Lagan College

Learning Support and Inclusion Policy

(Changes to Policy dependent on legislative change on-going)

Policy details:

Legal status	Adopted	Version date	Last Review	Next Review	Responsible
Statutory	April 2016	February 2019	October 2025	June 2026	D. Ward C. Gibney K. Miskelly

Related documents

- Pastoral Care Policy
- Safeguarding Policy
- Positive Behaviour Policy
- CRED Policy
- Literacy Policy
- Numeracy Policy
- Assessment, Recording and Reporting Policy
- Medical Policy
- Second Impact / Concussion Policy
- Learning Support Teacher resource
- SEN Provision Mapping (Stages 1-3)
- Essential Skills Policy
- SEN Intervention Policy

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Learning Support and Inclusion Policy Rationale

Lagan College Belfast staff are committed to providing equal access for all our pupils to a broad and balanced educational experience based on the Northern Ireland Curriculum. We recognise that some pupils during their school career may have special educational needs and/or a disability. In the interests of these children, we will endeavour to make every reasonable arrangement to provide for their individual needs.

The legislation that currently governs practice regarding children and young people with special educational needs (SEN) is the Education Order (1996). The current Code of Practice on the Identification and Assessment of SEN provides guidance on how the legislation is to be delivered in schools and was published in 1998.

SENDO (2005) increased the rights of children and young people with SEN and/or disabilities to be educated in mainstream schools and aimed to ensure that children with disabilities were not disadvantaged compared to their peers in school. This included the school being proactive in areas such as ensuring that the school is prepared with an adapted environment and differentiated curricula for all children who may wish to attend, including those with SEN/Disabilities.

The Supplement to the Code of Practice was published in 2005 and updated parts of the 1998 Code of Practice to reflect the changes following SENDO (2005).

The most recent legislation, the Special Educational Needs and Disability Act (NI) 2016, strengthens and builds upon the duties contained within the Education Order (NI) 1996 and SENDO (NI) 2005. It places new duties on the schools Board of Governors, the Education Authority and Health and Social Care Trusts. It provides new rights for parents and children over compulsory school age. It is one element of the new SEN and Inclusion Framework which include new SEN Regulations and a new statutory Code of Practice as of 2021, awaiting ministerial approval.

NB: In the interim, schools have been advised that they must continue to adhere to all aspects of the Code of Practice (1998) and the Supplement to the Code of Practice (2005), except for recording children under the new three stages of the Code of Practice.

This policy document is intended to be of both practical use and to make explicit the philosophy, aims, organisation and resources which are intended to meet pupils' special educational needs at Lagan College. It conforms to the recommendations of the Code of Practice on the Identification and Assessment of Special Needs. It takes into consideration guidelines in 'Every School a Good School' – The Way Forward for Special Educational Needs and Inclusion and 'Together Towards Improvement' - Department of Education and Training Inspectorate.

This policy is for the Governors, Principal, and Senior Management, staff (teaching and non-teaching), pupils, parents/carers and external agencies.

1. Key Principles of Inclusion

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

Lagan College Belfast has an inclusive ethos and actively seeks to promote the inclusion of all children. Inclusion is an integral part of all school policies including the school's SEN policy, school development plan, the school's accessibility plan and policies relating to discipline, bullying and pastoral care.

2. Provision

Lagan College caters for 11-18 years old, mainstream pupils, in an integrated, all ability, co-educational school. The Learning Support Department has a Head of Learning Support, two Assistant Heads of Learning Support, one part-time Learning Support teacher, and a peripatetic and Newcomer full-time teacher. There is also a large team of classroom assistants and an administrator.

3. Philosophy

The Learning Support and Inclusion Policy for Lagan College is based on the Founders' vision; 'to educate, to the highest standards, the sons and daughters of Catholics, Protestants and others of good will under the same roof.'

4. Objectives

The objectives of Lagan College Learning Support Department are to give each pupil:

- An education which enables him/her to develop to his/her fullest potential, academically, personally, socially and spiritually
- The means to become a thinking, confident and creative adult, able to take an effective and positive place in the world
- An orderly and disciplined atmosphere, supportive of the learning process and the pursuit of excellence

We believe that:

All pupils have an entitlement to participate in the full range of the Curriculum, including the Northern Ireland Revised Curriculum.

All pupils can experience success in learning, provided the work they are asked to do is set at an appropriate level.

All teachers are responsible for assessing the suitability of material used in their lessons.

All pupils should, wherever possible, be educated together in their teaching groups. However, for some pupils, limited withdrawal may be appropriate to enable them to concentrate on identified skills.

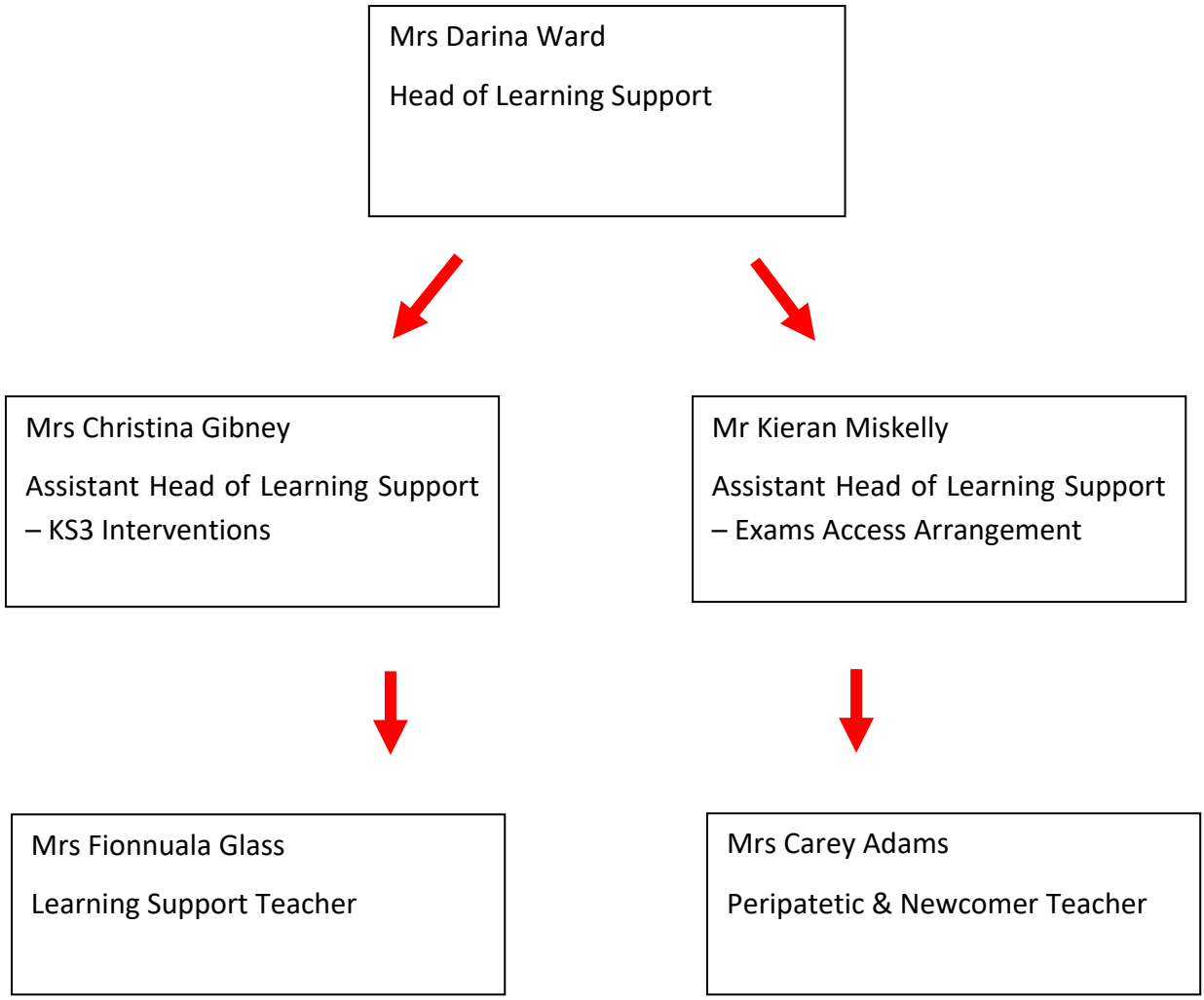
Pupils' needs can be met most effectively when; the approaches of the school's management, governors, teaching staff, support staff, school pastoral and discipline staff, parents and other relevant agencies are carefully coordinated in a collaborative manner.

