



ST MARY'S HIGH SCHOOL, NEWRY

Special Educational Needs Policy

Revised December 2020

REFERENCE: CODE OF PRACTICE FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS 1994 AND SPECIAL EDUCATIONAL NEEDS AND DISABILITY ORDER (NI) 2005.

MISSION STATEMENT

OPTIMUM SEMPER FACERE 'ALWAYS TO DO ONES BEST'

'We will work in collaboration with other educational institutions and in partnership with parents and pupils to maximise academic and creative potential of pupils, enabling them to achieve the highest educational standards, thereby enriching their lives the community and the economy.'

RATIONALE

St Mary's High School is committed to providing equal access for all pupils to a broad and balanced curriculum, one which meets their academic, physical, social, spiritual and emotional needs. As a Rights Respecting and Welcoming School, all pupils are supported and encouraged to achieve their full academic and creative potential, following curriculum pathways which meet their interests, abilities and career aspirations. Pupils learn within an inclusive learning environment, one where their individual needs and abilities are met through the school's curriculum and pastoral provisions. Extra support is given to those pupils who have Special Educational Needs and/or disabilities and the school endeavours to make the maximum reasonable arrangements to provide for their needs.

Pupils who have Special Educational Needs are given extra support which addresses their identified needs which are impeding progress and achievement. The SEN provision aims to provide an educational experience which allows all students to achieve their full individual potential and celebrates the academic and creative achievement of all pupils.

'Effective interventions and support are in place to meet the additional educational and other needs of pupils and to help them overcome barriers to learning'

'A commitment exists to ensure that all children follow an educational pathway which is appropriate for them in a school or thorough a collaborative arrangement.'

(Every School a Good School - 2009)

'The school provides additional learning support for those who have cognitive, physical, emotional or linguistic barriers to learning'

(Together Towards Improvement- 2003)

'Changes in the curriculum provide increased opportunities for schools to help young people to address their wider educational needs and for learners to develop the skills they need to build effective relationships and to promote equality.

(Community Relations, Equality and Diversity Policy 2011)

UNCRC ARTICLES

As a Rights Respecting School we promote the following articles:

- Article 12 Respect for the views of the child
- Article 23 Children with a disabilities have a right to special care
- Article 28 The right to education
- Article 29 The goals of education to achieve potential

AIMS & OBJECTIVES

The aims of the Special Educational Needs Policy/Provisions are:

- identify pupils with SEN/disability as early and thoroughly as possible through a variety of means and in consultation with appropriate personnel.
- ensure full entitlement and access for pupils with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential and enhance their self- esteem.
- ensure that all pupils with SEN/disability feel valued and receive curricular, pastoral and extra-curricular opportunities and support which allows them to develop their knowledge, understanding and skills, ensuring progress, promoting success and self-confidence.
- encourage parental involvement in all aspects of the identification, assessment and support process.
- co-operate with all relevant support agencies to meet the needs of individual pupils within a multi-disciplinary approach.
- always consider the wishes of the pupils, recognising their age and understanding.
- create an inclusive learning environment where pupils with SEN/disability learn alongside their peers after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- provide relevant curriculum pathways and careers support to enable pupils to achieve their full potential, enjoy the learning process and become active contributors to society and the economy.
- support teachers as they use a range of teaching strategies which incorporate different learning styles to motivate pupils and raise attainment.
- use a whole school system for recording continued assessment so that each pupil's performance is monitored and reviewed appropriately.
- provide staff training and necessary resources to meet the needs of pupils with SEN/disability.

DEFINITIONS OF SEN AND DISABILITY

Special Educational Needs

'Learning difficulty' means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. 'Special education provision' means educational provision which is different from, or additional to, the provision made generally 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

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 efficient education of others.’

‘Children who have Special Educational needs but do not have a statement, must, except in specific circumstances, be educated in an ordinary school.’ *Article 3(1) SENDO 2005*

Inclusion

‘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).

The following areas will encompass all aspects of SEN/disability as highlighted in the Code of Practice:

- Learning difficulties
- Specific learning difficulties
- Emotional and behavioural difficulties
- Physical disabilities
- Sensory impairments
- Speech and language difficulties
- Medical conditions

This policy links closely with all other policies in supporting all pupils, including those with Additional Needs who may also have Special Educational Needs eg a pupil with a medical need which has an impact on their learning.

