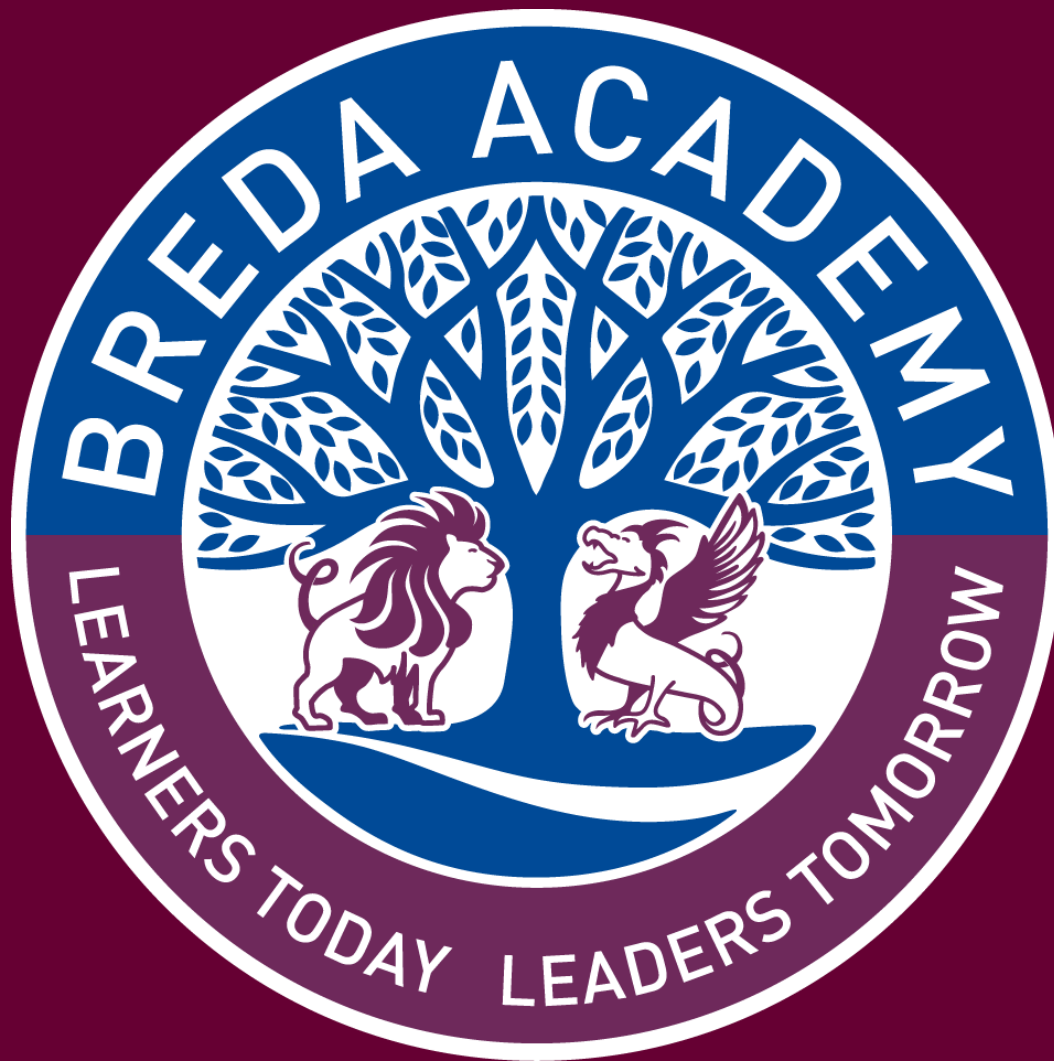


# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**



## **BREDA ACADEMY**

- Reviewed by the BoG on 27.09.22
- To be reviewed again before Sept 2025

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

### **Interim Policy (whilst awaiting full operation of new code)**

*“The new Code is not operational, and until such time as it is, schools must continue to have regard to the 1998 SEN Code and its 2005 supplement in all respects with the exception of recording children with SEN under the new three stages.” DE Circular 2021/06*

### **Rationale/Vision**

Breda Academy, through this policy document, seeks to ensure that the needs of all the students with special educational needs and / or disability will be addressed and provision made available to them throughout or at any time during their school career. In addition, the school acknowledges their right to have access to a broad and balanced curriculum, including maximum possible access to the NI Curriculum and accordingly we will endeavour to facilitate these opportunities.