5. Aims

In meeting the special educational needs of our pupils we aim to:

- Promote and develop a 'whole school approach' focused on meeting individual pupils' needs
- To identify pupils with SEN/disability as early as possible using a variety of measures and in consultation with appropriate personnel
- To ensure full entitlement and access for pupils with SEN/disability to high quality education within a broad, balanced, relevant, and differentiated curriculum
- Create a flexible, evolving and responsive system, which effectively supports pupils' learning and promotes their emotional, physical, social and behavioural development
- Develop capacity amongst staff and build across Lagan College to ensure the needs of pupils with special educational needs are being met
- To support the development and implementation of inclusive practices across Lagan College and to encourage a range of teaching strategies that accommodate different learning styles and promote effective learning
- To offer curricular, pastoral, and extra-curricular opportunities that allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence
- To provide timely and specific support in class, whilst recognising the need for individual and small group withdrawal for targeted intervention
- To offer a broad curriculum which will promote intellectual, emotional, social, and physical progress in order that pupils can develop as valuable members of society both now and in the future
- To educate pupils with SEN alongside their peers
- To review each pupil's performance in line with whole school assessment practices.
- To ensure that all pupils with SEN/disability feel valued
- To take cognisance of the individual pupil's wishes in formulating and implementing specific provision, taking into account their age and capacity, and developing a culture of self-advocacy.
- To encourage parental partnerships in all aspects of SEN provision
- To work closely with EA services and other outside agencies as appropriate to support each pupil with SEN.

6. Organisation: Learning Support Department Structure



7. Definitions

For all involved in a child's education it is important that there is a clear understanding of the terms 'special educational needs,' 'learning difficulty' and 'special educational provision, as defined in Article 3 of the 1996 Order.

Special Educational Needs

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made.

Learning Difficulty

A child has a learning difficulty if:

(a) they have a significantly greater difficulty in learning than **the majority of** children of the same age;

(b) they have a disability which either prevents or hinders them making use of everyday educational facilities of a kind generally provided for children of the same age in ordinary schools; or

(c) they have not attained the lower limit of compulsory school age and is or would be if special educational provision were not made, likely to fall within (a) or (b) when of compulsory school age.

Special Educational Provision

Special educational provision (SP) is educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in ordinary schools.

Disability

The following definition of disability is taken from the Disability Discrimination Act (1995):

"A disability is when someone has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

(Paragraph 2.3)

8. SEN and Medical Categories

The following is the list of the five overarching SEN categories and sub-categories taken from: Department of Education Northern Ireland (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 a 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)

9. Children with a medical condition

Children who have an identified medical condition will be recorded on the school'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 Code of Practice.

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

A pupil can be recorded on both the SEN Code of Practice 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 the Head of Learning Support.

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 Northern Ireland (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

Medical Diagnosis and SEN Register Placement

In accordance with the SEN Code of Practice and current guidance, a medical diagnosis alone does not automatically result in a child being placed on the Special Educational Needs (SEN) register. While we recognise that a medical condition may impact a pupil's learning or wellbeing, placement on the SEN register is determined by the presence of a *special educational need* as defined by legislation, and not solely by medical or clinical identification.

Initial support for pupils with medical diagnoses is provided through reasonable adjustments within our well-established pastoral and curriculum frameworks. These adjustments are designed to ensure access to learning and participation in school life, and may include differentiated teaching strategies or pastoral support. Where a pupil's needs go beyond what can be met through these adjustments, and where there is evidence of a significant and persistent barrier to learning, will the school consider formal SEN registration and the development of an Individual Education Plan (IEP) or Personal Learning Plan (PLP).

This approach ensures that support is tailored, proportionate, and responsive to the individual needs of each pupil, in line with statutory guidance and best practice.

10. Roles and Responsibilities

a. Governors

The role of the Board of Governors of a mainstream school is to exercise its functions in relation to the school with a view to ensuring that provision is made for registered pupils with special educational needs.

It is the responsibility of the Governors to ensure the SEN and Inclusion Policy is implemented.

The *SEN Resource File* (DENI, 2011) outlines that the Board of Governors has a statutory duty to:

- take account of the provisions in the DE Code of Practice on identifying and assessing special educational needs
- use their best efforts to provide for pupils identified with SEN and that parents are notified of their child's special needs
- maintain and operate a policy on SEN
- ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to teach them
- check that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching; and
- allocate funding for special educational needs and disability; and
- prepare and take forward a written accessibility plan

Mrs Patricia Woods is appointed SEN Governor.

b. Principal

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

- keep the Board of Governors informed about SEN issues
- work in close partnership with the Learning Support Co-Ordinator/Head of Learning Support
- liaise with parents and external agencies as required
- delegate and monitor the SEN budget
- ensure the Senior Leadership Team (SLT) are actively involved in the management of SEN within the school
- SLT members should ensure consistency of practice and contribute to the realisation of the school development plan; and
- provide a secure facility for the storage of records relating to special educational needs

c. Vice Principal – Teaching and Learning

It is the responsibility of the Vice Principal (Teaching and Learning) to ensure the curriculum content meets the needs of the pupil with educational needs.

The Vice Principal should ensure:

- Pupils with additional educational needs have access to a broad and balanced curriculum which, where necessary, may require modification to meet the specific needs of the individual
- Consult with the Head of Learning Support in instances where curricular modifications may be required to meet the needs of SEN pupils
- Supporting the Head of Learning Support in the timely delivery of SEN data and relevant information via SIMS to all teaching staff
- To support the Head of Learning Support in the development of, tracking and reporting mechanisms to support with the identification, evaluation and monitoring of assessment for all pupils with additional educational needs

d. Vice Principal - Pastoral

It is the responsibility of the Head of Pastoral Management to support the Head of Learning Support in ensuring:

- Pupils receive entitlement access under the SEN Code of Practice
- The management of behaviour of pupils identified as having additional educational needs
- To work in conjunction with the Learning Support Department in meeting the behaviour targets of pupils with additional educational needs
- In conjunction with the Head of Learning Support, to develop and implement Behaviour PLPs, where necessary in order to meet the needs of SEN pupils
- In conjunction with the Head of Learning Support, to co-ordinate additional or outside pastoral support mechanisms relating to the needs of SEN pupils
- To work in conjunction with Learning Support Department in meeting the pastoral needs of SEN pupils
- To coordinate additional pastoral support mechanisms as requested by Head of Learning Support

e. Senior Leadership Team

It is the responsibility of the Senior Management Team (SLT) to demonstrate its full support for the Learning Support initiatives introduced in the school by:

- Ensuring appropriate time for effective implementation of the processes and mechanisms to support the effective access of all pupils attending Lagan College
- Enabling Learning Support Department in developing the capacity of the whole staff to meet the diverse needs of the pupils who attend Lagan College

- Assisting in the implementation and monitoring of the Learning Support and Inclusion Policy

f. Head of Learning Support (Learning Support Co-Ordinator)

Is responsible for:

- The day-to-day operation of the Learning Support Department
- The co-ordination of provision within the school for pupils with special educational needs
- The monitoring of the school's Special Needs Register and overseeing the records of all pupils with special educational needs
- The identification and delivery of whole staff training and capacity building with regards to SEN provision
- The management of teaching staff and classroom assistants in terms of the efficient and effective deployment and utilisation of resource to best meet the needs to identified pupils
- In conjunction with Senior Teacher in charge of Data Management, track, monitor and evaluate pupil progress and devise and implement strategies to support staff in the teaching and learning opportunities of pupils with learning difficulties across the curriculum
- Liaising with parents and external agencies, including the Educational Psychologist and other support agencies

g. Assistant Head of Learning Support – Exams Access Arrangements

The Assistant Head of Learning Support is responsible for:

- Supporting the Head of Learning Support in implementing provision within the school for pupils identified with Special Educational Needs
- Manage and implement Examinations Access Arrangements in line with JCQ regulations. The Assistant Head of Learning Support is additionally the Specialist Assessor for examinations
- Support the development and delivery of whole staff training and capacity building with regards to SEN provision and exams access arrangements
- Support the management of departmental teaching staff and classroom assistants; in terms of the efficient and effective deployment and utilisation of resource to best meet the needs of identified pupils
- Liaise with parents and external agencies, including the Educational Psychologist and other support agencies

h. Assistant Head of Learning Support – Key Stage 3 Interventions

The Assistant Head of Learning Support is responsible for:

- The day-to-day operation and timetabling of peripatetic support
- Support the Head of Learning Support in implementing provision within the school for pupils identified with Special Educational Needs
- Manage and implement interventions for KS3
- Track, monitor and evaluate pupil progress following intervention
- Support the development and delivery of whole staff training and capacity building with regards to SEN provision
- Support the management of departmental teaching staff and classroom assistants; in terms of the efficient and effective deployment and utilisation of resource to best meet the needs of identified pupils
- Liaise with parents and external agencies, including the Educational Psychologist and other support agencies

i. Heads of Department

It is the responsibility of Heads of Departments to monitor and implement across their subject department:

- IEPs/PLPs, SMART targets, strategies and outcome process, including ensuring staff know how IEPs are accessed and maintained to inform teaching and learning and to inform the review cycle
- A range of strategies and approaches to meet the medical and SEN of all pupils including dyslexia, ADHD and Autism friendly classrooms
- HoD should ensure timetabled peripatetic withdrawals are noted on teacher registers
- Yr8 PTE & PTM available to all teaching staff - accessible via **SIMS Data Management**
- HoD responsible for disseminating and enabling departmental access to AEN material including medical information and Learning Support and Inclusion Policy. This should be shared/available to Newly Qualified Teachers, pupil teachers, long term supply staff
- Responsibility lies with HOD to ensure the curriculum is differentiated to meet the needs of **all** pupils

- HOD, with the support of the Head of Teaching and Learning and Head of Learning Support has to ensure that staff address the needs of individual pupils by referring them to strategies, interventions, IEPs and whole staff training regarding the targets set in relation to pupils with additional educational needs
- SEN is included as an item on each departmental meeting agenda
- HOD responsible for maintaining a record of evidence of IEP/PLP target outcomes in each subject area

j. Heads of Year

The Head of Year (HOY) should:

- be aware of current legislation
- keep up to date with the SEN Register
- liaise with other staff regarding pupils who are experiencing difficulty
- work closely with the Learning Support Department, and
- update records as appropriate
- provide advice and support to pupils, parents/carers around SEN

k. Subject Teacher

It is the responsibility of the subject teacher to:

- Be aware of the needs of the pupils who present with SEN in their classrooms including those with presenting medical needs
- Employ the ***SEN Guide for Teachers, Lagan College Belfast*** to ensure effective identification, teaching strategies and implementation of curricular adjustments to meet the needs of those pupils identified as having additional educational needs
- Modify or adjust the curriculum content and delivery to meet the needs of the individual pupil with special educational needs
- Consult with Learning Support Department to develop strategies and interventions to support pupils with SEN
- Refer to and employ SEN provisions as stated in the pupil's IEP/PLP. Through staff SEN capacity building training, deploy strategies to support those pupils with additional

educational needs in terms of their access to teaching and learning and their emotional, social and behavioural development.

- Maintain a record of IEP outcomes / achievement to share with department and Learning Support as evidence of good practice

l. Role of the Classroom Assistant

- The responsibility regarding the teaching and learning of **all** pupils, including those placed on the SEN register, lies with the subject staff. The classroom assistant's role is to assist and support curricular access for the pupil(s) to whom they are assigned.
- Subject staff should refer any matters arising, regarding classroom support to HoD Learning Support Department – (specific subject)

Classroom Assistants are furnished with a copy of the ***Lagan College Classroom Assistant Handbook*** at the beginning of each academic year. A copy of this resource is available upon request from the Learning Support Department.

i. Guidance for the effective deployment of Classroom Assistants

Lagan College encourages subject staff to employ assistants effectively, so they can make a meaningful difference to the inclusion and progress of children and young people with additional educational needs and / or disabilities. Classroom Assistants are afforded professional development opportunities which are relevant to the areas of SEN and Inclusion, Pastoral and Behaviour Management support and other areas of professional development which impacts on the support they provide for pupils.

The classroom assistant, as part of the Learning Support team in the school, is involved in planning to meet SEN pupils' needs. This should include establishing specific targets for the child / young person in terms of what is being addressed on the Individual Education Plan / Personal Learning Plan.

Lagan College engages with parents on the best deployment of support within the classroom to progress the learning outcomes for the individual pupils. Also, care is taken to ensure that there is a balance regarding the number of adults in any one class.

Allocation of Learning Support and Classroom Assistant Support

The allocation of Learning Support staff and provision is based upon the following priorities:

- Pupils at Stage 3 for whom the Education Authority holds a statutory obligation to assess and provide for his/her needs

- Individual pupils, who are not Stage 3, but whose learning needs, as deemed via HLS / Principal, are such that additional allocated classroom learning support is considered essential. These pupils are usually at Stage 2 of the Code of Practice
- Learning support interventions are offered at Key Stage 3 using the skills and expertise of classroom assistants in line with resources available

ii. Guidelines for Classroom Assistants

The classroom assistant will:

- assist the teacher to develop the independence of the child
- be included as part of whole-school professional development activities
- develop specialised expertise to meet the individual needs of the children with whom they work
- be actively involved in the appraisal of their work and agreement of targets set with them in consultation with school management (Head of Learning Support and Bursar);
- contribute to the promotion of the inclusive ethos of the school
- promote the self-esteem and emotional well-being of the child
- contribute to the overall social, emotional, learning and pastoral development of the children within the school
- contribute to the planning, preparation and, where appropriate, facilitation of learning
- contribute, in partnership with school staff, to the planning, monitoring and evaluation of progress of the children within their care
- contribute to the on-going review processes of the child including working alongside other professionals / teaching staff in the school, on occasions with outside agencies, and attend annual reviews as required
- work as part of the school team to promote effective relationships with parents
- assist in an administrative capacity within the Learning Support Department in instances where pupil support is not required due to absence or examinations

iii. Classroom Assistants Role in Monitoring, Reviewing and Evaluating SEN Pupil Progress

The Classroom Assistant role is pivotal in supporting the pupil evaluation process throughout the academic year. There are a variety of methods open to facilitate these processes including:

a) Careful record keeping via the Classroom Assistant Diary. This method of evaluation enables the Head of Learning Support and subject staff to track patterns of behaviour, attendance, work rate, effective strategies and also to monitor medical issues/medication administration. Weekly Learning Support briefing provides an opportunity for the Classroom Assistants to feedback to the Head and Assistant Heads of Learning Support with regard to improving provision.

b) Pupil Target Setting – IEP/PLP review consultations. At pivotal points throughout the academic year, classroom assistants will participate in the review of Stage 3 pupils' Individual Educational Plans (IEPs/PLPs). This process informs the setting of relevant SMART targets for the pupil and affords the specific pupil and the classroom assistant the opportunity to contribute to this process.

c) Prior to, and as part of, the Annual Review process, the Classroom Assistant will be invited to contribute through attendance at the Annual Review procedure.

d) Pupil Referral System – Classroom Assistants can employ the Learning Support Department referral form and are encouraged to highlight to subject staff and the Head of Learning Support, where they feel pupils may be experiencing difficulties. These should be brought to the attention of the Learning Support Department via the pupil referral system.

e) The Classroom Assistant will support the pupil in terms of ensuring the pupil has an awareness of his or her targets and in supporting the pupil in achieving targets set.

f) Support the wider implementation of positive behaviour management by tracking and monitoring across form groups in Key Stage 3 via Behaviour Logs which feed into the Pastoral system tracking and monitoring processes.

g) Deploy a range of strategies to promote self–esteem, learning and engagement in the classroom and beyond. Use effective questioning, differentiation by task and outcome under teacher guidance, scribe and record work, plan and review progress and engage the pupils in active learning through positive role modelling.

iv. The Pastoral Role of the Classroom Assistant

In all matters relating to the pastoral care of pupils at Lagan College please refer to ***Lagan College Staff Handbook – Lagan College Procedures – Health and Safety.***

In the first instance(s), the form tutor has pastoral responsibility for the class in which each pupil is placed. It is important that classroom assistants work in a supporting pastoral role regarding the class in which they have contact.

Classroom Assistants at Lagan College are encouraged to develop a strong working relationship, not only with individually assigned pupil, but also with the form class in which

the pupil is placed. Forging such relationships will help build, enable and enhance the wider pastoral system in a positive way in the school.

Working within a specific tutor group the Classroom Assistants will get to know the group of pupils and will be able to support the work of the pastoral team. The role presents opportunities to positively enhance the pastoral care of pupils who attend Lagan College.

Classroom Assistants forge and develop a high level of trust and empathy with the pupil(s) with whom they are involved, and indeed the whole tutor group within which they are placed. This link role is invaluable as a positive pastoral tool and often supports the pastoral roles of all staff working with the pupil(s) with SEN, but particularly enhance and inform the roles, of Form Tutor, Head of Year, Assistant Head of Year and Head of Learning Support in this regard.

Where there is a need to formally raise a concern of a pastoral nature to the Form Teacher, Head of Year or Head of Pastoral, the Head of Learning Support should also be made aware of this.

In the case of all pupils with SEN, the classroom assistant should be aware, that, in addition to the Form Teacher, Head of Year, Head of School and Head of Pastoral; the Head of Learning Support should also be informed and involved at every stage, specifically in the pastoral care process.