Gifted & Talented

‘The term Gifted and Talented is used to describe those students 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).

Dual/Multiple Exceptionality (DME)

‘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 Gifted and Talented 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 DCFS Ref: 00061-2007BKT-EN)

MANAGEMENT OF SPECIAL EDUCATIONAL PROVISIONS

Roles and Responsibilities

Principal

- monitor the SEN procedures to ensure early identification, assessment and support of pupils with SEN/disabilities
- ensure all pupils with SEN/disability have equal access to all curriculum, pastoral and extra-curricular provisions.
- inform the Board of Governors regarding SEN issues.
- work in close partnership with the SENCO.
- liaise with parents and external agencies.
- delegate and monitor the SEN budget and provisions.
- ensure the SLT are actively involved in the management of SEN within the school, ensuring consistency of practice and provisions for all pupils.

Special Educational Needs Coordinator

The school's SEN Co-ordinator is Mrs F McCloy. The role of the SENCO is to:

- oversee the day to day operation of the SEN policy and ensure correct documentation is available for statutory assessment.
- manage school-based assessment procedures and update the school's SEN register.
- co-ordinate provision for children with special educational needs.
- liaise with and advise colleagues regarding the needs of those students on the SEN register.
- ensure that appropriate IEP's are in place, that relevant background information about children with SEN is collected, recorded and updated.
- liaise with the Literacy, Numeracy and Newcomer Co-ordinators regarding the identification, assessment and support of pupils with SEN/disabilities.
- maintain the school's SEN register and oversee the records of all pupils with special educational needs.
- organise necessary reviews and referrals.
- liaise with parents and external agencies.
- contribute to in-service training, provide support to colleagues to ensure effective teaching and provide advice for writing Education Plans.
- manage and guide classroom assistants to ensure effective support for pupils with SEN.
- liaise with the Examinations Officers and Internal Exam Co-ordinator regarding access arrangements of all internal and external examinations.
- review and evaluate regularly the effectiveness of SEN provision and procedures.
- share good practice with other SENCO's through the ALC.
- plan and implement the annual review of pupils with statements of special educational needs.
- advise the Principal, SLT and teaching staff regarding all aspects of SEN including changes to legislation and the possible impact on school provisions and practices

Head of Department:

- ensure their department implements all aspects of the SEN procedures including the completion and review of IEP's and monitoring forms.
- ensure the department promote inclusive learning and teaching which is relevant and accessible to all pupils.

- support subject teachers to enable them to provide an appropriate and differentiated curriculum.
- provide appropriate resources to support pupils who have a SEN/disability including the effective use of Classroom Assistants.
- monitor SEN provisions and pupil progress at departmental meetings and forward areas of concern to the SENCO.
- monitor the progress of pupils with SEN/disability and ensure support procedures are put in place to enable pupils to reach their full potential.

Subject/Class Teachers

- create an inclusive learning environment for all pupils.
- keep up-to-date with all information on the SEN Register.
- comply with all SEN procedures and practices including the completion and review of IEP's, Monitoring Forms and collection of evidence.
- monitor the progress of pupils with SEN/disability and gather information regarding pupil progress through observation and assessment.
- effectively use Classroom Assistants as part of the learning team.
- liaise with the SENCO/Head of Department/Head of Year to monitor the progress of pupils with SEN/disability.
- participate in staff development regarding SEN.
- co-operate with partner schools regarding the identification, assessment and support of collaboration pupils.

Classroom Assistants

- follow all school policies and procedures.
- be aware of the SEN of the pupil they are supporting (IEP, Summary of Statement, Psychologist reports, etc) and the need for 'confidentiality' in line with school policy.
- work under the direction of and in partnership with the class teachers as per the duties' schedule in 'Classroom Assistant Handbook.'
- plan, deliver and monitor intervention programmes.
- support pupils and actively promote their confidence, self-esteem and confidence
- act as an advocate for the pupil in relation to all aspects of school life
- keep daily records and attend weekly meetings.
- assist with examinations.
- be committed to their own professional development and the sharing of good practice.
- monitor and review IEPs under the direction of the SENCO.
- participate in SEN 'Annual' & 'Transition' Reviews for assigned pupils.
- carry out other duties as may be required from time to time on the instruction of the Principal.

