



Drumragh Integrated College

SPECIAL EDUCATIONAL NEEDS POLICY & PROCEDURES

Legislation / Rationale

This Policy has been drawn up to meet the requirements of the Education Act 1993, the Education (Northern Ireland) Order 1996 and the Special Educational Needs and Disability (Northern Ireland) Order 2005. The Policy is in accordance with -

1. the Code of Practice on the Identification and Assessment of Special Educational Needs (1998) published under 157 of the Education Act;
2. the Supplement to the Code of Practice on the Identification and Assessment of Special Educational Needs (2005) – published under Article 4 of the 1996 Order to address changes contained within the Special Needs and Disability (Northern Ireland) Order 2005;
3. the Disability Discrimination Code of Practice for Schools (2005) – issued by the Equality Commission for Northern Ireland.

To be consistent with the 1996 Order, the SEN Code of Practice (1998) and the Supplement to the Code of Practice (2005) the following terminology has been used:

As defined in the 1996 Order a child has '**special educational needs**' if:

- *he/she has a learning difficulty, which calls for special educational provision to be made for him/her.*

A child has a '**learning difficulty**' if:

- *He/she has significantly greater difficulty in learning than the majority of children of his/her age;*
- *He/she has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age in ordinary schools; or*
- *He/she has not attained the lower limit of compulsory school age and is, or would be if special educational provision were not made for him/her, likely to fall within either of the previous two paragraphs when he/she is of compulsory school age.*

The Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO) amended the Disability Discrimination Act (1995) and created important new duties for schools. The aim of SENDO is to strengthen the rights of children with Special Educational Needs to be educated in mainstream education and to introduce disability discrimination legislation to schools. It is important to note that a child with special educational needs may or may not have a disability. A child may have a disability but not special educational needs.

SENDO legislation defines the term '**Disability**' as follows:

“a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

The Policy also takes account of the following documentation:

'Every School A Good School 2009 (DENI) and Good Practice Guidelines 2009 (Inter-Board.)

Information relating to specific Special Educational Needs, Regional and local Support Agencies and Services; the statutory assessment process and educational support for children with special needs can be accessed at www.education-support.org.uk

NOTES:

- i. For the purposes of this Policy, the term SEN refers to those students who have Special Educational Needs and/or a disability which affects their learning.
- ii. In order that we meet our students' needs and include them in all aspects of school life, this SEN policy links closely with all our other policies in supporting students including the following:
 - Accessibility Policy
 - Literacy / Numeracy / Spelling Policies
 - Positive Behaviour Policy
 - Anti-bullying Policy
 - Child Protection Policy
 - Health and Safety Policy
 - Attendance Policy
- iii. For children of ethnic minority groups (including newcomer children) lack of competence in English does not conform to the definition of SEN. Students in this category will not be entered on to the SEN Register unless there is evidence of a learning difficulty or disability separate from acquiring English language skills.
- iv. 'Gifted and Talented' students can also be considered to have 'special educational needs' but in Drumragh College separate provision is made for students in this category. However, a student may be Gifted or Talented in one area yet have, for example, communication difficulties/ASD and in such instances will be placed on the SEN Register.

The following areas encompass all aspects of SEN/Disability:

1. Cognitive and Learning

- a) Dyslexia/Specific Learning Difficulty (DYL)
- b) Dyscalculia (DYC)
- c) Dyspraxia/Developmental Coordination Difficulties (DCD)
- d) Mild Learning Difficulties (MILD)
- e) Moderate Learning Difficulties (MLD)
- f) Severe Learning Difficulties (SLD)
- g) Profound and Multiple Learning Difficulties (PMLD)
- h) Unspecified Learning Difficulties (U)

2. Social Emotional and Behavioural

- a) Social, Emotional and Behavioural Difficulties (SEBD)
- b) Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder (ADD) Difficulties (U)

3. Communication and Interaction

- a) Speech and Language Difficulties (SL)
- b) Autism (AUT)
- c) Asperger's Syndrome (ASP)

4. Sensory Difficulties

- a) Severe/profound hearing loss (SPHL)
- b) Mild/moderate hearing loss (MMHL)
- c) Blind (BL)
- d) Partially sighted (PS)
- e) Multi-sensory impairment (MSI)