### **Legislation:**

The Education NI Order 1996

Special Educational Needs and Disability (NI) Order 2005

The Special Educational Needs and Disability Act (NI) 2006

### **Documentation:**

Department of Education NI (1998) Code of Practice on the Identification and Assessment of Special Educational Needs: Bangor: DENI

Department of Education NI (2005) Supplement to the Code of Practice. Bangor. DENI

Equality Commission NI (2006) Disability Discrimination Code of Practice for Schools (SENDO)

Department of Education NI (2009) Every School a Good School-a policy for school improvement, Bangor: DENI

Department of Education NI (2019) Recording SEN and Medical Categories-Guidance for Schools, Bangor: DENI

## **DEFINITIONS**

### **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 effect on his or her ability to carry out normal day to day activities’.

*Disability Discrimination Act (1995)*

### **SEN Provisions of 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*

## **Key Principles of Inclusion**

The Disability Discrimination Code of Practice for Schools (ECNI, 2006) states: "...all students have a right to the same opportunities in the whole of their educational life."

Breda Academy has an inclusive ethos and actively seeks to promote the inclusion of all children. Inclusion is an integral part of all school policies and procedures.

*'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)

In order to embed an inclusive ethos within our school, this policy links closely with all other policies in supporting all students, including those with Additional Needs who may also have Special Educational Needs.

## **SEN and Medical Categories**

The following is the list of the five overarching SEN categories and sub-categories taken from: Department of Education NI (2019) Recording SEN and Medical Categories-Guidance for Schools, Bangor: DENI

1. Cognition and Learning (CL)-language, literacy, mathematics, numeracy
  - a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD)-language/literacy
  - b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD)-mathematics/numeracy
  - c) Moderate Learning Difficulties (MLD)
  - d) Severe Learning Difficulties (SLD)
  - e) Profound and Multiple Learning Difficulties (PMLD)
2. Social, Behavioural, Emotional and Well-Being (SBEW)
  - a) Social and Behavioural Difficulties (SBD)
  - b) Emotional and Well-being Difficulties (EWD)
  - c) Severe Challenging Behaviour associated with SLD or PMLD (SCB)
3. Speech, Language and Communication Needs (SLCN)
  - a) Developmental Language Disorder (DLD)
  - b) Language Disorder associated with differentiating/biomedical condition (LD)
  - c) Communication and Social Interaction Difficulties (CSID)
4. Sensory (SE)
  - a) Blind (BD)
  - b) Partially Sighted (PS)
  - c) Severe/Profound Hearing Impairment (SPHI)
  - d) Mild or Moderate Hearing Impairment (MMHI)
  - e) Multi-sensory Impairment (MSI)
5. Physical Need (PN)
  - a) Physical (P)

## **Children with a medical condition**

Children who have an identified medical condition will be recorded on the Breda Academy's medical register. Those who do not require special educational provision will be recorded on the Medical register only and will not be placed on the SEN register.

A student with a medical diagnosis or disability may or may not have a SEN but what is key is "does the student have a requirement for special educational provision to access the curriculum?"

A student can be recorded on both the SEN register and medical register if they have both a medical need and require special educational provision to be made for them.

The Medical Register is the responsibility of Mr Campbell.

The following is the list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population taken from Department of Education (NI) 2019 Recording SEN and Medical Categories-Guidance for Schools, Bangor: DENI

- Epilepsy
- Asthma
- Diabetes
- Anaphylaxis
- Autism Spectrum Disorder (ASD)
- Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)
- Dyspraxia/Development Co-ordination Disorder (DCD)
- Developmental Language Disorder (Medical) (DLD)
- Global Developmental Delay
- Down Syndrome
- Complex Healthcare Needs
- Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
- Depression
- Eating Disorder
- Psychosis
- Other Medical Disorder
- Cerebral Palsy
- Spina Bifida-with Hydrocephalus
- Spina Bifida-without Hydrocephalus
- Muscular Dystrophy
- Acquired Brain Injury
- Visual Impairment
- Hearing Impairment
- Physical Disability
- Other medical condition/syndrome

### **Policy Aims**

To identify children with SEN/Disability as early and thoroughly as possible through a variety of means and in consultation with class teachers, SENCO and outside agencies.