Involvement of Pupils

'The child should where possible according to age maturity and capability, participate in all the decision making processes which occur in education.' (*Supplement to the Code of Practice – pars 1.19*)

This includes:

- contributing to the assessment of their needs.
- working towards achieving agreed targets.

- contributing to the annual review meeting and the transition process along with their parents (Years 10, 12 and 14) (Mrs McCloy Senco, DEL Careers Officer Michelle Grant, EA Transition's Officer Noeleen McNamee).

Involvement of Parent/Carer

'The relationship between the parents of a child with SEN and their child's school has a crucial bearing on the child's educational progress and 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 2.21)*

Role of Parent/Carer

- inform the school of any specific identified needs as early as possible on entry to the school.
- meet with the SENCO and staff to discuss their child's needs.
- attend review meetings.
- inform the SENCO and staff of any changes in circumstances.
- support the targets on their daughter's IEP.

Confidentiality Statement

Confidentiality Statement for pupil records

- pupil records, data and any other information of a sensitive or SEN nature are considered confidential.
- pupil information shared with any member of staff as part of her specific job requirements is to be kept confidential and should not be disclosed or discussed outside the school.

Confidentiality Statement for working with external agencies

- during work with other professionals and agencies, exchange of information will be regarded as highly confidential and will only be shared on a need-to-know basis and with the permission of the professional/agency involved, using any appropriate guidance.

Record Keeping

The SEN Register, statement summaries together with outside agency reports for pupils who are at Stages 2 - 5 on the Code of Practice are stored in the secure staff area of Whole School Documents (Learning Support folder). Evidence of work and completed Monitoring Forms of IEP's are kept secure in individual pupil files.

ADMISSIONS ARRANGEMENTS

The admissions criteria and arrangements apply to all pupils (See Prospectus and Induction Policy). Pupils with special needs will be admitted on the basis of choice and proximity. Within each criterion, priority will be given by the Board of Governors, on the basis of supporting evidence by parents or statutory agencies, as having special circumstances (medical, social, security factors).

Special Educational Needs and Disability Order (NI) 2005

SENDO strengthens the rights of children with Special Educational Needs to be educated in mainstream education. St Mary's will not treat disabled pupils and any prospective pupils less favorably than it treats, or would treat, a person to whom that reason does not or would not apply. The school will make 'reasonable adjustments' to all policies, procedures and practices to ensure

that a disabled pupil is not placed at a substantial disadvantage compared to pupils who are not disabled. The provision of auxiliary aids and services for disabled pupils is facilitated through the Special Educational Needs framework.

Inclusion and Diversity

St Mary's promotes a culture of inclusion where pupils of diverse identities are welcomed, respected and cherished. In promoting the value of diversity the school has a range of strategies to enable pupils to fully access the curriculum and make progress.

SEN Special Units

There is no Learning Support Centre. The School has considerable experience in special educational needs within an inclusive learning environment. All teachers have extensive experience meeting the needs of a diverse range of learners within a differentiated learning environment.

The admission arrangements with respect to the majority of pupils with special educational and disability needs are consistent with the school's general arrangements for all other pupils. Children with statements of Special Educational Needs are placed in schools at the request of the Education Skills Authority (Southern). When seeking to place a pupil with a statement, the Board will take into account the wishes of the child's parents and the provision of efficient education for other children in the class or school and the efficient use of resources to determine the suitability of the placement. This is in line with SENDO (2005) legislation.

Accessibility / Special Facilities

- The school is only accessible to wheelchair users with a lift in the main foyer leading to the assembly hall.
- The school has facilities for personal care, including a toilet for the disabled.
- The school employs a counsellor - Mrs Nuala Woods.

STRUCTURE AND ORGANISATION OF SEN PROVISIONS

The SEN structure and provisions are in line with 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.

Identification and Assessment Arrangements

Year 8

- If a pupil has already been included on the Special Needs Register at their Primary School, then the SENCO will include the pupil on the Special Needs Register as appropriate and plan provision accordingly. The SENCO will liaise with the Primary Schools transition officer – Mrs A Hughes to obtain up to date information on the new P7 pupils who have a statement. If deemed necessary, the SENCO will visit the Primary Schools and discuss the pupil with their P7 teacher.
- There are a range of assessment and diagnostic tests that are used to assess new pupils who are not on the register but who have been identified as having a learning need. These assessments include Reading/Comprehension and Spelling tests, PTE11 and PTM11 assessments (Primary School), classroom observation, class work and teacher observation. Pupils whose standardised scores in literacy and numeracy are 85 and below will generally be placed in a

small group setting where work is differentiated and learning closely observed for a short time. ('90% confidence bands' are taken into consideration). The SENCO will analyse the standardised scores and will carry out further assessments as appropriate. If there are any concerns regarding individual pupils they will be placed on the Special Needs Register and their progress will be monitored.