V. The Role of the Classroom Assistant in Supporting Positive Behaviour Management

At Lagan College we endeavour to promote a positive behaviour management policy with regards to all pupils, and classroom assistants have a pivotal role to play in this process. In terms of all matters relating to behaviour management at Lagan College please refer to the ***Behaviour Policy – see Staff Handbook–Section 3 – Behaviour Management***

In addition to the policies as stated above in relation to pupils with SEN, the classroom assistant may be involved in monitoring, and evaluating and promoting behaviour modification targets, as part of Individual Educational Plans/Personal Learning Plans. At all times, the classroom assistants are required to adhere to professional standards in terms of positive engagement with all pupils. Classroom Assistants, at all times, should seek guidance from, and take the lead on issues of classroom behaviour management from the class teacher.

When in a supervisory role whilst on break or lunch duty, it is advised that the classroom assistant inform the teacher(s) on duty or a member of Senior Management immediately of any incident of concern. It is important for the Classroom Assistant to maintain a written record of incidents of note, where appropriate or necessary whilst assisting in a supervisory capacity.

Where there is a need to formalise a concern to the Form Teacher, Head of Year, Head of School or Vice Principal for Pastoral Care regarding any issues of behaviour management, this concern should be recorded via the Head of Learning Support.

11. Parental/ Guardian Involvement

"Recognition that the improvement process is a collaborative one, requiring communication and co-operation within the school and between the schools and its parents.'' *Every School a Good School – A Policy for School Improvement.*

At Lagan College Belfast, we acknowledge that successful partnerships between parents, pupils and school play a key role in promoting a culture of co-operation, openness and transparency and have a crucial impact on the effectiveness of special educational provision.

Teachers, pastoral staff, learning support staff, and other school staff all have a significant role in developing positive and constructive relationships with parents and pupils. We encourage this participation and value its contribution.

It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN register or moving the child between stages. It is essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, essential information may need to be made available by a parent upon a child's entry to the school.

Parents should be invited as necessary to:

- meet with staff to discuss their child's needs
- attend review meetings
- inform staff of changes in circumstances; and
- support targets on IEPs/PLPs

The Learning Support Department welcomes the views, advice and involvement of parents in promoting and developing effective provisions for all students with additional educational needs and we will monitor our success in the following ways:

- Regular opportunities for formal review of students with special educational needs
- The monitoring of movements within our staged 1-3 intervention approach
- Regular feedback regarding progress and assessment of students via mechanisms such as Homework Planner and Home School Communication Diary
- Parental Stage 3 provision questionnaire afforded to parents as part of Annual Review process

- Regular formal and informal contact including:
- Open Day for P7 Prospective entrants
- Pre entrance 'Getting to Know You' Session (annually in August) for Stage 3 students and parents where appropriate
- Annual Review process
- Draft and amended IEPs/PLPs at Stages 1-3 to parents for consultation
- Parents' Evenings
- Parental questionnaires
- One to one parental meetings – at all stages upon request
- Regular and open telephone contact
- Communication via homework diary or home-school communication log (if applicable)
- Newcomer Parental Familiarisation Meeting

12. Pupil views

In Lagan College, as far as reasonably practicable, we seek and have regard to the child's/ young person's views about their strengths, learning difficulties and education, taking into account their age and maturity. We seek and listen to their views about how they learn effectively and then focus on the strategies that work for them.

Key decisions for a particular pupil might include:

- contributing to their own assessment, provision, and progress
- working towards achieving agreed targets
- contributing to the review of IEPs/PLPs, Annual Reviews, and the Transition process; and
- involving and supporting the pupils to participate in making decisions about matters affecting them

Seeking their views and supporting them to participate in making decisions about their learning is good practice. The child's/young person's progress will be more effective when both they and, where appropriate, their parents are involved, and account is taken of their wishes, feelings, and perspectives.

13. Staff Development – Review and Appraisal

"School self-evaluation and self-improvement (with support) are at the heart of the policy. We believe that schools themselves, through honest and open engagement in self-evaluation, using effectively the wide range of data and information available to them, are best placed to identify areas for improvement and to implement changes that can bring about better outcomes for pupils." (ESAGS, p.1)

a. Staff Training and Self - Evaluation

Further to training, Inset or course attendance; Learning Support teaching staff and Classroom Assistants should complete an online evaluation form and where appropriate and, in conjunction with Head of Learning Support, deliver feedback to the whole Learning Support Department.

All training resources for Classroom Assistants can be located in Staff Resources – Teachers AEN Toolkit - "Classroom Assistants' Folder". Teaching staff evaluations can be accessed via RM Staff Development Folder. Classroom assistants should maintain a personal training record and folder of training material. The classroom assistant training record, which is also located in the "Classroom Assistants' Folder" should be updated regularly as a matter of good practice. (Appendix 13)

Classroom assistants are provided with a Classroom Assistant Handbook and attend an induction process which contains all relevant guidelines and training resources.

14. Child Protection

In all matters appertaining to the safeguarding of students with special educational needs, teaching and non- teaching staff should refer to and implement Lagan College's Child Protection and Safeguarding Policy – See Lagan College Staff Handbook – Child Protection Procedures.

15. Risk Assessment

All staff are responsible for the assessment of risk within the school environment.

Where a pupil with special educational needs is concerned, a classroom risk assessment may need to be completed to safeguard due to the nature of the presenting additional need.

Generic risk assessment procedure information and guidelines are provided for all staff by the Health and Safety Team.

Learning Support may be required to request specific Risk Assessment to be undertaken by specialist support i.e. SE /Belfast Education Authority Region - Risk Assessment Officer.

16. Assessment and Monitoring

a. Objectives

To outline the arrangements for the identification of pupils with special needs and or disability.

The importance of early identification, assessment and provision for any pupil who may have a special educational need cannot be over emphasised.

Much information will be gleaned from primary transfer records and liaison with parents. This collaborative approach provides the necessary background information to ensure continuity of educational provision.

To assist in the early identification of pupils with special educational needs, the Progress Test in Maths (PTM) and Progress Test in English (PTE) are administrated to new Yr8 to provide standardised assessment data. Classroom observations and feedback via teachers, classroom assistants and parental input are also used by the Learning Support Team at this point.

Information on incoming Stage 3 pupils is made available via August Inset each academic year and, in addition, a copy of the pupil's IEP/PLP is made available for staff in **Staff IEPs/PLPs** to access and input strategies and outcomes.

PLPs for Stage 3 pupils in Yr8 will be available in the first half term, once pupils have made the transition to post-primary.

Lagan College Learning Support Department employs the three stages of the Special Needs Code of Practice to identify pupils with Additional Educational Needs. Pupils may not necessarily pass through all of the Code of Practice Stages of Intervention; in many cases, action taken at one stage will mean that the pupil will not have to move on to the next.

Pupils identified through the assessment and monitoring processes set out in this policy, will proceed as deemed necessary through the stages of intervention. Parents are informed of the stage of intervention and, if applicable, targeted interventions at Key Stage 3 will be delivered. Parental consent is sought to acknowledge receipt of this information and to afford parents the opportunity to highlight or forward any information in relation to the pupil.

The school-based stages of intervention should be seen as a continuous and systematic process within the school, to enable the pupil with additional educational needs progress to be regularly and systematically identified, tracked, reviewed and progressed effectively.

The SEN Register and IEPs/PLPs are therefore updated on a regular basis. The most up-to-date copies of the SEN Register and the Medical Register will be retained on a secure and shared resource area accessible by teaching staff and teachers should refer to this regularly.

b. Identification

Identification of pupils with known SEN occurs at **all** points of entry:

Year 8 Initial Identification	Parental Induction Meetings Primary School Liaison Parental Data Capture Form (June of year of entry)
For new pupils (Other than Year 8 entrants)	Identification occurs of pupils joining Lagan at **all** other points in the academic year across Year 9 – 14 Parental Data Capture Form Parental Induction Meetings
Newcomer pupils	At all points of entry Parental Data Capture Form Parental Induction Meetings Liaison with external agencies as appropriate

All data appertaining to pupils with SEN and/or medical needs is available in the secure and shared resource area accessible by teaching staff

i. Yr. 8 Initial Identification:

The Learning Support Department employs the following sources as a means to identify pupils with learning needs transitioning from primary to Lagan College in Year 8:

c. Primary Liaison

- Head of Learning Support and Heads of Junior School collate feeder primary school's information in the summer term prior to entry via Stage 2/3 Transition Form (Appendix 3). Feedback received on all transferring pupils is received via oral and written format and provided to the Learning Support Department. SLT visit main feeder primary schools in June of each academic year