5. Physical

- a) Cerebral Palsy (CP)
- b) Spina Bifida and/or Hydrocephalus (SBH)
- c) Muscular Dystrophy (MD)
- d) Significant Accidental Injury (SAI)
- e) Other (OPN)

6. Medical Conditions/Syndromes

- a) Epilepsy (EPIL)
- b) Asthma (ASTH)
- c) Diabetes (DIAB)
- d) Anaphylaxis (ANXS)
- e) Down's Syndrome (DOWN)
- f) Other medical conditions/syndromes (OMCS)
- g) Interaction of Complex Medical Needs (ICMN)
- h) Mental Health Issues (MHI)

7. Other

- a) Other (OTH)

Aims of SEN Provision:

- To identify students with SEN/Disability as early and thoroughly as possible using a variety of means and in consultation with appropriate personnel.
- To ensure full entitlement and access for students with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum.
- To educate students with SEN/Disability, wherever possible, alongside their peers.
- To ensure that all students with SEN/Disability feel valued.
- To offer curricular, pastoral and extra-curricular opportunities that allow students to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.
- To offer a broad curriculum which will promote intellectual, emotional, social and physical progress in order that students can develop as valuable members of society both now and in the future.
- To encourage parental involvement in all aspects of SEN provision. The support of parents and students is crucial if an Individual Education Plan (IEP) is to be effectively implemented.
- To consider the wishes of the student when planning and implementing SEN provision. When considering the wishes of the student, his/her age and powers of understanding must be taken into account.
- To strive for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach to meeting SEN.
- To develop a recording system so that each student's performance can be monitored and reviewed appropriately.
- To encourage and/or maintain interest of students with SEN in their education
- To encourage a range of teaching strategies which accommodate different learning styles.
- To create a caring and supportive environment in which students can contribute to the planned provision in relation to their individual learning needs.
- To meet the needs of all students who have SEN/Disability by offering appropriate forms of educational provision and the most efficient use of available resources.
- To work closely with all ELB departments and other outside agencies in order to improve the quality of support available for each student with SEN.
- To promote collaboration amongst teachers in the implementation of the SEN Policy.
- To operate an inclusive learning environment with a firm commitment to the concept of integration.
- To monitor our annual intake to ensure that students with SEN and/or disabilities (with or without Statements) are not refused admission or discriminated against because of their needs.

Arrangements for coordinating SEN provision

Roles and Responsibilities

SEN provision will be the overall responsibility of the Board of Governors and the school Principal. However, in order to facilitate the day-to-day management of the provision the Board of Governors have delegated responsibility for students with Special Educational Needs to the College SENCo.

Board of Governors

The role of the Board of Governors is to ensure that provision is made for registered students with Special Educational Needs. 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 endeavours to provide for students 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 student has Special Educational Needs, those needs are made known to all relevant parties;
- Ensure that the teachers in the school know the importance of identifying those registered students with SEN and of providing appropriate teaching;
- Allocate funding for Special Educational Needs and disability and prepare and take forward a written accessibility plan

Principal

The Principal should:

- Keep the Board of Governors informed about SEN issues;
- Work in close partnership with the SENCo;
- Liaise with parents and external agencies as required;
- Delegate and monitor the SEN budget;
- Ensure that the Senior Management Team is actively involved in the management of SEN within the school. SMT members should ensure consistency of practice and contribute to the realisation of the Staff Development Programme;
- Provide a secure facility for the storage of records relating to Special Educational Needs.

SENCo

The SENCo should be responsible for:

- The day to day operation of the school's Special Educational Needs Policy;
- Responding to requests for advice from other teachers;
- Co-ordinating provision for students with Special Educational Needs;
- Maintaining the school's SEN register and oversee all the records on students with Special Educational Needs;
- Liaising with parents of children with Special Educational Needs;
- Establishing the SEN in-service training requirements of the staff and contributing as appropriate to their training;
- Liaising with external agencies.

