

SENDO and Inclusion Policy (Abbreviated)

AIMS OF THE INCLUSION POLICY

1. To strengthen the rights of students with Special Educational Needs and Disability and to integrate as fully as possible within mainstream education, the school environment and classroom after giving due consideration to the appropriate wishes of their parents/guardians and relevant external agencies.
2. Not to treat disabled students and prospective students **less favourably** (for a reason relating to their disability) than it treats, or would treat, a person to whom that reason does not or would not apply (unless justified).
3. To make **'reasonable adjustments'** to all policies, procedures and practices to ensure that a disabled student is not placed at a substantial disadvantage compared to students/students who are not disabled.
4. To ensure that all teachers are well informed and supported in fulfilling their role in meeting the requirements of SEN and Disabled students in order to provide high quality support and learning activities which stimulate and maintain interest, curiosity and enjoyment.
5. To identify and assess students with SEN and disabilities as early and thoroughly as is possible.
6. To make the broad and balanced N.I. curriculum accessible to all SEN and disabled students so that they can maximise their potential.
7. To ensure that parents/guardians of SEN and disabled students work in partnership with the school and are regularly informed and updated on their child's progress.
8. To work towards making the education experience more accessible to disabled students and prospective students in terms of premises, the curriculum and information.
9. To ensure that students with SEN or disability experience equal opportunities within the school and that they benefit as fully as possible from their education.
10. To create a stimulating and safe learning environment which acknowledges and respects the uniqueness, individuality and dignity of each pupil.
11. To promote a positive learning environment which supports all students and ensures that they are happy and safe, regardless of difference.

ROLES AND RESPONSIBILITIES OF KEY PERSONNEL

In pursuit of the identified Inclusion aims and objectives, the school SENCO role is to support all staff with the implementation of the aims of this policy. However, Inclusion is recognised as a whole school shared responsibility.

HOW DO WE IDENTIFY STUDENTS WHO MIGHT NEED EXTRA HELP?

In Year 8, parents are invited to make concerns known to the SENCO of any Special Educational Needs. These concerns will be followed up. Review of GL Assessment Data and a screening process enables the SEN Department to identify students who may need support in the areas of Numeracy, Literacy and or General learning areas. (Appendix 1 & 2) Referral can come at any time from a multitude of sources e.g.

- Form teachers' observations and liaison with subject teachers
- Student self-request
- Students who have already been assessed as having a SEN in primary school should bring with them to the Post Primary school at Registration a copy of their latest assessment. If the assessment by a registered educational psychologist is more than five years old, a further assessment may be required.
- Subject teachers' observations
- Parental request
- Management request

- Following information from Primary school
- Following information from EA Southern Region Peripatetic Service
- CATS/ PIM & PIE tests
- Year 8 spelling and reading tests
- Further diagnostic tests are administered to those with emerging needs
- Results from internal continuous assessments

THE THREE STAGE PROCESS A five-stage process for identification, assessment and provision in accordance with **THE CODE OF PRACTICE** is established. This approach recognises that there is a continuum of Special Education Needs and that the needs of the majority of SEN students lie at Stages 1 or 2 i.e. their needs are met within the school.

ADDITIONAL TIME FOR EXAMINATIONS AND ASSESSMENTS

Approval for concessions such as use of extra time or scribes to supplement written examinations shall be sought by the SENCO and the school's Examination Officer. Where additional time is required for examinations - as a result of diagnostic test results, medical issues reflecting pupil's speed of processing or following the recommendations made in the educational psychologist's report; the SENCO must complete a 'special arrangements in examinations' form and pass this on to the Examination Officer with the relevant evidence.

Extra time cannot be given unless the student has evidence supporting their specific learning or medical difficulty (such as an educational psychologist's report, or the schools acknowledgement of the student need as a result of compromised speed of processing). Extra time will then become part of the student's normal way of working and a recommendation on her IEP.

Where additional time is required for the completion of coursework assignments (following the recommendations of the SENCO or as made in the educational psychologist's report), this should be negotiated between student and teacher. Deadlines for the submission of projects should wherever possible be adhered to since part of the learning process is to meet deadlines.

TRAINING AND ADVICE TO STAFF

Teaching staff should ensure that they have a general understanding of the learning implications for SEN students. Reasonable Adjustments should be made. As part of their professional development, staff will receive training on basic disability and equality issues and the range and types of support available to students. Teaching and learning strategies should make the delivery of the course as inclusive as reasonably possible. (Appendix 4) If a subject teacher requires additional support, clarification or assistance, he/she must seek the support of the SENCO. (Appendix 5)