- The Head of Learning Support and Assistant Heads of Learning Support liaise with, and where appropriate, meet with feeder schools and Learning Support staff relating to Stage 2 & 3 new entrants. Feeder schools may furnish the Learning Support Department staff with some SEN information at this point

- Parents/Carers must also supply all relevant supporting documentation linked to medical and/or SEN information about their child
- Head of Learning Support endeavours to arrange for Stage 3 pupils, classroom assistants and parents / guardians to attend an informal 'Get to Know You' session with the Learning Support Department in preparation for transition to Lagan College in August each academic year
- Primary school transition information available through secure electronic transfer
- Parental data capture indicating specific learning needs and concerns, medical and pastoral data

d. Information from Outside Agencies:

- Education Authority (SE and Belfast Regions) - SARS
- Educational Psychologists
- Health Agencies
- Sensory Impaired Service
- AAIS Advisory Service
- Inclusion and Diversity Service
- Transition Services/ Careers Service
- SEAG Assessment Bands information
- Statement of Educational Need
- Other agencies – counselling support, social service etc
- Private Educational Psychology Report (where deemed applicable)

e. Internal Standardised Baseline Assessments

- STEP 1: Progress Test in Maths (PTM) and Progress Test in English (PTE) conducted in primary school is used to inform setting of learning paced classes
- STEP 2: Progress Test in Maths (PTM) and Progress Test in English (PTE) employed during induction period Yr8 to confirm setting of learning paced classes. CAT4 test is conducted in Term 1 of Yr8
- STEP 3: Further standardised assessments may be conducted in line with Key Stage Interventions or Exams Access Arrangements

i. Class Setting

The following staff consult in relation to class setting:

1. Vice Principal in charge of Teaching and Learning
2. Vice Principal in charge of Pastoral
3. Heads of Junior School (Pastoral & Curriculum)
4. Head of Learning Support
5. Heads of Year 8
6. Head of Mathematics
7. Head of English

The Yr8 setting process is undertaken by the Head of Junior School and Head of Learning Support in conjunction with the Vice Principal for Curriculum and Senior Teacher in charge of Data Management. The setting process is managed in this format to ensure and maintain the school's streamed ability based on learning pace. (See Assessment Policy)

ii. New Pupils (other than Yr8 Sept entrants)

The Learning Support Department employs the following information as a means to identify new pupils with learning needs transitioning at all other points of entry to Lagan College:

- All new pupils are tested at point of entry, employing Progress Test in Maths (PTM) and Progress Test in English (PTE) and/or CAT4
- Academic and pastoral information received from previous school
- Parental information (indicated on application form)
- Additional identification via Learning Support Department if deemed applicable in the form of standardised reading and spelling tests. Information will be disseminated to staff via SIMS
- Information received by outside agencies

iii. Identification of Newcomer Pupils

- Transition information requested via Primary Liaison teacher, information made available to Newcomer teacher and collated via General Office to be accessed via SIMS
- Newcomer pupils are assessed employing Progress Test in Maths (PTM) and Progress Test in English (PTE) and/or CAT4
- Newcomer pupils are identified by the criteria as set down in Newcomer Policy and the level of support offered by Newcomer teacher is defined and allocated based on the result of initial assessments and in line with DEL Newcomer support provision guidelines

- Progress and attainment of Newcomer pupils is tracked against Common European Framework of Reference (CEFR)

See Lagan College – CRED Policy

iv. Parental Identification of Learning Needs

Lagan College's Learning Support Department endeavours 'to make it easier for parents to become involved in supporting each child's education – by making sure that the school is a welcoming place for parents; that it provides regular feedback to parents on each child's progress; and that it sets out how parents can help support the work of the school and the education of each child'– Every School a Good School.

The Learning Support Department actively encourages parental collaboration in notifying and identifying learning needs or concerns via a range of mechanisms:

- Open Day
- SEAG Familiarisation
- Yr8 Interviews – June (prior to entry) and Oct (Yr.8)
- Data capture form
- Learning Support Stage 3 familiarisation in August
- Direct and regular contact with the Learning Support Department using centralised email address, learningsupport@lagancollege.com
- Contact via Pastoral or Curriculum i.e. Head of Junior School, Form Tutor, Head of Year, Subject Teacher
- Parents' Evening
- Statutory Annual Review Parental Contribution
- Informal contact throughout academic year

17. Admissions

Admissions criteria is published in the second half of Term 1 and is made available on the school website as well as through the EA Portal. The Principal and Head of Learning Support conduct an informal walk around the school in November to assist parents/carers of Stage 3 pupils who have to make their school applications by December.

Children with Statements of SEN are placed in the school at the request of the Education Authority (EA). When seeking to place a pupil 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.

18. Inclusion and Accessibility

The SENDO 2005 Act requires the EA and schools not to discriminate against disabled pupils and prospective pupils in the provision of education and associated services in schools and in respect of admissions and exclusions.

There are two key duties in ensuring that disabled pupils are not discriminated against:

- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (this is known as reasonable adjustments)

In planning support for disabled pupils, education authorities and schools are required to draw up accessibility strategies (EA) and accessibility plans (schools) to improve access to education and schools over time. Strategies and plans have three distinct elements:

- Improvements in access to the curriculum
- Physical improvements to increase access to education and associated services
- Improvement in the provision of information in a range of formats for disabled pupils

19. Accessibility Policy

Lagan College asks parents to disclose a disability, special educational need, medical condition or any special circumstances prior to entry to the school. The school is then in a position to consider the support as appropriate.

In assessing need, Lagan College may take such advice and require such assessments as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.

Where it is practical to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at school and to satisfy the admissions criteria outlines, the school is committed to providing those reasonable adjustments.

The school asks parents to disclose whether their child has a disability, special educational need, medical condition or any special circumstances. All parents are therefore asked to complete a detailed information sheet about their child before they enter the school.

At present:

- pupils with 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

20. Internal Referral Process

In addition to the identification processes which exist within Lagan College Learning Support Department, a referral system exists whereby teaching staff can forward a referral form to the Learning Support Department if they are concerned about a pupil who is presenting with specific difficulties.

a. Staff Referral

Staff referral to Learning Support is by the following routes:

- Referral via email to Head of Learning Support and/or Assistant Heads of Learning Support. On receipt of the email, staff may be required to provide additional information or samples of pupil work where applicable
- Referral Consultation - Staff can arrange to meet with Learning Support Department to discuss concerns regarding any pupil – Consultation periods are available on request

The Head and Assistant Heads of Learning Support will investigate the referral and collate any additional feedback information from other teaching staff.

A record of referrals from staff and actions required is retained on file in the Learning Support Department and communicated to relevant parties including pastoral staff, outside agencies, parents/carers and Belfast Region / SE Region Special Education advisors, psychologists and statementing officers as necessary.

21. Assessment / Monitoring and Evaluation

Assessment, evaluation and monitoring of pupils' progress occur in the following areas:

- Baseline tracking – Head of Assessment and Head of Learning Support track progress and Assistant Head of Learning Support (KS3 Interventions) identifies cohorts for intervention.

Timetable for all baseline assessment is contained within the Assessment Policy.

Yr.8 (June entry): PTE, PTM

Yr.8 (June into Yr.9): PTE, PTM

Yr.8 (≤84) Additional testing, if applicable and deemed appropriate on the basis of referral via teaching staff:

- NGRT
- NGST
- Handwriting assessment
- TOWRE speed of processing
- DASH speed of handwriting

Baseline Reports are forwarded to parents in October Yr.8, June Yr.8 and June Yr.9 to track progress and inform parents.

- Stage 3 Individual Education Plans (IEPs)/Personal Learning Plans (PLPs) – Annual target setting, monitoring and evaluation cycle
- Peripatetic Support (Stage 3)
- Stage 2 Individual Education Plans/Personal Learning Plans
- Stage 1 Literacy and Numeracy Support – where applicable across Key Stage 3

22. Peripatetic Assessment, Monitoring and Evaluation

Peripatetic support is available to those pupils at Stage 3 with additional 1 to 1 teaching access noted on their Statement of SEN. This provision is monitored and evaluated via:

- Individual Pupil Learning Log and Term Targets negotiated in conjunction with the pupil and evaluated on a termly basis by the peripatetic teacher
- Progress monitored via testing in PTE, PTM, CAT, and any other standardised testing, if deemed applicable.
- Annual Peripatetic report issued to parents (June)
- Tracking maintained via Senior teacher in charge of Data Management and Head of Learning Support

23. Data Protection

Under Data Protection and Freedom of Information parents/guardians are entitled to all information recorded or held by Learning Support Department and Lagan College. This information can be made available upon written request.

Data and records relating to pupils, who have held a Statement of Special Educational Needs must be maintained by the school until the pupil's 25th birthday, where upon the data /records maintained will be disposed of by secure means. All documents in relation to safeguarding and child protection matters must be retained until the pupil's 30th birthday.

