## **POLICY RATIONALE**

The Education (NI) Order 1996 requires all schools to operate a policy for students with special educational needs. This policy must be consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs in operation since September 1997. The Policy must also be consistent with the supplement to the Special Educational Needs and Disability (SEND) Act March 2016, and the Equality Commission for Northern Ireland's Disability Discrimination Code of Practice for Schools (January 2006).

The purpose of this policy is to:

- affirm that Hunterhouse College accepts the principles of the Code of Practice issued by the Department of Education Northern Ireland (DENI) (March 1996) and therefore adopts the five stage approach to the identification of students with special needs and will endeavour to make whatever special educational provision is necessary to meet those needs.
- set out clearly for all the interested parties the procedures for the identification, assessment and provision for students with special educational needs within the College
- encourage open and consistent application of the procedures.

This policy is for:

- students
- parents/carers
- teaching and support staff
- governors
- external agencies

## **OBJECTIVES**

- To outline the arrangements for the identification of students with special educational needs and /or disability.
  - To outline how the school will manage the provision for individual student need including access arrangements for external examinations.
  - To identify the roles and responsibilities of staff in providing for students with special educational needs.
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## Principles

- To ensure students with special educational needs achieve their full potential.
- To ensure students with special educational needs are as fully integrated within the school community as is possible.
- To develop effective communication between parents/carers, teaching staff and support staff.
- To advocate a student centered approach in identifying and providing for students with special educational needs.
- To work in partnership with external agencies and specialist teams to ensure the best possible provision.
- To monitor the policy and procedures and keep them under review.

## DEFINITIONS

### Special Educational Needs:

The term “special educational needs” is defined in the legislation as “a learning difficulty which calls for special educational provision to be made”. “Learning difficulty” means that the student has significantly greater difficulty in learning than the majority of students of his or her age, and/or has a disability which hinders his or her use of everyday educational facilities (or, where the student is below school age, would hinder such use if the student were of school age). “Special educational provision” means educational provision which is different from, or additional to, the provision made generally for students of comparable age. (*Special Educational Needs (SEN) Code of Practice 1998*)

“Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Students have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of students of the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities of a type generally provided for students of the same age in schools within the area of the local education and library board. (*SEN Code of Practice 2001*)

### Disability

A student is regarded as being disabled for the purpose of the Special Education Needs and Disability Order (SEND O) if she has a physical or mental impairment which has a substantial and long term adverse effect on a pupil’s ability to carry out normal day-to-day activities. Long term is defined as lasting one year.

(*Disability Discrimination Act 1995*)

## IDENTIFICATION AND ASSESSMENT

Students may be initially identified as having SEN in a variety of ways.

### On admission to the school.

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Notification of an existing need may be supplied through records and transfer documents received when a student transfers or evidence supplied by parent/carers or the feeder school in the form of reports or professional assessments. This may include a statement of SEN or information regarding an ongoing process of Statutory Assessment. In these instances, school will need to test those students with Specific Learning Difficulties (SpLD) after Year 9 in order to ensure appropriate access arrangements are in place for external examination.

### **Baseline and Diagnostic Testing**

Students in Year 8 will undergo a series of baseline tests in their first half term at Hunterhouse College including Cognitive Ability Tests (CAT), Pupil Attitudes to Self and School (PASS) tests and the Granada Learning (GL) dyslexia screening test. The outcomes of these may lead to further assessment or adjustment in classroom practice. Follow up testing will be carried out with an Access Arrangements Course qualified member of staff. Referrals may also be made to the College's link Educational Psychologist for further testing. Parent/carers and carers will be informed in advance of any further testing.

### **Teacher concern**

If classroom work and/or behaviour across a number of subjects indicates that a student is performing at a level sufficiently below that of their peers or is demonstrating substantial difficulties in a social, emotional or behavioural context, the subject teachers will refer concerns to the Special Educational Needs Co-ordinator (SENCo) along with supporting evidence such as examples of students' work. There will be a period of monitoring and testing before any need is identified and parents/carers will be informed.