Subject Teacher

The subject teacher should:

- Be aware of current legislation;
- Keep up to date with information on the SEN Register;
- Gather information through observation and assessment;
- Develop an inclusive classroom;
- Work closely with other staff to plan for learning and teaching;
- Contribute to, manage and review IEPs in consultation with the SENCo;
- Involve classroom assistants as part of the Learning Team.

Head 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 students who are experiencing difficulty;
- Work closely with the SENCo
- Update records as appropriate.

Head of Department

The Head of Department (HOD) should:

- Be aware of current legislation;
- Keep up to date with the SEN Register;
- Ensure new members of department are familiar with the SEN Policy;

- Ensure that practice and procedures within the department promote learning and teaching which is relevant and accessible to all students;
- Support subject teachers to enable them to provide an appropriate and differentiated curriculum;
- Ensure appropriate resources are available;
- Discuss issues with subject teachers through departmental meetings and forward minutes to SENCO when appropriate.

Learning Support Teacher

The Learning Support teacher will work under the direction of the SENCo.

He/she should:

- Be aware of current legislation;
- Be familiar with the administrative process within the school;
- Be involved in testing and recording data for the SEN Register;
- Work closely with all members of staff to identify students' needs;
- Implement the delivery of suitable programmes for all identified students with SEN/Disability which promote progression within an inclusive setting;
- Contribute to IEPs which inform learning and teaching;
- Monitor and review progress;
- Be involved in the Annual Review process;
- Attend professional development training.

SEN Support Staff (Classroom Assistants)

Support Staff should:

- Work under the direction of the class teacher;
- Be involved in planning;
- Look for positives by talking to the student about his/her strengths;
- Provide practical support;
- Listen to the student/speak to staff on the student's behalf;
- Explain boundaries and operate these consistently and fairly;
- Keep records and attend meetings;
- Share good practice.

Student

The student should be involved in the planning and decision making process by:

:

- Contributing to the assessment;
- Contributing to education plans through setting targets;
- Working towards achieving agreed targets;
- Contributing to the review of IEPs, Annual Reviews and the Transition Process.

Parent/Carer

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.

It is the school's responsibility to inform parents when staff are considering placing the student's name on the SEN register or moving the student to a higher or lesser stage of need. 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;
- Support targets on IEPs.

Admissions

The admission arrangements with respect to the majority of students with SEN is consistent with the school's general arrangements for all other students.

Students with Statements of SEN are placed in schools at the request of the relevant Education and Library Board.

When seeking to place a student with a Statement, the ELB will take into account the wishes of the student's parents and the provision of efficient education for other students 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.

Accessibility

The College has produced an Accessibility Policy providing details of the point that the school has reached in terms of ensuring accessibility.

Special Facilities, Resources and Accommodation

Students with SEN have access to a Learning Support teaching room and three additional smaller rooms which are used for small group and one-to-one support sessions.

Students who find it difficult to use the Canteen for Break and Lunch are accommodated in the Learning Support Department.

Due to the numbers of students with SEN – the College has requested additional accommodation to further enhance provision.

Identification and Initial Assessment of Special Educational Needs

Students are identified as having SEN through any or a combination of the following factors:

- Whole school assessment (MIDYS/YELLIS)
- Primary school records (e.g. PIE/PIM)
- Information from transferring school (for students other than Year 8)
- Standardised Reading and Spelling Tests
- Diagnostic Assessments
- Parental information/concerns
- Teacher observation/concerns
- Class tests/school examinations
- School based assessment / tracking & monitoring procedures, interim reports, yearly reports etc.
- Key Stage Assessments
- Professional Reports
- IEP Reviews
- Annual Reviews
- School medical services / Care Plans
- Child and Adolescent Mental Health Service (CAMHS,Rivendell)
- Education Welfare Services
- Social Services / Personal Education Plans for LAC
- Educational psychologists reports / Statements of Special Educational Need

For **incoming Year 8 students**, the process of identification starts through liaison with our contributory Primary schools. Once the application process has been formalised the SENCo oversees the collation of information from all the agencies involved with students with SEN and/or disabilities. This includes liaison with staff from feeder schools and personnel from outside agencies as appropriate (e.g. the WELB Special Needs and Psychology Departments, Outreach and peripatetic teachers, Child and Adolescent Menatal Service, Occupational Therapy Service, etc.) The SENCo subsequently proceeds to arrange meetings with parents and prospective students to discuss individual special educational needs.

