



Ashfield Girls' High School

Special Educational Needs Policy



SPECIAL EDUCATIONAL NEEDS POLICY

This policy document is intended to be of practical use and to make explicit the philosophy, aims, organisation and resources which are deployed to staff in meeting pupils' Special Educational Needs. It conforms to the recommendations of the Code of Practice on the Identification and Assessment of Special Needs.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

- The term “special educational needs” is defined in the relevant legislation as “a learning difficulty which calls for special educational provision to be made.”
- “Learning difficulty” means that a child has significantly greater difficulty in learning than the majority of children of comparable age, or has a disability which hinders his or her use of the kind of facilities generally provided in ordinary schools.
- “Special educational provision” means educational provision which is different from or additional to, provision made generally for children of comparable age.
- “Special assessment need” is a term applying to pupils who require special exam arrangements in order to demonstrate their understanding of the curriculum.

AIMS OF ASHFIELD’S PROVISION FOR PUPILS WITH SEN

- The aims for Ashfield’s provision for pupils with SEN are consistent with the general aims of the school and with the code of practice for SEN. They may be summed up as follows:
- A partnership of teaching staff, pastoral staff, support staff, parents, pupils and appropriate external agencies are each involved in planning, delivering and renewing a programme to meet the needs of each pupil with SEN.
- Ashfield Girls’ is also fully committed to SENDO (Special Educational Needs and Disability (NI) Order 2005) which supports the belief that disabled pupils have a right to the same opportunities in educational life as non-disabled pupils.

CATEGORIES OF SPECIAL EDUCATIONAL NEEDS

We recognise that the definition of SEN embraces a breadth of learning difficulties varying in type, duration and severity. We recognise that special educational needs can arise as a result of:

- learning difficulties
- specific learning difficulties e.g. dyslexia, dyspraxia, ASD
- physical disability
- emotional or behavioural difficulties (special pastoral needs)
- sensory impairment, e.g. hearing, visual
- speech and language difficulties
- medical conditions

ADMISSION ARRANGEMENTS

The admission arrangements with respect to the majority of pupils with special educational 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 Belfast Education and Library Board. When seeking to place a pupil with a statement, the Board will take into account:

- The ability of the school to meet the child's special educational needs.
- The provision of efficient education for other children in the class or school.
- The efficient use of resources.

IDENTIFICATION, ASSESSMENT AND PROVISION

- It will be the School Policy to use a range of sources for identification, assessment and provision.
- On admission, all Year 8 pupils will be given Standardised Tests in English and Mathematics, for the purpose of identifying any Special Educational Needs. For pupils who have been previously identified as having SEN, all information will be passed onto subject/form/year teachers. If a pupil is admitted in any year other than Year 8, a similar approach will be used.

If teaching or support staff have concerns that a pupil they work with may have SEN they will raise their concerns with the SENCO/ASST SENCO

GATHERING INFORMATION

We gather information about pupils' aptitude and progress from a range of sources. The most common sources of information are outlined below.

- Source of information
- Primary Feeder Schools
- Baseline assessments, Screening Tests and Standardised Tests
- Information from parents
- Teacher Observations
- Post-primary schools from which pupils may transfer to AGHS
- End of KS3 assessments
- School Assessment
- Diagnostic Assessment
- Educational Psychology Reports
- Code of Practice Stage 3 Report
- Statements of Special Educational Need
- Medical Advice

It may also be appropriate to include information from other agencies.

STRUCTURE OF SPECIAL EDUCATIONAL PROVISION

The five stages can be summarised as follows:

- Stage 1 Teacher led support/Special help from subject teacher/Form Teachers
- Stage 2 Education Plan, additional support perhaps from a classroom assistant / Exam concessions etc
- Stage 3 Education Plan, now involving outside specialist(s).
- Stage 4 Statutory Assessment from the Board.
- Stage 5 Statement of SEN from Board.