### **Parent/Carer notification or concern**

Concerns may be raised by the parent/carer who refers to the school for guidance and support based on ongoing issues they have noticed about performance in school and difficulties faced doing homework and study. There will be a period of monitoring and testing before any need is identified.

Following identification of a particular need students will be added to the SEN register at the appropriate stage:

<b>Stage 1</b>	teachers identify and register a student's special educational needs and, consulting the College's SEN co-ordinator, take initial action.
<b>Stage 2</b>	the SEN co-ordinator takes lead responsibility for collecting and recording information and for co-ordinating the student's special educational provision, working with the student's teachers.
<b>Stage 3</b>	teachers and the SEN co-ordinator are supported by specialists from outside the school in meeting a student's needs.
<b>Stage 4</b>	the Education Authority considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.
<b>Stage 5</b>	the Education Authority considers the need for a statement of special educational needs; if appropriate, it makes a statement and arranges, monitors and reviews provision.

### **PROVISION**

All students identified with SEN will be added to the register for the information of all teaching and support staff.

All students on the register will discuss with the SENCo, and where appropriate, a classroom assistant, the

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adjustments needed to ensure the best quality teaching and learning to enable them to achieve their potential. These adjustments will be shared with all staff and subject teachers. Subject teachers will then be required to add to their adjustment grid any further subject specific changes or support they make available to the student in lessons.

Subject teachers will complete a progress review of those students on the register biannually.

Students at Stage 2 and above because of specific learning difficulties shall liaise with the SENCo and their parent/carers and, where appropriate classroom assistants, in the setting of targets through an Individual Education Plan to be reviewed at least once a year.

Students at Stage 2 and above because of Social, Emotional and Behavioural Difficulties (SEBD) needs shall liaise with the SENCo and Head of Year in the setting of targets through a Behaviour Support Plan to be reviewed at least once a year.

Students at Stage 5 will attend at least one formal review meeting per year. Additional review meetings may be convened at any point as required. For transition reviews the Transition Officer from the Education Authority will be present along with the College's careers officer.

Access arrangements for internal and external examinations will be provided for students on the SEN register in keeping with student's normal way of working and in line with all Joint Council for Qualifications (JCQ) regulations.

Hunterhouse College recognises that its resources are finite and, in instances where a student has a high level of complex SEN, admission into the College may not be in the best interests of the student in terms of ensuring that their specific individual needs are met. Hunterhouse College may not be able to meet the child's needs without undermining the efficient, effective and safe education of all.

### **Students with SEN who are Looked After**

The College understands that many Looked After Children and those formerly Looked After eg Adopted from Care or subject to a Special Guardianship Order often have the most complex Special Educational Needs and that they are often the most vulnerable students in the school. As such, we work in close partnership with carers/guardians and agencies, such as Social Care, to ensure that the educational needs of such students are met as far as possible and makes its best efforts to ensure that necessary provision is available.

### **English as an Additional Language Provision**

Students who attend the school with limited or no English will be given a reduced timetable in order to facilitate further one to one English support. They may be advised to repeat an academic year. Access Arrangements for external examinations will be given as appropriate. The College will endeavor to meet student needs with regards to diet, uniform and religious worship. We will work with the relevant external agencies where financial and language support is needed.

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## **ROLES AND RESPONSIBILITIES**

**As stated in the Code of Practice (1996) and revised in the SEND Act (2016)**

**The Board of Governors (para 2.3-2.9)**

In co-operation with the Principal:

- determine, review and develop SEN Policy, establishing success criteria
  - publish prescribed information on policy and provisions in respect of students with special educational needs
  - report annually to parent/carers on steps taken to implement SEN policy
  - endeavour to ensure that the necessary special educational provision is made for all students on the College's SEN Register and that they have the greatest possible access to the full range of school activities
  - establish appropriate staffing and funding arrangements and consider allocation of resources, including access to the school site
  - ensure admissions and other policies are compatible with the Code
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### **Principal (para 2.6, 2.12)**