1. To ensure full entitlement and access for students 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.
2. To ensure that all children with SEN/Disability feel valued and have a positive self-image. To offer curricular, pastoral and extra-curricular experiences and opportunities which allow students to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.
3. To encourage parental and student involvement in the identification, assessment and support for SEND and to strive for close co-operation between all agencies concerned for a multi-disciplinary approach. When considering the wishes of the child, his/her age and powers of understanding must

be considered. The support of parents and students is crucial if an Individual Education Plan (IEP) is to be effectively implemented.

4. To consider the views of the child/young person when planning and implementing SEND provision taking into account their age and capacity.
5. To educate students with SEN/Disability, wherever possible, alongside their peers within the curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
6. A student tracking system for recording continued assessment so that each student's performance can be monitored and reviewed appropriately is used within the school as a whole.
7. To stimulate and/or maintain student interest and enjoyment in their own education.
8. To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning.
9. To create a caring and supportive environment in which students can contribute to the planned provision in relation to their individual learning needs.
10. To develop and utilise all resources in support of students with SEN/Disability.
11. To enable students with SEN/Disability to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development in order that students can develop as valuable members of society both now and in the future e.g. students should develop a range of desirable qualities such as safety awareness, politeness, perseverance, initiative and independence.
12. To meet the needs of all students who have SEN/Disability by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

#### **Identification and Assessment of Special Educational Needs and Disability**

*'It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.'*

*(Code of Practice 1998 paragraph 2.14)*

*'Children with SEN should be identified as early as possible and assessed as quickly as is consistent with thoroughness'*

*(Paragraph 5.12 - page 44 - Supplementary Guide of the Code of Practice)*

Children with SEND will be identified as a result of prior knowledge / history, testing or by observation in or out of the classroom. All previous records concerning newly enrolled students will be sought from primary schools attended in year 7, and in the case of those enrolling in other years; records will be obtained from their previous post primary school. Where necessary, students will be placed on the schools SEND register at the appropriate stage according to the Code of Practice.

In Breda Academy the following may be used to identify students' needs:

- Whole school assessment (CAT Tests in Year 8)
- Information from transferring school
- PTE and PTM tests administered from year to year to assess progress – in conjunction with the English and Mathematics departments
- Parental information
- Teacher observation/concerns shared using the PSC (Student Support Centre) referral form
- School assessment (e.g. Class Tests/School Exams)
- Standardised tests administered by SENCO or Educational Psychologist
- Diagnostic assessment
- Psychological Reports
- Statements of Special Educational Need
- Medical Advice
- Care Plans
- Professional reports
- Parental contributions
- Student contributions
- Individual Education Plans
- Annual Reviews

## **Arrangements for Co-ordinating SEND Provision**

### **Roles and Responsibilities**

SEND provision will be the overall responsibility of the Board of Governors and Principal of the school. However, in order to facilitate the practical day to day running of the provision the Board of Governors have delegated responsibility for students with special educational needs to;

- SENCO: Mrs Begemann
- Vice Principal: Mrs Scott

### **Board of Governors**

There is an appointed SEND governor on the Board of Governors: Mrs Carol McAdam.

The BOG have a statutory duty to:

- ensure that all students' special educational needs are addressed
- have regard for the Code of Practice
- have regard for the school's SEND Policy
- ensure the policy is kept under review
- report annually to parent/carers of all students of SEND
- ensure that appropriate funds and resources are delegated to SEND
- prepare and take forward a written accessibility plan

### **Principal**

According to the Code of Practice (1998) the principal should:

- keep the Board of Governors informed about SEND issues
- work in close partnership with the SENCO
- where necessary liaise with parents and external agencies
- delegate and monitor the SEND budget
- ensure the SLT are actively involved in the management of SEND within the school. SLT members should ensure consistency of practice and contribute to the realisation of the Staff Development Plan (SDP)

- provide a secure facility for the storage of records relating to special educational needs and disability.