All communication, written, oral or digital, with regard to SEN pupils must be of a professional nature and objective in content.

All AEN information and data held by any member of staff must be maintained in a confidential manner be it oral, written or digital format.

All data in relation to a pupil's medical needs or SEN must therefore be maintained in a secure and confidential fashion at all times. Each teacher is responsible for the safe keeping and security of this data and information. The information contained within Staff IEP Folder is updated regularly with regards the following confidential information:

- SEN Register
- SEN Stage 1-3 mapped by Tutor Group and Year Group
- Medical Register
- Exam Access Arrangements – internal and external
- IEPs/PLPs for Stage 1-3 pupils
- Learning Support Policies – Learning Support and Inclusion Policy. Medical Policy – including Concussion and Second Impact Syndrome Policy and Inclusion and Diversity Policy – CRED Policy.
- Teaching Staff Learning Support Training
- Classroom Assistants' Training
- AEN Resource materials (SEN Resource Folder)

24. The Management of Special Educational Needs

The Three Stages of Special Education Provision

In Lagan College Belfast, we adhere to the three stages of the Code of Practice. These stages focus on the level of intensity of the special educational provision required for a child to make adequate progress commensurate with their abilities and improve their outcomes. Responsibility for pupils with SEN at each stage lies with the school, given the day-to-day role of the school in a pupil's teaching and learning, with increasing EA involvement when required. A summary of the three stages of special education provision is set out below:

a. Stage 1 includes:

- School delivered special educational provision
- A PLP (currently IEP)
- The majority of special educational needs will be met at this stage
- Operates in mainstream schools and classes; and
- Reasonable adjustments and additional strategies and approaches are implemented, aimed at meeting, and addressing the child's SEN

The PLP (currently IEP) should contain the core information/evidence of the school action to inform a referral for access to EA SEN services at Stage 2. The child will only move to Stage 2 once any external special educational provision is being implemented.

b. Stage 2 includes:

- School-delivered special educational provision plus external provision, for example, the EA or the HSC Trust
- A PLP (currently IEP)
- External provision from EA
- Reasonable adjustments, additional strategies and approaches are implemented plus resources, advice, guidance, support, and training provided through the EA SEN support services to address the child's SEN

In the event of a child not making progress, despite the external support from the EA, the child may require consideration for a statutory assessment. A new online form designed to guide the user through the process is used to make a request for statutory assessment. The PLP (currently IEP) contains the core school information the EA will use to consider and if appropriate make, a statutory assessment.

The pupil will remain at Stage 2 when a request for a statutory assessment is being considered, is being made and, if appropriate until a Statement is made.

c. Stage 3 includes:

- Pupils with a statement of SEN
- School and EA delivered special educational provision plus any relevant treatment or service identified by the HSC Trust
- A PLP (currently IEP)
- 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 special 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).

The pupil's PLP (IEP) reflect the content of the statement including the SEN category (or categories); setting intended outcomes based on the objectives of the special educational provision and the nature and extent of the EA's provision including any relevant service and treatment the HSC Trust are to provide; and any additional school provision or modifications to the curriculum. The pupil's PLP (IEP) will be subject to regular monitoring, review and evaluation and will form the key basis of educational information to inform the annual review of the statement.

d. Exceptional Cases

In most cases transition through the three-staged assessment process occurs in sequence. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a higher stage of need is necessary immediately.

25. The 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 should be seen as part of the process of continuous monitoring of the child's progress. The Annual Review procedure is designed to:

- gauge the child's/young person's progress towards meeting the objectives specified in the Statement
- review the special provision made for the child, including placement; and
- consider the appropriateness of maintaining the statement of special educational needs.

The annual review is carried out by the school on behalf of the EA.

The Review will take place in school and is chaired by the Head of Learning Support.

From 2024-25, all paperwork in relation to the annual review process, including pupil and parental contributions, must be submitted using the EA Portal.

26. Interventions and Strategies

A. STAGE 3

i. Organisational Support

Pupils in Yr8 and Yr9 placed at Stage 3 of the Code of Practice will have access to the following additional organisational tools to support their learning and access to the curriculum as deemed appropriate:

- Colour coded timetable and 'What to Pack' list
- Home to school communications diary – (where deemed necessary)
- Time Out Cards – (where deemed necessary)
- Revision booklets
- Invitation to Homework Club

ii. Autism Intervention and Support Services

Stage 3 pupils may have access to this provision if stated on their statement of Special Needs or access to this support service can be requested via the consultation process between the Learning Support and the LIT Team in instances where pupils have been formally diagnosed with Autism. A record of Autism Advisory Support Service involvement is maintained by Learning Support.

The Head of Learning Support disseminates, if appropriate, Autism Support Services recommendations to staff via email, IEP/PLP and through the communication of strategies and supports to be employed by allocated CA.

AAIS can also be accessed by pupils on Stage 2 of the Code of Practice in consultation between school, AAIS and parents and on completion of a Request For Involvement (RFI) form.

iii. Newcomer Pupils

Pupils identified as Newcomer have access to provisions as indicated in the Lagan College Newcomer Policy – AEN 2024-25 – CRED Policy

iv. Peripatetic Support

As indicated on Statement of Special Needs – Stage 3, Learning Support Department may be required to deliver one to one peripatetic support provision to those pupils identified as entitled to this additional support mechanism:

- Gain written permission for the parents/carers to withdraw the pupil from curriculum subjects to attend peripatetic provision
- To provide withdrawal, wherever possible from a curricular subject other than core areas (English, Maths and Science) if accommodation can be enabled

v. Auditory and Visual Impaired Services Outreach Support

As indicated and where applicable, Learning Support Department will negotiate the timetabling of this outreach one to one support provision for those pupils identified as entitled to this additional support mechanism. Records of attendance, progress and targets are forwarded half termly to Head of Learning Support and used to inform IEP/PLP review process.

b. Interventions offered at Stage 2

Pupils at Stage 2 of the Code of Practice will have access to a range of EA lead interventions which are accessed through the completion of a Request for Involvement (RFI) by the college to EA.

Before making an RFI, it is expected that all reasonable adjustments are exhausted at Stage 1 as school resources and the environment allows. This is evidenced through the pupil's Stage 1 IEP/PLP.

As part of EA SEND Transformation, Local Integrated Teams (LIT) will review RFIs and will determine whether further support is required.

Services such as Autism Advisory and Intervention Support and Educational Psychology advice can be sought via RFI along with support for literacy and numeracy.

This is currently under review by EA.

c. Interventions offered at Stage 1

An outline of all additional intervention via Learning Support is provided below and in the **Key Stage 3 Interventions Policy.** Parents will be informed of the support being offered and parental consent sought in this regard.

Literacy Intervention

Our whole-school approach to literacy intervention is underpinned by the **Lexia PowerUp Literacy** programme, which is used across Key Stage 3. This adaptive, computer-based programme targets:

- **Word Study** (phonics and decoding)
- **Grammar** (sentence structure and syntax)
- **Comprehension** (reading for understanding and inference)

Lexia PowerUp allows personalised learning pathways and provides staff with weekly data to monitor engagement and progress.

Whole class literacy intervention

Lexia is offered to one class in Yr 8, 9 & 10 based on the latest standardised scores available.

This involves one timetabled lesson of literacy (Lexia) each week and requires pupils to spend a further 60 minutes minimum per week at home to consolidate the skills taught.

Further literacy intervention (Lexia) is available for home access for a 12-week block, only to a small number of pupils in Yrs 8-10. This is dependent on accessibility of resources.

Pupils are identified as follows:

- Standardised scores (PTE)
- Consultation with Head of Junior School (Curriculum)/Literacy & Numeracy Co-Ordinators
- Attendance data
- Consideration of parental concerns – where resources permit

Engagement with the programme and meeting weekly usage targets is essential to ensure the success of the programme and for meaningful progress in terms of literacy skills development. Pupil engagement is monitored on a weekly basis and parents/carers will receive a usage report at the end of each 4-week period. If pupils have not engaged by this point, the intervention will cease so that this resource can be utilised by another pupil.

Those pupils who make consistent and effective use of the programme at home may have their licence extended beyond 12 weeks, where resources allow.