- determine, review and develop SEN policy and establish success criteria
- maintain responsibility for SEN provision
- agree responsibilities and teaching commitments of the Special Educational Needs Co-ordinator (SENCo)
- liaise with the Education Authority (previously the Education and Library Board), Governors, SENCo, teaching and non-teaching staff, parent/carers and external agencies

### **Vice-Principals**

- liaise with SENCo on issues relating to:
- co-ordination of SEN policy within the broader pastoral care arrangements of the school (para 2.34)
- available SEN specialist provision and INSET needs
- general School administration, eg., timetabling provision, staffing and accommodation

### **Special Educational Needs Co-ordinators (paras 2.6, 2.11, 2.39, 2.40, 2.45-2.74)**

- determine day to day operation of SEN Policy
- co-ordinate the College's SEN provision
- respond to requests for advice from other teachers
- keep the Principal and Vice-Principals advised of SEN issues, including INSET
- maintain SEN Register
- liaise with subject teachers, Form Teachers and Heads of Year and take lead responsibility in :
  - arranging for the assessment of students identified as having special educational needs
  - co-ordinating these students's SEN provision and advising and supporting their teachers as necessary
  - overseeing the implementation of the 5 Stage Plan
  - liaising with parent/carers of students with special educational needs
  - liaising with external agencies

### **Head of Year**

liaise with SENCo, Form Teachers and parents/carers in :

- identification and making arrangements for the assessment of students with special educational needs
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- co-ordinating students' SEN provision, monitoring and reviewing progress
- providing appropriate information with the young person's consent for Progress Files (para 6.44)

#### **Head of Careers (para 6.43)**

- liaise with Form Teachers, Heads of Year and SENCo on students with special educational needs
- ensure Careers Officer is invited to annual reviews when appropriate as determined by the Code
- provide information in the context of Careers Education and available literature

#### **Heads of Department**

Liaise with subject staff, Form Teachers and SENCo in identifying, making arrangements for assessment of, and providing for and monitoring students with special educational needs.

#### **Form Teacher (para 2.45)**

- Liaise with subject staff, Heads of Year, SENCo, the student and parents/carers to:
- respond to a concern that a student may have special educational needs by collecting and recording information and making an initial assessment
- co-ordinate the student's SEN provision and monitor the student's progress

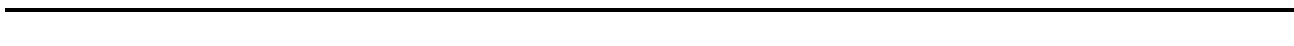
#### **Subject Teacher (paras 2.6, 2.44, 2.53)**

- be aware of the College's SEN Policy
- identify students who may have special educational needs

### **ACCESSIBILITY**

The Special Educational Needs and Disability (Northern Ireland Order) 2005 imposes a duty on the Education Authority to ensure that students with SEN have a right to mainstream education. Hunterhouse College understands and accepts that:

- disabled students should not be treated less favourably by any member of the College community because of their disability.
- Students who have SEN but do not have a statement and who apply for admission to the College must be treated in the same way as any other applicant.
- Where a student has a statement of SEN and the parents/carers wish for them to be educated at the College, the College will consult with parents/carers and the Education Authority to assess the reasonable adjustments that can promote the student's inclusion without detracting from the education of other students.
- The College environment has been adapted to be inclusive to those with physical disabilities.





## **CONCERNS AND ENQUIRIES**

Parents/carers wishing to enquire further about SEN procedures and provisions should contact the KS3 or KS4 / Post 16 SENCo as appropriate in the first instance. If a parent/carer has any concern about any aspect of the provisions in place for their child, they should also contact the relevant SENCo.

## **LINKED DOCUMENTS**

- Safeguarding Policy
- Pastoral Care Policy
- Gifted & Talented Policy
- Behavior Policy
- Code of Practice 1998
- SEND Act 2016
- DENI Circular 2017