### **Vice Principal**

The Vice Principal should;

- work in close partnership with the SENCO
- where necessary liaise with parents and external agencies
- ensure the SLT are actively involved in the management of SEND within the school. SLT members should ensure consistency of practice and contribute to the realisation of the SDP
- organise staff training, where appropriate
- liaise with external agencies

### **SENCO**

The SENCO should:

- co-ordinate the day to day provision of the school's SEND Policy
- liaise with and advise colleagues
- co-ordinate provision for children with special educational needs and disability
- maintain the school's SEND register and oversee the records of all students with special educational needs and disability
- organise necessary reviews and referrals
- liaise with parents
- liaise with external agencies
- contribute to the in-service training of staff

*It is vital that all staff work together for the benefit of students. Pastoral and Curriculum Co-ordinators also have key support roles.*

### **Head of Year should:**

- be aware of current legislation
- keep up to date with the SEND Register
- liaise with Form Teachers regarding students on the SEND register who are experiencing difficulty
- work closely with the SENCO – especially in reference to the writing of IEPs and setting targets for students in their year groups
- update records as appropriate

### **Head of Department should:**

- be aware of current legislation, keep up to date with the SEND Register and ensure new members of department are familiar with the SEND Policy
- ensure all members of the department are aware of individual IEP targets for students they may teach and that they are being implemented
- ensure that practice and procedures within the department promote learning and teaching which is relevant and accessible to all students – differentiating work as and when necessary
- support subject teachers to enable them to provide an appropriate and differentiated curriculum
- ensure appropriate resources are available, to meet the range of differing needs e.g differentiated work books, enlarged/coloured resources, use of dictionaries, number squares, coloured overlays etc.
- discuss issues with subject teachers through departmental meetings and forward appropriate minutes to the SENCO

**Subject/Class Teachers should:**

- be aware of current legislation
- keep up to date with information on the SEND Register
- gather information through observation and assessment
- develop an inclusive classroom
- work closely with other staff to plan for learning and teaching
- contribute to, manage and review IEPs in consultation with the SENCO
- work closely with and involve classroom assistants as part of the learning team
- liaise with Head of Department/Head of Year

**SEND Support Staff/Teaching Assistants should:**

- work under the co-ordination and direction of the SENCO
- work under the direction of the class teacher when in class
- be involved in planning
- look for positives by talking to the child about his/her strengths
- provide practical support<sup>9</sup>
- listen to the child/speak to staff on the child's behalf
- explain boundaries and operate these consistently and fairly
- keep records and attend meetings as and when appropriate
- assist with examinations – reading, being a scribe or supervising
- share good practice with SENCO and other members of staff
- Reference should be made to the documents titled 'Guidance on the Management, Deployment and Development of Assistants in School'

**Student**

'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 – para 1.19)*

This includes:

- contributing to the assessment of their needs
- contributing to education plans by the setting of learning targets
- working towards achieving agreed targets
- contributing to the review of IEPs, annual reviews and the transition process
- involving and supporting the students to participate in making decisions about matters affecting them

**Parent/Person with parental responsibility**

'The relationship between the parents of a child with SEND 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)*

- It is therefore essential that parents inform the school of any specific identified needs as early as possible on entry to the school. Whether these be medical, SEND or personal.
- It is the school's responsibility to inform parents when considering placing the child's name on the SEND register and invite them to: meet with staff to discuss their child's needs, attend review meetings, inform staff of changes in circumstances, support targets on IEPs



## **Admissions**

The admission arrangements with respect to the majority of students with SEND at Breda Academy are consistent with the school's general arrangements for all other students.

The Special Educational Needs and Disability Order (SENDO) (2005) legislation strengthened the right for children with a Statement to an ordinary school place unless it is against the wishes of the 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 ordinary schools (Article 3 (1) SENDO, 2005)

**Children with Statements of SEND are placed in the school at the request of the Education Authority (EA). When seeking to place a student with a statement, the EA 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 arrangement is in line with SENDO legislation.**

## **The Management of Special Educational Needs**

At Breda Academy students will move onto the COP after all whole school provisions have been exhausted and reviewed, except for when students transition from another school, including primary school, their stage on the COP will remain the same. A list of whole school provisions for each SEND is available on the SEND Provision Map, copies are available on request to the SENCO.