Students entering into **Year groups other than Year 8** are interviewed by the Principal Vice Principal and/or relevant Head of Year prior to entry. If there has been a history of SEN the SENCO also attends the admissions interview. The SENCO subsequently contacts the student's previous school to ascertain test scores, and to seek copies of SEN documentation, etc. If up to date testing information is unavailable the SENCO arranges for the student to undergo tests in reading, spelling and numeracy on entry to the College.

The Management of SEN

In Drumragh Integrated College we follow the five stage approach as set out in The Code of Practice (1998). This approach recognises that there is a continuum of SEN and that the requirements of the majority of students with SEN lie at Stages 1, 2 or 3. This means that their needs are met by the school with the help of outside agencies and/or specialists as required.

Stage 1

Stage 1 begins with a concern that a student may have Special Educational Needs. Normally such a view is expressed either to or by the Form or the subject teacher. The teacher maintains day-to-day responsibility for meeting the student's SEN and should inform the SENCo. In addition, the teacher should:

- Collect and record information about the student and make an initial assessment of SEN;
- Provide or arrange special help within the normal curriculum framework, such as increased differentiation of class work, alternative teaching and learning strategies to help meet the student's needs.
- Monitor and review progress and report back to SENCo.

The SENCo will:

- Ensure that parents are consulted and together agree that the student's name is included in the school's SEN register;
- Help the teacher gather information and assess the student's needs;
- Advise and support the class teacher.

Stage 1 Review

Parents will be informed of proposed action and any review date. Having considered review outcomes the SENCo will decide whether to remove student's name from the Register, keep the student at Stage 1 or move the student to Stage 2.

Stage 2

Stage 2 begins with a decision either at the Stage 1 Review, or following discussions between teachers and parents, to proceed with early and more intensive action.

The SENCo:

- Takes the lead in assessing and identifying the student's learning difficulty.
- Working with the student's teacher, will be involved in planning, monitoring and reviewing the Special Educational Provision for each student. The teacher remains responsible for working with the student in the classroom;
- Working with the teacher, will ensure that an Individual Education Plan is drawn up for the student;

All these operations will take into account, as far as possible, the student's own views and the parents' views.

Stage 2 Review

The Stage 2 review will be conducted by the SENCo, in consultation with the student's teacher and, where possible, student and parents. It should focus on the student's progress.

- If progress has been satisfactory the SENCo may decide that the student should continue at Stage 2 in order to consolidate gains. If the progress continues to be satisfactory, the SENCo may decide that the student no longer needs special educational provision at Stage 2 and may decide to move the student to Stage 1.
- The student's name will be kept on the SEN register until there is no longer any significant concern about progress.
- If the relevant and purposeful measures at Stages 1 and 2 do not result in adequate progress the SENCo will move the student forward to Stage 3 and referral may be made to specialist support services/agencies outside the school.

Stage 3

Stage 3 begins with a decision either at Stage 2 review or following discussions between the SENCo, Principal, teachers and parents, that early intervention with external support is necessary.

At this Stage the SENCO takes a lead role, working closely with the student's teachers and drawing on the expertise of relevant external support services.

The SENCo, working with the student's teachers, and with the help of the external support services, will ensure that a Stage 3 Individual Education Plan is drawn up. Together they will consider a range of teaching approaches and appropriate support materials, including the use of ICT. The Individual Education Plan will set out revised strategies for supporting the student's progress and arrangements for monitoring and review. It will be implemented, as far as possible, within the everyday classroom setting. The SENCo will ensure close liaison with the student's teachers. Parents will be kept informed and the student will be involved as far as possible.

At Stages 2 and 3 of the Code of Practice the SENCo and Form Teacher or subject teacher will consider potential benefits of:

- The Good Practice Guidelines
- SEN Resource File
- Encouraging inclusive activities to ensure integration of the student
- Differentiated teaching
- Withdrawal for more intensive support
- SEN resources available within school; support programmes, ICT, etc.
- Available staff skills which support students with SEN
- Implementation of any provision/strategies as a result of external advice, support and training provided by relevant ELB/other services.