- When learning difficulties are fully identified those pupils will be transferred to the SEN register.

School Provision

All staff are responsible for early identification of children with SEN.

Stage 1 - Subject Based Learning Support

Teachers identify and register a child's special educational needs on an 'Area of Concern' stage 1 form and, following consultation with the SENCO, take initial action. Stage 1 is primarily the responsibility of the class teacher. Any pupil who receives additional literacy or numeracy support over and above the rest of the pupils will be placed at stage 1 for the duration of the programme. The pupil may remain at Stage 1 or if additional support is required move onto Stage 2. The parents will be informed about the outcome irrespective of whether the pupil remains at Stage 1 or moves onto Stage 2.

If a pupil remains at Stage 1, their progress will be monitored by the individual subject teachers who will inform the SENCO if there are any further concerns.

Stage 2: Individual Educational Plan

The SENCO takes lead responsibility for collecting and recording information and for co-ordinating the pupils special educational provision. In consultation with the pupil and parent/carers and working with Class Teachers the Head of English and Mathematics and Classroom Assistants the SENCO establishes three Core Targets:

1. Literacy Core Target
2. Numeracy Core Target
3. Personal Social Development Core Target

The SENCO also outlines possible strategies that can be used by class teachers to address each Core Target.

Class teachers identify the most relevant core target for their subject together with the strategies to be used. These targets are monitored and reviewed by subject teachers with the collection of supporting evidence. The SENCO may carry out further assessments or diagnostic tests to help identify the exact needs of the pupil. A formal review takes place twice a year (January for reviewing Term 1 and June for reviewing Terms 2 & 3).

After 2 reviews, the pupil's progress will be assessed and any of the following decisions will be taken;

- To continue at Stage 2 and have a further review (IEP Targets may be changed)
- To go back to Stage 1 if sufficient progress has been made.
- To move onto Stage 3. This could take place after only 1 review if it is obvious that a pupil requires further support.

Parents and pupils will be asked to contribute and will be kept fully informed about any decisions made.

Stage 3: - Continued School Provision with External Support

School-based provision continues as appropriate but additional expertise is used to meet the learning needs of the pupil. External specialist intervention with the pupil (as appropriate to their needs) will be arranged by SENCO and the targets within the IEP may be modified as a result. A risk assessment may also be required in some cases where the pupil has a behavioural/emotional need. If the pupil's needs are not being fully addressed despite the support given, the Principal and SENCO may decide to move the pupil to Stage 4 where a CP4 is completed, requesting Formal Assessment for the pupil.

Stage 4: - Statutory Assessment

The Education and Skills Authority (Southern) takes responsibility for Stage 4 and considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment. During Stage 4 the pupil remains at the school where the SENCO continues to review the pupil's progress and individual teachers set targets as appropriate to their IEP.

Stage 5: Statement of Special Educational Need

At this stage the Education and Skills Authority formally issues a Statement of Special Educational Need to the Pupil and subsequently arranges, monitors and reviews provision.

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.

Review Procedures

Individual subject teachers will complete the review section in the pupils' IEP and collect evidence to support monitoring, recording progress on the Monitoring Forms. The SENCO will meet all parents with pupils on the register, at stages 2 – 5, twice a year. Any pupils' progress may also be reviewed at the instigation of a subject teacher or parent at any time during the school year. In addition, pupils who are at stage 5 of the Code of Practice, will attend an Annual Review of their progress, along with their parents in Term 2 of each academic year.

In Key Stage 3 Pupils with special educational needs are integrated into mainstream education and additional resources are directed to those who require extra support. All pupils are taught in mixed ability classes except for the following subjects:

Year 8 – English and Mathematics

Year 9 – English and Mathematics

Year 10 – English, Mathematics and Science

There are smaller class sizes in English and Mathematics and a variety of teaching/learning strategies and differentiated work is available in all subjects.

