

Lurgan Junior High School

Special Educational Needs

Mrs Marina Moorehead

Rationale:

We, in Lurgan Junior High School, recognize that there is a continuum of Special Educational Needs which we aim to address.

We are committed to providing a broad, balanced, relevant and appropriately differentiated curriculum for all pupils with special educational needs.

We believe that every pupil should have the opportunity, through appropriate forms of educational provision, to reach their full potential. This can be best achieved through collaboration between parents, teachers and other agencies.

Aim:

We aim to meet the needs of all pupils identified, by offering appropriate forms of educational provision through the most efficient use of all available resources. In order to achieve this aim, the abilities, potential and needs of all pupils will be clearly identified and taken into account in every aspect of teachers' planning.

Objectives:

1 EARLY IDENTIFICATION

In order to provide the fullest possible access to the curriculum, and ensure that each pupil's full potential is recognized and developed, early identification of special needs is of paramount importance.

We will identify pupils with special educational needs by making use of:

- Year 8 testing in English and Mathematics;
- Parent/teacher concerns;
- Reports from subject teachers.

The above mentioned methods will be used to identify pupils with special educational needs after they have transferred to this school.

In addition to this, we will use P6 Open Evening and primary school liaison to identify pupils with special educational needs before they transfer to us.

Primary schools are asked to complete a form (see appendix) for all pupils with special educational needs. The forms are on the reverse side of the Record Cards and are collected by the Primary School liaison teachers in June.

2 MOTIVATION OF PUPILS

It is our aim to give pupils opportunity to develop to their full potential intellectually, physically, socially and emotionally.

We aim to motivate pupils:

- by providing them with a happy, secure learning environment;
- through the use of and development of approaches and materials which are suited to individual abilities and needs;
- through the provision of support opportunities to extend their work;
- through provision of extra curricular activities and support for pupils with special needs;
- through pastoral care, paying particular attention to their level of self awareness and self-esteem.

Procedures:

STAFF TRAINING AND DEVELOPMENT

Teachers will attend courses relevant to Special Needs and report back to colleagues in their own departments and throughout the school.

Use may be made of INSET days within the school for staff to discuss teaching strategies/materials suitable for use with pupils with special needs.

Teachers will be informed of reading ages and other information pertinent to pupils with special needs.

Teachers will develop approaches and materials which match individual abilities and needs. A bank of useful resources and strategies will be developed.

In-Service Training for Classroom Assistants may also be provided by the Education Authority.

BEHAVIOURAL PROBLEMS

We will strive for close co-operation between all agencies concerned and adopt a multi-disciplinary approach to the resolution of pertinent issues.

The SENCO (Mrs M Moorehead) will work in liaison with the Vice-principals responsible for discipline and Pastoral Care (Mrs R Kerr and Mr M Thompson).

