



# **ST JOSEPH'S BOYS' SCHOOL**

## **Special Needs Policy**

Agreed SMT

Date:

Principal

Agreed BOG

Date:

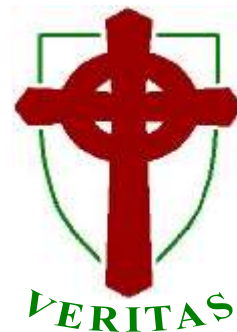
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Chairperson

Review Date: March 2021

**St Joseph's Boys' School**

**'Achievement for All'**

## **Special Needs Policy**



### **Definition**

Pupils with special needs are defined as those who have:

- Statements
  - ⇒ Learning difficulties
  - ⇒ Physical difficulties
  - ⇒ Emotional and behavioural difficulties
  - ⇒ Medical difficulties
- Sensory and physical handicaps
- Dyslexic type problems
- Inability to add / subtract / recognise basic numbers
- Limited cognitive ability; reading age of less than 8
- Looked after Children

### **Rationale**

St Joseph's aim is to ensure that every pupil is given the opportunity to achieve their full potential by following a programme that ensures that measurable improvements in their learning take place during their time in the school.

The special needs policy is based on the following aims:

- To prepare the pupil to develop as an individual who aspires to reach their full potential within society
- To ensure that all pupils with special needs feel wanted and valued
- To identify pupils with Special Needs throughout the school and provide for them access to a broad and balanced curriculum
- To identify the resources required and seek out and make the best possible use of internal and external resources
- To provide guidance and resources for all staff working with Special Educational Needs pupils
- To work with parents and provide opportunities for them to be involved in helping pupils deal with and overcome Special Needs
- To enhance the spiritual, moral, cultural, intellectual and physical development of our pupils.

These aims are based on the principles that:

- **All teachers** are teachers of children with Special Educational Needs and have a responsibility to meet those needs
- **All children** are entitled to a full and varied curriculum

- Special Needs can be short or long term and every pupil is an individual with individual needs
- The school works in partnership with parents.

### **Provision:**

In pursuit of these principles St Joseph's has established the following:

- A Special Needs Department for teachers, classroom assistants, Assistant Learning Support Manager and Learning Support Manager
  - ⇒ Learning Support Manager                      Mrs F Harrigan/Stewart
  - ⇒ Assistant Learning Support Manager                      Mr A Geoghegan
  - ⇒ Learning Support Teacher                      Mr Kevin Thompson
  - ⇒ Learning Support Teacher                      Mr Anthony Geoghegan
  - Permanent SENCA - 17
  - Temporary SENCA - 11
- A Learning Support Centre
- A register of pupils with Special Educational Needs
- Resources and guidance available to staff
- A safe and caring environment for Special Educational Needs pupils.

### **Practice**

All pupils' reading ages, spelling ages and mathematics ages are collected, collated and analysed on entry to St. Joseph's from Primary Schools. Information is also gathered from external agencies and parents at this point if appropriate, and parental consent is in place.

- Whole school approach to literacy testing across all years carried out annually.
- Diagnostic testing carried out by SEN team as appropriate

St Joseph's arrangements for identifying pupils with Special Educational Needs will have regard to procedures recommended in the Northern Ireland Code of Practice, following the five stage model.

### **Code of Practice Stages 1-5**

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| <b>Stage 1</b> | Teachers identify and register a child's Special Educational needs and consulting the Learning Support Manager, take initial action  |
| Stage 2        | The Learning Support Manager takes lead responsibility for the collecting and recording of information and for coordinating the child's special educational provision, working with the child's teacher's  |
| Stage 3        | Teachers and the Learning Support Manager are supported by specialists from external agencies to support the needs of the pupil. A stage three consultation is proposed at MAST and carried out by Learning Support Manager and educational Psychologist |

- Stage 4**            The Board considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment
- Stage 5**            The Board considers the need for a Statement of Special Educational Needs; if appropriate, it makes a statement and arranges monitors and reviews provision.

The majority of special educational needs will be catered for within the classroom, with guidance from Head of Departments and the Learning Support manager. Where necessary help will be provided by a classroom assistant. However in cases where it is felt that more intervention is needed the Learning Support Centre will be utilised.

### **The Learning Support Centre**

The centre is a focal point in the school and aims to provide resources, advice and guidance to staff, pupils and parents. It is equipped for group work, individual tuition, I.C.T, listening and reading work. The learning centre incorporates: two staff offices; two areas for literacy support and a classroom available for other support programmes, namely Education Plus. The function of the Learning Support Centre is to build self esteem, provide a safe and secure environment and where possible, remediate difficulties so that the pupil can feel more included in school surroundings.

### **Criteria for Evaluation**

St Joseph's success in meeting the Special Educational Needs of its pupils will be measured using model of self-evaluation framework (ISEF).

- SEN pupil progress in terms of gains via literacy data and examination results
- Parental satisfaction and involvement
- Effective liaison with SMT, Pastoral team and external agencies
- Pupils increased capacity to access a full and varied curriculum after additional support
- Success rates in meeting targets identified in IEP's/IBP's
- Positive liaison with feeder primary schools that enables a smoother transition for our Year 8 pupils
- A detailed and relevant 14+ Transition planning process for Statemented pupils
- Examination entries
- Post 16 destinations.
- Departments capacity to monitor evaluate and review best practices of all pupils with special educational needs.

## **Education Plus Programme**

### **AIM**

Our Main aim is to allow a safe space to evaluate the areas of difficulties for pupils unable to access a full and varied Curriculum.

One way of influencing learning and behaviour in the classroom is to introduce a *significant adult* into the lives of some of the pupils identified as having being in particular need. The growing relationship between the teacher and the pupil, may lead to a reduction of the level of difficulty for the pupil and a decrease in disruption levels for the class. The time out from a whole classroom and the “check in” provision that education plus offers allow pupils to self-evaluate and regulate behaviours that present as barriers to learning.