Pupils may move between the stages, remain at a particular stage or show sufficient improvement to be removed from the SEN register. Throughout the stages, pupils will be monitored and reviewed according to the nature of the concerns and targets set within their Education Plan.

The school's arrangements for identifying pupils with SEN are consistent to procedures recommended in the Code of Practice and follow a 5 Stage Model as outlined in the 'Code of Practice 1998' and 'Good Practice Guidelines' (2009).

Monitoring and Evaluation – Review Procedures

- All IEP's are completed by class teachers and a copy retained in their Learning and Teaching file for on-going monitoring and tracking of progress against the established targets. Class teachers collect samples of the pupils' work as evidence of progress.
- Annual Reviews take place each year for a pupil who has a statement of Special Educational Needs.
- The annual review meeting reviews the Statement of SEN for the pupil and covers a range of items that assists the monitoring and evaluation of the pupil's progress and placement.
- A Transition Plan meeting takes place usually in March/April for Year 10 (transition from KS3 to KS4) and Year 12 & 14 (Post-16) pupils who hold a statement. The meeting allows the school to prepare the young person for employment, education or training beyond 16. This meeting is attended by Noeleen McNamee, Transition Officer (EA) and Mrs M Grant (DEL Career's Adviser). During Transition Plan discussions, parents are provided with the opportunity to consent to having their child's SEN records made available to their next educational or training institution.
- End of Term evaluation of withdrawal programmes, specialist programmes, (LEXIA, Reading Partnership etc).

Learning & Teaching

All children have the right to a broad and balanced curriculum. All staff utilise a range of teaching strategies and classroom management styles designed to take account of the differing abilities, interests and experiences of pupils. In order to facilitate this:

- learning is differentiated and stimulating, engaging the pupils in the learning process and allowing them to achieve success.
- pupils are encouraged to take responsibility for their own learning and set personalised targets to reach their full potential
- staff give positive feedback and celebrate the achievements of pupils with SEN.
- staff are sensitive to pupils' literacy skills and how this impacts on their ability to understand instructions and express their ideas
- the learning environment is inclusive of all pupils in all aspects of the learning process
- the views of all pupils are important and they are encouraged to take an active role in the school

Access Arrangements for Examinations

- 'Access Arrangements' for Examinations are designed to provide access for pupils with specified learning difficulties.
- Pupils will be only considered in accordance with the national regulations agreed by the Joint Council for Qualifications (JCQ) www.jcq.org.uk.
- The SENCO collects the necessary information and applies for such special arrangements.
- The final decision regarding Special Access Arrangements remains with the Awarding Bodies.
- Once it has been agreed that a pupil qualifies for special arrangements it is the responsibility of the SENCO and Examinations Officers to ensure these are implemented fully.

Qualifications and Experience of SENCO and relevant staff

- Mrs Mc Cloy was appointed to the role of SENCO in March 2006.
- The SENCO has completed a Post Graduate Certificate in Special Educational Needs. She has also completed her Specialist Assessor certificate – CCET Access Arrangements (June 2016) and is a registered member of The British Psychological Society for carrying out educational tests.
- Nine classroom assistants attended training delivered by EA Officer Mr A Lennon for the reading partnership programme.
- Autism training – Mrs Mc Cloy (SENCO) Mrs S Carvill (Classroom Assistant)
- Classroom Assistants have completed further training in the areas of : Reading & Phonics (Toe by Toe) Mrs K O’Hanlon January 2015.
- All Classroom assistants have received literacy training for supporting children with delayed reading skills (February 2016), Coaching training (May 2016), Child Protection Training (updated every 2 years) and epilepsy awareness training (June 2017).

Partnership with Parents/Carers

- Partnership with parents/carers is viewed as highly important and they are openly invited to be involved in their child’s learning programme. Positive relationships are developed by keeping parents/carers fully informed at all levels of SEN provision.
- Parents/carers are involved at all stages of the COP and are notified of any changes on the SEN register. Parents also receive a copy of their child’s IEP and are encouraged to contact the SENCO regarding any concerns they may have at any time throughout the year. Parents are invited to attend annual and transition reviews.

Pupil Participation

- As a Rights Respecting School positive relationships exist between pupils and staff where the views of pupils with SEN are valued, enhancing their independence and self esteem.
- Pupils are involved in establishing their IEP targets and attend their Annual Reviews and Transition Meeting in Years 10, 12 and 14 (stage 5).
- The pupils are given the opportunity to experience and celebrate success.