Numeracy Intervention

Numeracy support in Key Stage 3 is provided through targeted programmes and personalised teaching strategies. These include:

- **Easimaths Programme**: A digital, interactive learning platform delivering personalised tasks to develop number fluency and conceptual understanding. Pupils are expected to engage with Easimaths both in school and at home. This involves one lesson of numeracy withdrawal each week for a 12 week period and requires pupils to spend a further 60 minutes minimum per week at home to consolidate the skills taught. Easimaths is offered to pupils in Yr 8, 9 & 10
- **Power of 2**: A structured, 1:1 numeracy coaching programme focusing on number sense, calculation strategies, and recall through repetition and dialogue. Delivered by trained staff, it builds confidence and fluency. Power of 2 is offered to Yr10 only

Handwriting Intervention

Handwriting intervention is available for pupils whose written work shows difficulties in:

- Letter formation
- Legibility and spacing
- Overall written presentation

Pupils are referred by school staff based on work completed in class and at home and samples provided. These referrals are reviewed by the Learning Support Team to determine eligibility.

The intervention aims to improve:

- Legibility and consistency
- Pencil grip and fine motor control
- Confidence and stamina in writing tasks. These are delivered in small groups or 1:1, using structured handwriting programmes and exercises over an 8-week period

It is expected that the resources provided for consolidation at home are used to reinforce the intervention in school.

Homework Club Intervention

The **Homework Club** is an intervention designed to support pupils who find managing organisation, homework tasks and revision independently a challenge. Pupils are identified for this support through staff or parental referral due to:

- Persistent missed or incomplete homework
- Evidence of poor organisational skills
- Evidence of difficulty prioritising or structuring their workload

Homework Club runs **every Wednesday from 3:30–4:30pm** and is supervised by **Learning Support staff** along with a dedicated team of trained **Sixth Form Mentors**.

Its aims are to:

- Support completion of homework and assignments
- Improve organisational skills and use of homework planners
- Develop revision techniques and time management skills
- Build independence and reduce homework-related stress

Sixth Form Mentors assist pupils by providing peer support, helping to break tasks into manageable steps, and modelling effective study habits

Delivery

Interventions are:

- Timetabled either during registration time, targeted withdrawal slots during the school day, after school (Homework Club), or as in-class support
- Delivered by trained staff including teachers, Classroom Assistants and Sixth Form volunteers

- Flexible in format and duration and regularly reviewed

Social / Communication Support

Pupils identified as having social and communication difficulties or at risk of having difficulties in unstructured periods may avail of:

- One to one social skill development support via classroom assistant
- Lego Club – Yr. 8-10 pupils invited to attend lunchtime Lego Club
- Outside agency one to one counselling
- AAIS Outreach Support (if applicable)
- Board Games Club with Mr Mooney

Monitoring and Evaluation

Literacy Monitoring

- **PTE (Progress Test in English)** is used as the **primary indicator** for identifying pupils requiring literacy intervention and for measuring progress.
- **NGRT (New Group Reading Test)** and **NGST (New Group Spelling Test)** provide additional standardised and tracking data at the beginning and end of the intervention.
- **Lexia PowerUp** usage and progression data is reviewed weekly
- Teacher observations and feedback inform adjustments to provision
- Review of school assessment data
- Pupil evaluations at the end of the intervention
- Parent/carer evaluations at the end of the intervention

Numeracy Monitoring

- Progress is measured using PTM (Progress Test in Maths)
- Review of school assessment data
- Easimaths and Power of 2 have built-in tracking systems to monitor use and progress
- Staff maintain records of intervention sessions and progress logs
- Pupil evaluations at the end of the intervention
- Parent/carer evaluations at the end of the intervention

Review and Impact

In addition:

- Termly review meetings assess the effectiveness of all interventions
- Interventions are revised, scaled up, or discontinued based on evidence of impact

- Progress data is recorded centrally and informs planning, resourcing, and reporting
- Parents/carers receive regular updates on pupil progress and engagement

Interventions & Placement of the SEN Code of Practice

In line with EA guidance on the Graduated Response Framework (2025), pupils who have their needs met through whole school provision, will not necessarily be placed on the SEN Code of Practice, unless they are receiving support for other SEN. This means that those pupils who receive support through whole class intervention for literacy and numeracy will not necessarily be placed on the Code of Practice.

Pupils will be placed at Stage 1 of the SEN Code of Practice when they avail of additional teaching and learning strategies and approaches, over and above what is offered typically in the classroom. Those pupils who receive 1:1 or small group withdrawal support may be placed at Stage 1.

When placed on the Code of Practice, pupils will receive an IEP/PLP once they have demonstrated engagement with the programme/s for 4 consecutive weeks.

Once the period of intervention ends, the IEP/PLP will be reviewed. If no further intervention is required or pupils do not engage with the intervention, they will be removed from the SEN Code of Practice.

If pupils have engaged and further intervention is required, access to the intervention may be extended or a Request for Involvement (RFI), may be made to EA to request additional support from external services.

27. Exams Access Arrangements

The Exams Access Arrangements Policy is reviewed annually to ensure that arrangements are carried out in accordance with the current edition of the JCQ publication:

'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments'.

(This publication is further referred to in this policy as EAA).

i. Identification of Exams Access Arrangements

Lagan College Learning Support Department considers that the following pupils may require exams access arrangements:

- Pupils with Cognition and Learning Needs
- Pupils with Communication and Interaction Needs
- Pupils with Sensory and Physical Needs
- Pupils with Social, Emotional, Mental Health Needs
- Pupils presenting with a range of temporary difficulties e.g. a broken arm

Identification, assessment and implementation of a range of examination access arrangements is provided for both internal and external examinations at Key Stage 3, Key Stage 4 and Key Stage 5.

Key Stage 3

In Yr8 and 9, the school seeks to establish normal way of working through tracking and monitoring at internal assessment points.

The college makes every attempt to identify students needing exam access arrangements as early as possible. It is the responsibility of both the Assistant Head of Learning Support (EAA) and teaching staff to identify those students needing access arrangements through class observations, diagnostic assessment and from information contained within Statements of Special Educational Needs, professional reports and other documents.

Teachers are advised to complete and submit an access arrangements referral form to the Learning Support Department if they have observed that a student may require additional assessment or that an arrangement may be warranted.

Staff are required to submit 3 samples of work along with the referral form in order to build a picture of need and to inform any potential diagnostic assessments/EAA. Having received this referral, the Assistant Head of Learning Support will work with teachers to gather further evidence and to help create a broader picture of need. If further assessment is required, this will be carried out by the specialist assessor.

Lagan College employs specialist assessors for examinations. The specialist assessors are appropriately qualified, as stipulated in the JCQ guidelines. All assessors hold a Level 7 equivalent certificate in Educational Assessment and Arrangements.

If a history of need can be determined and the assessment(s) indicate that a student qualifies for an arrangement, this will be communicated to both the student and their parent/carer(s). A record of all students with access arrangements is maintained on the staff area and this is updated regularly to reflect ongoing assessments and changes. This document is a working document and staff are advised to refer to this prior to all internal assessments, topic tests and mock examinations.

Key Stage 4

Access arrangements are reviewed periodically to determine if they are still deemed necessary and/or effective. The Assistant Head of Learning Support (EAA) and specialist assessor will need to review if those students who have been afforded access arrangements during Key Stage 3 will still qualify for these specific arrangements for GCSE before making an official application to the exam boards via JCQ access arrangement online.

As part of this review process, the Assistant Head of Learning Support (EAA) and specialist assessor may:

- Collate observations from teaching staff
- Use the monitoring and tracking EAA information collated from the internal exam series
- Formally reassess a student e.g. their processing speed, reading accuracy, reading comprehension etc*****
- Speak with the student directly to collate their self-reported difficulties

***Nationally recognised and accredited assessment tests are administered in line with JCQ regulations and as determined applicable and appropriate by Assistant Head of Learning Support (EAA) and the specialist assessors.**

An entitlement to an arrangement at KS3 does not mean that a student has an automatic entitlement to this arrangement at KS4 for their GCSE studies. For example, a student who had a reader at KS3 may no longer qualify for a reader at KS4 because their reading has now improved to the extent that they no longer require this arrangement and they no longer meet the exam board criteria for the use of this arrangement. Also, a student who may have been afforded 25% extra time at KS3 may no longer be entitled to this at KS4 as this arrangement does not reflect their normal way of working and they do not use or require this arrangement in assessments or during class time.

In any case, all internal and external exam arrangements must reflect the student's normal way of working and the Assistant Head of Learning Support (EAA) and specialist assessor must be able to present to the JCQ inspector a 'history of need' for the candidate and their specific arrangement(s).

ii. Normal way of working

In line with JCQ guidelines, the Learning Support Department ensure that any arrangement(s) put in place for a student must reflect the support given to the candidate in the centre, for example:

- in the classroom (where appropriate)
- Working in small groups for reading/or writing
- support lessons
- intervention strategies
- In internal tests/examinations
- mock examinations. [EAA 4.2.5]

†The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment (see section 8.3, page 113)."