Review of the Stage 3 Education Plan

- The review of the Stage 3 Education Plan will be conducted by the SENCo, in consultation with the Form Teacher / subject teachers and, where possible, parents and student. Relevant external support services may also be present, particularly if the student's progress has not been satisfactory. The review will focus on the student's progress and whether this has been adequate.
- If intervention remains appropriate the student will remain at Stage 3 for a further period of time.
- If the progress has been satisfactory and intervention is no longer required, the SENCo, following consultation, may agree that the student no longer needs external support at Stage 3 and may decide to move the student back to Stage 2 and action appropriate to that stage will be taken.
- If the relevant and purposeful measures at Stage 3 have not resulted in adequate progress, following consultation with the SENCo, teachers, external support services and parents, the Principal may request a Statutory Assessment.

Stage 4

Following an application to the ELB from the College Principal or the parent, the Board will consider the need for transition to Stage 4. It should be noted that a request of this kind will not always result in Statutory Assessment nor will Statutory Assessment always lead to a Statement of SEN.

In reaching a suitable decision, the Board will consider:

- The degree of the student's difficulty;
- The nature of the provision required;
- Whether the student's needs can reasonably be met by the resources normally available to the school.

The Five Board Provisional Criteria for Statutory Assessment will be adhered to.

Following Statutory Assessment

The ELB will either:

Make and maintain a Statement of Special Educational Needs and arrange, monitor and review provision.

or

Provide a Note in Lieu of a Statement.

A Statement of Special Educational Needs sets out the student's educational and non-educational needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review.

A Note in Lieu of a Statement sets out the reasons for the Board's decision not to make a Statement of Special Educational Needs and includes supporting evidence from the Statutory Assessment.

Stage 5

Once the statement has been made final:

- Provision and /or support will be arranged to meet the student's needs.
- The SENCo ensures that a Stage 5 Individual Education Plan is drawn up, implemented, monitored and reviewed.
- The Annual Review and Transition processes will take place.

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.

The Annual Review will

- Gauge the student's progress towards meeting the objectives specified in the statement;
- Review the special provision made for the student, including placement;
- Consider the appropriateness of maintaining the Statement of SEN;
- Involve relevant school staff who will undertake the Review on behalf of the Board;
- Take place in school, chaired by the SENCo.

Exceptional Cases

In most cases transition through the five staged assessment process occurs in sequence. However, in exceptional circumstances, students 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.

Record Keeping

The following are some of the records that the SENCo holds:

- SEN Register
- Records of Concern
- Education Plans/Reviews
- Statements/Annual Reviews
- Assessment results/data
- Individual Student Files
- Record of liaison/meetings and advice received from outside agencies
- Details of meetings with parents
- Classroom Assistants' Reports

Learning & Teaching

All students have the right to a broad and balanced curriculum, taking into account the entitlement framework. The guidelines set out in the College's 'Beautiful Simplicity' Folder and the 'Drumragh Model of Learning and Teaching' form the basis of practice in the College.

Staff utilise a range of teaching strategies and classroom management styles which are designed to take account of the differing abilities, interests and experiences of students. In order to facilitate this:

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

- Special Arrangements for Examinations are designed to provide access for students with specified learning difficulties.
- Students will be only considered in accordance with the national regulations agreed by the Joint Council for Qualifications (JCQ) www.jcq.org.uk
- Such arrangements should be the normal way of working.
- The final decision regarding this remains with the Principal (in collaboration with the SENCo.)
- Once it has been agreed that a student qualifies for special arrangements it is the responsibility of the examinations officer to ensure these are implemented.

Monitoring the Progress of Students with Special Educational Needs

The SENCo will ensure that the progress of students on the SEN Register is monitored as follows:

- IEPs are monitored for quality, progression and appropriateness through meeting with teachers on a regular basis.
- Evidence collected from teacher to check that the student is making progress.
- Quality reviews of IEPs and other relevant and purposeful measures that focus on educational outcomes to inform future planning and inform movement either up or down through the stages of the Code of Practice.