In Breda Academy we follow the three stage approach as set out in The Code of Practice. This approach recognises that there is a continuum of Special Educational Needs and disability and that the requirements of the majority of students with SEND lie at Stages 1, 2. This means that their needs are met by the school with the help of outside agencies and/or specialists as required.

*In most cases any movement through the 3 Stage process will occur in a smooth linear fashion. However, in exceptional circumstances, students may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a further stage is necessary immediately.*

### **STAGE 1 (In School Provision) includes:**

- School delivered special educational provision;
- An IEP is required
- The majority of special educational needs and disability will be met at this stage;
- The responsibility lies with the school;
- Operates in mainstream schools and classes; and
- Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEND.

The IEP should contain the core information/evidence of the school action to inform a request, if considered necessary, for access to EA SEND services at Stage 2. The child will only move to Stage 2 once any external special educational provision is being implemented.

### **STAGE 2 (Outside Agency Involvement) includes:**

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust;
- An IEP is required.
- A small number of children will need this provision;
- The responsibility lies with the school plus external provision from EA;
- Operates in mainstream schools and classes

- Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEND support services to address the child's SEND.

The Education Authority provides a range of support services at Stage 2 of the Code of Practice on the Identification and Assessment of Special Educational Needs and disability, including:

- services for students with speech, language and communication difficulties
- services for students with a sensory impairment
- services for students with emotional and behavioural difficulties
- services for students with specific learning difficulties (dyslexia)
- services for students with Autistic Spectrum Disorders
- services for students with moderate learning difficulties

### **STAGE 3 includes:**

- Students with a statement of SEND;
- School and EA delivered special educational provision plus any relevant treatment or service identified by the HSC Trust;
- An IEP is required.
- A smaller number of children will need this provision;
- The responsibility lies with the school and the EA-with input from the HSC Trust where relevant;
- Reasonable adjustments, the school delivered educational provision are implemented plus EA provision as set out in the Statement.

At stage 3, the child has a statement and is receiving special educational provision (as set out in the statement).

### **Annual Review**

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a statement of special educational needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual reviews are seen as part of the process of continuous monitoring of the child's progress. The Annual Review procedure:

- will assess the child's progress towards meeting the objectives specified in the statement
- will review the special provision made for the child, including placement
- will consider the appropriateness of maintaining the statement

Breda Academy will undertake the Review on behalf of the EA.

The review meeting will take place in school and will be chaired by the SENCO.

### **Record Keeping**

The SENCO keeps the following records in school:

- SEND register
- Records of concern
- IEPs/IEP reviews
- Statements/annual reviews/transition plans
- Assessment results/data
- Record of liaison/meetings with staff from the EA/HSC Trust
- Minutes of meetings with parents; and
- Support, advice, and training provided to staff.

## **Learning & Teaching**

All children have the right to a broad and balanced curriculum. This involves all staff in utilising a range of teaching strategies and classroom management styles designed to take account of the differing abilities, interests and experiences of students. In order to facilitate this, teachers in Breda Academy make an effort to ensure that:

- work is stimulating
- is differentiated so that the students can experience success yet challenging enough to promote progression in learning
- allows students to progress at their own rate, yet encourage them to take responsibility for their own learning
- staff should give positive feedback and the achievements of students with SEND celebrated
- staff should be sensitive to students' literacy and numeracy difficulties and how this impacts on communication. This needs to be taken into consideration when giving instructions
- lessons should be structured in a series of simple clearly defined steps
- the classroom environment should be inclusive, stimulating and attractive, featuring as much student work as possible

## **Access Arrangements for Examinations**

"Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working." (Joint Council for Qualifications)

There are two types of Access Arrangements:

- arrangements put in place by schools and;
- arrangements that require prior JCQ awarding body approval

Students with special educational needs, disabilities or temporary injuries may need Access Arrangements to allow them to access the assessment. These arrangements are put in place without changing the demands of the assessment, for example, readers, scribes and Braille questions papers.