This is commonly referred to as 'normal way of working'. Before making an application for an arrangement at GCSE and GCE, the Assistant Head of Learning Support (EAA)/Specialist Assessor must be able to demonstrate and document that the use of the arrangement(s) is the candidate's normal way of working and a history of need must be evident.

The college gathers evidence of normal way of working as defined by JCQ in the following ways:

- Tracking data
- Candidates self-reported difficulties
- Information from feeder schools
- Comments on teacher questionnaires about candidates' difficulties
- Information contained in Statements, EHCP, EP reports or other documents
- Tracking the use of access arrangements in internal exams and mocks
- Samples of pupil work or mock examinations which indicate a need for an arrangement

If a pupil is granted an arrangement, e.g. 25% extra time or a reader, and the Assistant Head of Learning Support (EAA) has identified, through exam tracking and monitoring and from

discussions with subject teachers, that this arrangement is not being utilised, it is therefore not the pupil's normal way of working. Unless further supporting evidence can be secured, the arrangement may be withdrawn as it is not deemed necessary or an effective arrangement.

While other external agencies or professionals may make recommendations for exams access arrangements, these must align with JCQ regulations and reflect a student's normal way of working in the school environment.

iii. Where a pupil progresses from GCSE to GCE qualifications

As pupils progress from GCSE to the GCE studies, the Assistant Head of Learning Support (EAA) and specialist assessor will determine whether there continues to be a need for this arrangement(s). Evidence will need to be held on file to show that a student continues to have persistent and significant difficulties which substantially impact on teaching and learning and that the use of said arrangement(s) continues to be the student's normal way of working.

This evidence will be in the form of:

- Staff observations and referrals
- Information from feeder schools
- Information contained within Statements of Special Educational Needs and other professional documents
- The candidates self-reported difficulties
- Use of internal tracking data

iv. Accepting privately commissioned psychological reports

In accordance with JCQ regulations the school cannot accept privately commissioned psychological reports for the purpose of processing access arrangements, unless prior permission has been granted from the school and the psychologist has an established relationship with the school.

'A privately commissioned assessment, where the centre has not been involved, cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online. This would be where the assessor has not contacted the centre, has not established a working relationship with the centre, has not been approved by the head of centre and has not received as a minimum a 'skeleton' Part 1 of Form 8 from the SENCo. (Where a learning difficulty specifically arises as a result of a medical condition, please see paragraph 5.2.3 and section 5.7 - 25% extra time and/or a scribe.)

As a privately commissioned report, or an assessment from an external professional, cannot be used to award access arrangements, the Head of Centre or a member of the Senior

Leadership Team should provide a written rationale supporting their decision to the parent/carer.

Learning Support Co-Ordinators and assessors working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated.

JCQ reg 7.3.6 (p.105)

The post primary school must be able to demonstrate evidence from over a period of time for a pupil to qualify for access arrangements. The school is under no obligation to follow any advice or recommendations from private reports which, in the Learning Support Co-ordinator's professional opinion (and the school's experience of working with the young person), conflicts with the presentation of the pupil in school.

JCQ would consider the school submitting a private report that has been commissioned by the parent prior to the exam, and that is not consistent with the pupil's normal way of working in school, to have the potential to constitute malpractice which may impact on the candidate's results.

Pupils with SEN/Medical diagnosis

A determination of SEN or a medical diagnosis/physical condition itself, does not automatically entitle a pupil to access arrangements.

The pupil will need to have been observed as being substantially disadvantaged in taking school tests and exams to be awarded access arrangements. The teachers in school will have observed and recorded the pupil's normal way of working over a period of time, not just before external exams.

Access Arrangements for Pupils Transferring from Primary School

The SEAG Single Entrance transfer tests are not regulated exams, therefore any private psychologist's report submitted for transfer purposes cannot be used as evidence to support access arrangements in post primary school.

v. Word Processor Policy

A pupil may be afforded the use of a word processor where it is appropriate to their needs and reflects their normal way of working. Use of a word processor cannot simply be afforded for pupils because they would rather type than write in examinations, can work faster on a keyboard or because they use a laptop at home.

The college identifies that the following students may benefit from the use of a word processor:

- A pupil who has a permanent or temporary medical, sensory or physical condition which impacts substantially on their ability to write. Medical evidence should be available to substantiate this. GP letters cannot be used to award access arrangements and the students' difficulties must be more than minor or trivial
- A pupil whose handwriting it so illegible that it cannot be read by a third party. Examples of their written work should be retained on file
- A pupil who displays substantial planning and organisational difficulties when writing by hand

For the avoidance of doubt, normal way of working refers to their use of a word processor over a substantial period of time – unless a short-term medical issue has arisen.

vi. Applications for access arrangements via JCQ

Access Arrangements Online (AAO) is a tool provided by JCQ member awarding bodies to apply for access arrangements for pupils at GCSE and GCE.

In line with JCQ regulations, the Assistant Head of Learning Support (EAA) /Specialist Assessor makes the online application on behalf of the pupil by the published deadline.

The Assistant Head of Learning Support (EAA) keeps a record of the printed online application, letters from awarding bodies, JCQ Form 8 or 9 (if applicable), a signed data protection form, assessments and any additional forms, evidence or documentation required for inspection purpose.

The files are maintained by the Assistant Head of Learning Support and presented to the JCQ inspector on request.

The pupil, along with their parent/guardian(s), is informed of the outcome of the application to JCQ in writing. The list of pupils afforded access arrangements is made available to all teaching staff is amended to reflect any changes.

JCQ note that a Standardised Score alone is not sufficient grounds to award Access Arrangements.

JCQ require evidence of pupils of the Exam Access Arrangement being the pupil's 'normal' way of working.

Additionally, the EAA team require 3 pieces of evidence to support the need for arrangement from teaching staff.

All decision regarding Examination Access ultimately lies with the Head of Centre and adhere to the most up to date JCQ Regulations.

28. Annual Report

The Head of Learning Support will report to the Principal and Vice Principals in charge of Teaching and Learning and Pastoral annually by way of the Annual Report.

29. Complaints

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

If you have any queries in relation to special educational needs of a child with a 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 should be on the EA documentation issued to you alongside your child's statement.

a. 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/Boards of Governors or the EA for pupils 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 Education Needs and Disability Tribunal (SENDIST)

b. 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.

30. Relevant Legislation and Guidelines Pertaining to Special Educational Needs

- The Children (Northern Ireland) Order 1995
- Disability Discrimination Act 1995
- The Education (Northern Ireland) Order 1996
- The Code of Practice for the Identification and Assessment of Special Educational Needs (1998)
- The Special Educational Needs and Disability Act (NI) 2016
- The Special Educational Needs and Disability (Northern Ireland) Order 2005
- The Education (Special Educational Needs) Regulations (Northern Ireland) 2005
- The Special Educational Needs and Disability Tribunal Regulations (Northern Ireland) 2005
- Supplement to the Code of Practice (2005)
- Disability Discrimination Code of Practice for Schools
- Every School a Good School – Supporting Newcomer Pupils (April 2009)
- Getting Smarter: Teacher Guidance for Writing Individual Education Plans and Targets for Pupils with Special Educational Needs (2011)
- Other legislation and regulations that may be made during the life of this policy

31. Monitoring and evaluating the SEN Policy

The SEN policy will be reviewed annually. It will be amended as appropriate in light of changes in legislation or practice following targeted consultation with all staff members, parents, and external agencies. This policy will be brought to the Board of Governors for final approval.

Policy Date: _ _/_ _/_ _ _ _

Signature of Principal: ……..

Signature of Chairperson of Board of Governors: ……

Review Date: _ _/_ _/_ _ _ _

32. Glossary

AA	Access Arrangements
AEN	Additional Educational Needs
CA	Classroom Assistant
CRED	Community Relations, Equality and Diversity in Education Policy
DARS	Independent Dispute Avoidance and Resolution Service
DE	Department of Education
EA	Education Authority
HLS	Head of Learning Support
HOD	Head of Department
HOY	Head of Year
IEP	Individual Education Plan
IMP	Individual Medical Plan
INSET	In-Service Education and Training
SEBD	Social, Emotional and Behavioural Difficulties
SEN	Special Educational Needs
SENDIST	Special Educational Needs and Disability Tribunal

33. Appendix 1 Staff SEN Resource

T:\AEN Information (all staff)\Staff SEN Resource.pdf

34. Appendix 2 Staff Referral Form

T:\AEN Information (all staff)\Exam Access Arrangements 2025-2026\Teacher Referral Form EAA.docx

35. Appendix 3 Access Arrangements Parental Referral Form

T:\AEN Information (all staff)\Exam Access Arrangements 2025-2026\Parental Request Form EAA.docx.pdf

36. Appendix Accessibility Policy

T:\AEN Information (all staff)\LS Policy\Accessibility Policy Nov 2025.docx