SEN REGISTER

- This will be maintained and updated by the SENCO and Assistant SENCO and will contain all information relevant to meeting the pupil's SEN.
- It will be the responsibility of all staff who initiate or who are part of the stages of an SEN plan to maintain accurate records to inform the SENCO and other staff as appropriate.
- All staff will have access to the register via Sims. It will be the intention of the SEN Co-ordinator to communicate with staff about the names of pupils who are registered as having SEN.
- A copy of the SEN register will be placed in SEN folder in Private 1.

ARRANGEMENTS FOR CO-ORDINATING PROVISION

We believe that all have a crucial role in meeting the aims of the school with regard to SEN.

THE ROLE OF THE GOVERNORS

The School's Board of Governors has a responsibility to:

- determine and keep under review the school policy for special educational needs
- have regard to its policy in ensuring that the pupils' special educational needs are met
- report annually to parents on provision for pupils with special educational needs
- ensure that all statutory requirements regarding SEN are met.

THE ROLE OF THE PRINCIPAL

The Principal has a responsibility to:

- manage provision for pupils with special educational needs
- keep governors fully informed about special educational provision
- work closely with the SENCO
- keep informed of statutory developments regarding SEN
- co-ordinate staff development and INSET for SEN
- fulfil statutory responsibilities, delegating the co-ordination of these to the SENCO as appropriate, e.g. annual reviews for pupils with statements of SEN
- co-opt the SENCO onto Ashfield's Senior Management Team as appropriate, e.g. when the school identifies SEN as one of its priorities for development.

THE ROLE OF THE SENCO / ASST SENCO

The Special Educational Needs Co-ordinator has a responsibility to:

- oversee and co-ordinate the operation of school policy for SEN
- provide support and advice for colleagues
- maintain a register of pupils with special educational needs
- maintain records of each pupil on the register
- liaise with external professionals
- compile appropriate resources
- report to the Principal and SLT regarding provision for pupils with special educational needs
- keep informed of statutory developments regarding SEN
- help to identify needs for and contribute to the professional development of all staff
- ensure communication between all involved in support of the learning of each pupil with SEN
- work with teaching staff, support staff, parents, pupils and appropriate external agencies and experts to draw up educational plans, including targets, for pupils with SEN
- Co-ordinate support in the classroom for pupils with SEN as part of these educational plans
- Co-ordinate withdrawal support for pupils with SEN as part of these educational plans
- participate and contribute to reviews of progress for pupils with SEN
- work with the School's Examination Officer to co-ordinate special arrangements for pupils with Special Assessment Needs.
- Co-ordinate support from Classroom Assistant support

THE ROLE OF THE FORM/SUBJECT TEACHER/YEAR HEAD

The above teachers have a responsibility to:

- address the needs of pupils in his/her class who have been identified as having SEN
- work in conjunction with the SENCO/Assistant SENCO to draw up educational plans, including targets, for pupils with SEN
- address the targets on the pupils' IEPs
- discuss the pupils' targets with them
- work in conjunction with the SENCO/Assistant SENCO to review these plans
- contribute to reviews regarding a pupil's progress

THE ROLE OF THE LITERACY/NUMERACY CO-ORDINATORS

The Literacy/Numeracy Co-ordinator has a responsibility to:

- liaise with staff and SENCO to set targets for IEPs
- ensure that the Literacy/Numeracy policy meets the needs of SEN pupils
- share relevant Literacy/Numeracy resources with staff

External support in Ashfield Girls' High School

When necessary, the pupils, SENCO/Asst SENCO and teachers are supported by specialists from outside schools. External agencies that currently support us are:

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| Educational Psychologist | BELB |
| SPSS | Link Centre |
| Peripatetic Teacher | Park Outreach School |
| Peripatetic Teacher | Park Outreach School |
| Counsellor | New Life |
| Transition Officer | BELB |
| Transition Officer | SEELB |
| Transition Support | Oakwood ASD Service |
| Support Teacher | Oakwood ASD Service |
| Support Officer | Cedar Foundation |
| Careers Advisor | DEL |
| Hearing Impaired Teacher | BELB |



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