Support Services

Outside agencies play a vital role in meeting the needs of pupils with SEN. At Stage 3 there is a need for a multi - disciplinary approach and the SENCO liaises with outside agencies at every stage in the decision making process.

St. Mary’s High School works closely with a range of support agencies to identify and support the needs of pupils with SEN. We work in partnerships with each of the following:

- ❖ EA Stage 3 Support Services
- ❖ Educational Psychologist (Mrs Caroline Flynn)
- ❖ Community Paediatrician
- ❖ DEL Careers Officer (Mrs Michelle Grant)
- ❖ EA Transitions Officer (Mrs Noeleen McNamee)
- ❖ Hearing Support Teacher (Mrs Rebecca Millar)
- ❖ Down Syndrome Support Teacher (Mrs Joanne Hardy)
- ❖ Specific Literacy Difficulties (Mrs Ciarna Wilkinson)
- ❖ Autism Advisory Support

Other Support Services

- ❖ Social Services and LAC Team
- ❖ School Counsellors
- ❖ CAPS and YPP
- ❖ PPDS
- ❖ NSPCC
- ❖ School Age Mums (SAM)
- ❖ XL Princes Trust
- ❖ Work 4 U
- ❖ Women's Aid
- ❖ Life Conference
- ❖ Related Theatre groups/productions
- ❖ Religious Retreat Teams/Programmes
- ❖ PSNI
- ❖ STEPS Programme
- ❖ EWO Service
- ❖ Behaviour Support Team
- ❖ Youth Service
- ❖ PIPS – Care and Support

Newcomer Pupils

Extra support is available for Newcomer pupils who have English as a second language (support is given by the Newcomer Co-ordinator – Mrs Haddad. All teacher complete CEFR's and these are used to track pupil progress together with the other assessment tracking in the school.

CEIAG

All pupils have equal access to the CEIAG programme. The SENCO works closely with the Head of CEIAG to share information and to monitor the progress of pupils with a SEN/disability, careers teachers contribute to each pupil's IEP. There is a special focus on those pupils in transition years and extra support and guidance is given if required when choosing GCSE and Post 16 options. The DEL Careers Officer Mrs Michelle Grant and the EA (Southern) Transition Officer Mrs Noeleen McNamee supports pupils and their parents to prepare for transition to further learning or study after their learning journey in St Mary's.

Entitlement Framework – Collaboration students

All relevant information pertaining to pupils with SEN is communicated between partner schools and staff contribute to the completion and monitoring of IEP's. Teaching staff fully cooperate with the SEN procedures with partner schools.

Complaints

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

SEN Advice and Information Service

The Education Authority (EA) SEN Advice and Information Service provides support in relation to children with Special Educational Needs. The advice and information leaflet is given to all parents who have a child on the Learning Support Register at stages 2-5 in October of each year, or at any other time if their daughter is moved to Stage 2.

Dispute Avoidance and Resolution Service (DARS)

DARS was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). The SENCO provides information regarding DARS to any parent who wishes to appeal a decision made by the EA.

This policy will be reviewed in light of changes in legislation and practice. This occurs in consultation with all staff members.

Related School Policies:

This policy is set within the broader school context of whole school policies and as such should be implemented in conjunction with the following school policies:

- ❖ Inclusion and Diversity Policy
- ❖ Curriculum Policy
- ❖ Learning and Teaching Policy
- ❖ Assessment and Marking Policy
- ❖ Child Protection Policy
- ❖ CRED Policy
- ❖ Health and Safety Policy

Dissemination of the Policy:

The SEN policy is available to parents on request and is published on the school's website.

Monitoring, Evaluation and Review:

Mrs McCloy SENCO is responsible for monitoring, evaluating and reviewing the implementation of the SEN Policy and Procedures. She will:

- ❖ liaise with all staff and external agencies to successfully implement the SEN Policy and Procedures
- ❖ advise on training and professional development for all members of staff;
- ❖ attend relevant SEN training;
- ❖ review the implementation of the policy and advise the Principal and SLT on a regular basis;
- ❖ liaise with key members of staff to monitor and review all SEN provisions
- ❖ use pupil and parent feedback to evaluate the effectiveness of SEN provisions

Signed by Chair of Governors: _____

Date: _____

Signed by Principal: _____

Date: _____

Date of Review: __December 2023_____