- Mrs Begemann is the in the house designated assessor and will assess candidates, process applications online and hold the evidence for inspection purposes for GCSE and/or GCE qualifications.
- The SENCO, fully supported by teaching staff and members of the senior leadership team, leads on the access arrangements/reasonable adjustments process at Breda Academy.
- The SENCO works with teaching staff, support staff and examinations officer to ensure that approved access arrangements/reasonable adjustments are put in place for internal school tests, mock examinations and external examinations.

Special Arrangements for Examinations are designed to provide access for students with specified learning difficulties

Access tests will be administered by the SENCO to assess if students need any of the following:

- Extra time
- A reader
- A scribe
- Prompt
- Supervised rest breaks
- Separate room
- Laptop
- Reading Pen

Students will be only considered in accordance with the national regulations agreed by the Joint Council for Qualifications (JCQ) [www.jcq.org.uk](http://www.jcq.org.uk)

Such arrangements should be the normal way of working

The final decision regarding this remains with the Principal

Once it has been agreed that a student qualifies for special arrangements it is the responsibility of the examinations officer to ensure these are implemented.

### **Monitoring the Progress of Students with Special Educational Needs and Disability**

It is the responsibility of the SENCO to ensure that the progress of students on the SEND register is monitored. Progress is monitored at Breda Academy by:

- Reviewing IEPs for progression and appropriateness
- Comparing standardised tests scores/school reports/tracking data
- Use of SIMS data
- Discussion with all stakeholders

### **Continued Professional Development**

The principal, in consultation with the SENCO, oversees the professional development of all staff at Breda Academy. All staff are kept up to date with SEND developments to provide effective teaching and support for students.

Following attendance at relevant internal or external education and training programmes, staff members are encouraged to disseminate the information provided to build the capacity of their colleagues.

The SENCO keeps a record of training attended or delivered to staff in relation to SEND.

### **Annual Report**

The Board of Governors (BOG) will report each year on SEND provision in school. The SEND section in the Annual Report contains information on: the number of statemented students; students that received provision from EA Student Support Services or Health and Social Care Trust; and those that accessed school-delivered special educational provision.

This report is made available via request to the SENCO.

### **Accessibility**

At present students with Special Educational Needs &/or Disabilities have equal access to all areas of the school building.

- The school is fully accessible to wheelchair users
- There are well-equipped facilities for personal care
- Access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude, and attainments and
- Written information can be provided in a variety of formats upon request.

This will be reviewed on an annual basis.

Special Facilities, Resources and Accommodation:

- Student Support Centre
- Learning Support Rooms 2,3
- The Hub
- Quiet Room in Mobile 2
- Dyslexia Friendly Classrooms

## **Complaints**

All complaints will be dealt with in line with Breda Academy's existing complaints procedures.

If you have any queries in relation to special educational needs or disability of a child with statement or who is currently being assessed for a statement of special educational needs, you can contact your local EA office. Please contact your SEN Link Officer in the first instance. Contact details can be found on the EA documentation issued to you.

## **Dispute Avoidance and Resolution Service (DARS)**

The Dispute Avoidance and Resolution Service (DARS) provides an independent, confidential forum to resolve or reduce the disagreement, in relation to special educational provision, between parents and school/Board of Governors or the EA for students who are on the Code of Practice where previous attempts to do so have been unsuccessful.

Parents can contact the service which is provided by Global Mediation.

Involvement with DARS will not affect the right to appeal to the Special Educational Needs and Disability Tribunal (SENDIST)

## **Special Educational Needs and Disability Tribunal (SENDIST)**

The Special Educational Needs and Disability Tribunal (SENDIST) considers parents' right to appeal against the decisions made by the Education Authority about their child's special educational needs whenever an agreement cannot be reached.

This service also addresses claims of disability discrimination in school.

## **Monitoring and Evaluating the SEND Policy**

The SEND policy is reviewed annually. It will be amended as appropriate in light of changes in legislation or practice. This policy will be brought to the Board of Governors for final approval.

A handwritten signature in black ink, appearing to be 'P. Dwyer', with a long horizontal stroke extending to the right.

Signature – Principal

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A handwritten signature in blue ink, appearing to be 'J. H. Gibson', with a long horizontal stroke extending to the right.

Signature – Chairperson of the Board of Governors

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Date: 27<sup>th</sup> September 2022