Professional Development

The Principal and Head of Staffing oversee the professional development of all staff in the College. SEN Training needs are agreed in consultation with the SENCo.

Training has been provided in the following areas of SEN:

- Autism
- ADHD
- Dyslexia
- Hearing Impairments
- Behaviour Support and Attachment Theory
- Use of student data

Staff attending INSET are required to disseminate the training with colleagues.

Additionally, the Learning Support Folder in the C2K Staff Area contains resources relating to key areas of special educational needs.

Resources

The SENCo has responsibility for managing the SEN Recurrent Budget.

Where Classroom Assistant and SEN teaching support is provided for students with Statements of Special Educational Needs this is utilised in keeping with recommendations in students' Statements. Associated funding for staff in this category comes directly into the College from the Integrated Schools Finance Branch.

Partnerships / Liaison with outside agencies

The SEN Department works with the following services / agencies as appropriate:

- i. Partner primary schools;
- ii. WELB Educational Psychology Service;
- iii. WELB Special Educational Needs Department;
- iv. Special Needs Advisory Services for students with:
 - autism
 - behaviour support
 - hearing impairment
 - Down's Syndrome
 - language and communication difficulties
 - mild / moderate / severe learning difficulties
 - specific learning difficulties
 - speech and language
 - visual impairment
- v. Specialist Careers Officers / WELB Transitions Officer;
- vi. Advisers with an expertise in using ICT to enhance the provision for SEN;
- vii. Cochlear Implant Centre
- viii. Speech Therapy;
- ix. Physiotherapy;
- x. Occupational therapy;
- xi. Educational Welfare Service;
- xii. Social Services;
- xiii. School-based and/or other Counselling Support personnel;
- xiv. Child Protection (in conjunction with Designated personnel;
- xv. Child and Adolescent Mental Health Services, Rivendell (CAMHS)
- xvi. ASD Service, Rivendell
- xvii. Cedar Foundation
- xviii. Mencap
- xix. Leonard Cheshire Disability Society
- xx. EOTAS Service
- xxi. Arvalee (RDA)
- xxii. Post 16 colleges and higher education establishments (re. SEN issues)

The SENCo may procure the aid of the above specialist services as deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources.

Complaints Procedure

In the event of a formal complaint concerning SEN provision for a student, parents are advised to contact the SENCo in the first instance. Complaints will be responded to at the earliest opportunity.

Where necessary a meeting will be arranged with the parents and the SENCo. Whilst there should not be any undue delay in arranging this meeting sufficient time must be allowed for staff to gather relevant information.

If the outcome of this meeting is not successful the matter is referred to the Principal and then, when necessary, to the Governing Body.

If at this point the difficulty is not resolved, it will be necessary to follow the Education and Library Board's procedure for complaints. Details of the procedures are as follows:

SEN Advice and Information Service

Each ELB has set up an SEN Advice and Information Service to provide support in relation to children with Special Educational Needs. Details of this service can be found on the relevant ELB website.

Dispute Avoidance and Resolution Service (DARS)

DARS was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or ELBs for students who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS.

Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have the authority to resolve a dispute. DARS is separate and independent from the Board's Special Education Department.

Involvement with DARS will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). Parents/Guardians may contact this service directly.

Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the ELB with regard to a student's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). This body considers parents' appeals against decisions of ELBs and also deals with claims of disability discrimination in schools.

Monitoring and Evaluating the Policy

The Governing Body, in co-operation with the College Principal, has a legal responsibility for determining the policy and provisions for students with Special Educational Needs. The SENCO (who is a member of the senior management team and a teacher governor) keeps the Governing Body informed about aspects of Learning Support within the College on a regular basis.

The Special Educational Needs Policy will be reviewed regularly and in light of changes in legislation or practice following consultation with all staff members, parents and external agencies. The Designated Governor for Special Educational Needs is Mr S Webb.

NAME OF SEN Co-ordinator: Ms M G McKenna, Contact no. 028 82252440
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Policy Date: _____

Signed: _____ (*Principal*)

Signed: _____ (*Chair of Governors*)

Review Date: _____