### Members of Staff involved

Mr Anthony Geoghegan

Learning Support Teacher

### Steering Group

Mrs C Deane

Vice-Principal

Mr M Leonard

Education Welfare Officer

Mr J O’Loughlin

Head of Junior School

Mrs F Harrigan/Stewart

Learning Support Manager

Mr K Thompson

Learning Support Manager

### **Method of Approach to identify Pupils for Additional Support**

- Consultation between Heads' of Year, Form teacher and subject teachers, identify a number of pupils in years 8, 9 and 10 that have been having difficulty accessing learning in a whole class setting.
- SEN Department is notified, data / information is collected and collated. The steering group meets, decisions are made and strategies are formulated.
- Parental permission is obtained; issues and concerns regarding pupil behaviour were discussed (lack of progress; possible exclusion from school, parental strategies).
- Each pupil has a 6 week withdrawal session and then reintegration is discussed and planned for at the end of 6 week support.
- Personal time between pupils and Education Plus staff happens regularly. Targets are discussed, consequences –positive and negative are agreed.
- Strategies are developed to try and improve pupil reaction in difficult situations e.g. unstructured time, pupil - teacher conflict, pupil – pupil conflict.
- Base line data is used to set level of work. Pupils re-testing upon exiting the programme.
- Targets for change are agreed with pupils. Consultation with pupils is extremely important when setting targets. Each individual teacher will have targets set in relation to pastoral / academic focus.
- Achieved targets are rewarded daily (stickers; positive feedback, time in ICT Suite). Weekly rewards eg: Swimming trip is incorporated and positive behavior is also rewarded through whole school reward system.

### **Teaching Practice**

Our approach is flexible and creative, with a focus on building positive relationships between students and staff.

The following strategies are available:

- New model Education Plus Programme for pupils experiencing barriers to learning in a timetabled classroom.
- A guarantee of a calm and non punitive response to the situation.
- Availability of this Education Plus Programme to all pupils.
- for checking targets; equipment, uniform, attitude and mood. Meet and greet/end and send.
- providing support, making decisions, providing a route to positive compromises, empowering the pupil to gain control over his/their behavior, checking targets, feedback and rounding off support work.
- Maintenance of empathy and relationships with pupils.
- Work on using Education Plus as means of positively influencing pupil behaviour in the classroom and in and around the school.

**Education Plus Programme Provides:**

- Access to a smaller group teaching environment.
- Respite for some students from perceived social and academic pressures of mainstream classes.
- Opportunities for students to talk to staff about their barriers to learning.
- Advice for pupils on how to modify their behavior, to reach outcomes.
- Social skills to equip students for mainstream classes.
- Opportunities to allow students to develop a rapport with adults whilst participating in the programme.
- Opportunities for students to continue with their education through centre and mainstream inputs.
- Opportunity for pupil's to self-evaluate and review their behaviours and impact it has on learning outcomes.

## **Curriculum Structure for Learning Support**

The following structures are provided for individual pupils who require additional support to the provision made for the peer group. This may be short term or long term, as agreed upon by parents

### **STAGE 1**

- Advice sought from Learning Support Manager re: strategies in class
- Planning and differentiation in all subject areas (Teaching and Resources)
- Home work club
- Extended schools activities
- Robust use of SEN Linked Data / Tracking outcomes and targets

### **STAGE 2 – (examples of in school support)**

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| <ul style="list-style-type: none"><li>▪ Withdrawal Groups with a learning support teacher</li><li>▪ Small group teaching for Numeracy needs</li><li>▪ Education Plus Programme</li><li>▪ Pupil Services Links</li><li>▪ Lexia Programmes/ NESSY Software/ short novels.</li><li>▪ IEPs for whole school target setting/ ASDAN programme available</li></ul> |
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### **STAGE 3 - (examples of support from Outside Agencies)**

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| <ul style="list-style-type: none"><li>▪ School Educational Psychologist</li><li>▪ BST Training and/or resourcing</li><li>▪ Occupational Therapy recommendations</li><li>▪ CAMHS</li><li>▪ EWS</li><li>▪ Child Brain Injury Trust</li><li>▪ Social Services</li><li>▪ School Nurse</li><li>▪ School Chaplin</li><li>▪ Speech and Language Therapy</li><li>▪ ASD Advisory Service</li><li>▪ CEAIG</li><li>▪ FACT /mentoring minds</li><li>▪ Hub interventions</li><li>▪ Counselling Services</li><li>▪ Peripatetic Teachers for visually impaired and hearing difficulty</li><li>▪ Hearing Impaired Team</li><li>▪ Divert / Daisy/ Thinkdrink Project</li><li>▪ MAST Support</li><li>▪ School Health Champions</li></ul> |
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## **STAGE 4/5**

Special Education Board Officer

### **CEAIG**

The Cedar Foundation

Peripatetic Teachers for visually impaired and hearing difficulty

### **SENCA**

Learning Support Teachers

ASDAN Programme delivered internally by LST.

Statemented pupils may avail of all of the above (depending on the needs of the child)

### **EOTAS**

## **Staff Development**

Staff Development is carried out on an annual basis in line with SDP priorities.

Specific SEN training is carried out by Learning Support Manager for support staff to assist target setting with pupils.

External agency support is also accessed to support staff development in relation to special educational needs as appropriate.

## **Monitoring and Review**

This policy will be reviewed biannually by Learning Support Manager in liaison with all relevant staff, and may also be reviewed from time to time as appropriate.

SMT & PRINCIPAL\_\_\_\_\_

BOG Chairperson \_\_\_\_\_