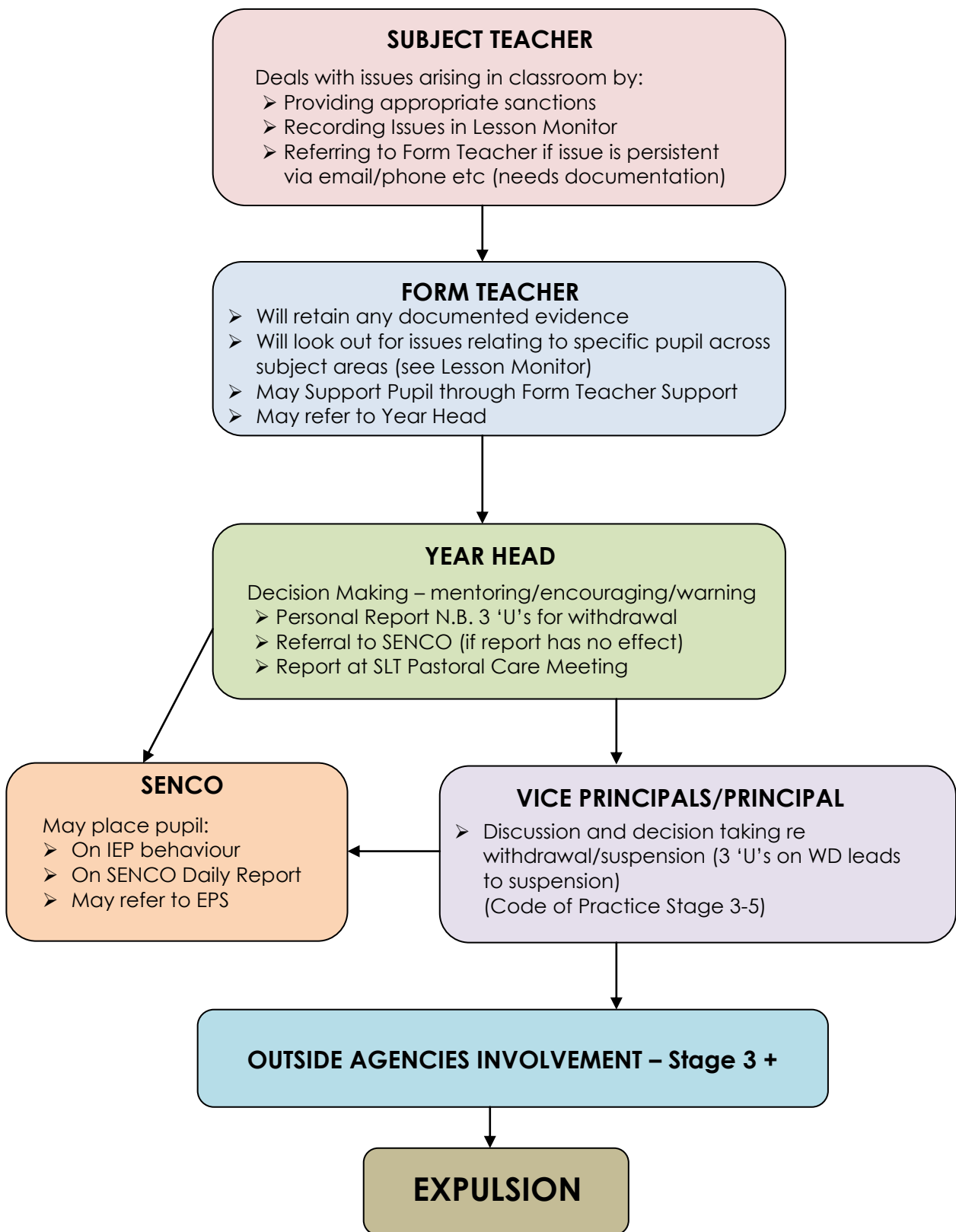
Where attitude and/or behaviour is the significant problem the Form Teacher will be alerted to the problem by subject teacher(s). The Form Teacher will then discuss the problem with the Year Head, to help address the behaviour issue.

Persistent problems will be addressed through the Pastoral Care System, as outlined in fig. 1 and if necessary an Individual Behaviour Plan will be drawn up in accordance with Stage 2 of the Code of Practice.

The SENCO will be kept informed of progress and will liaise where necessary in areas of learning difficulty.

fig 1

Pastoral Care Procedures for Pupils with Persistent Behaviour Issues



- Ensure documentation is signed, dated retained and filed

THE ROLE OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

The SENCO, Mrs Marina Moorehead, was appointed in June 1997. She is responsible for the day to day operation of the school's Special Educational Needs Policy. This includes:

- the co-ordination of special educational needs provision;
- ensuring appropriate liaison with various teachers who will teach any given pupil with special educational needs;
- responding to requests for advice from other teachers;
- maintaining a special educational needs register with records of pupils with special educational needs, to include statemented pupils. This register will be available to all teachers on request;
- liaising with parents of pupils with special educational needs;
- liaising with external agencies;
- establishing in-service training requirements of the staff, contributing as appropriate to their training.

The SENCO will report directly to the Principal.

ARRANGEMENTS FOR CO-ORDINATION OF PROVISION

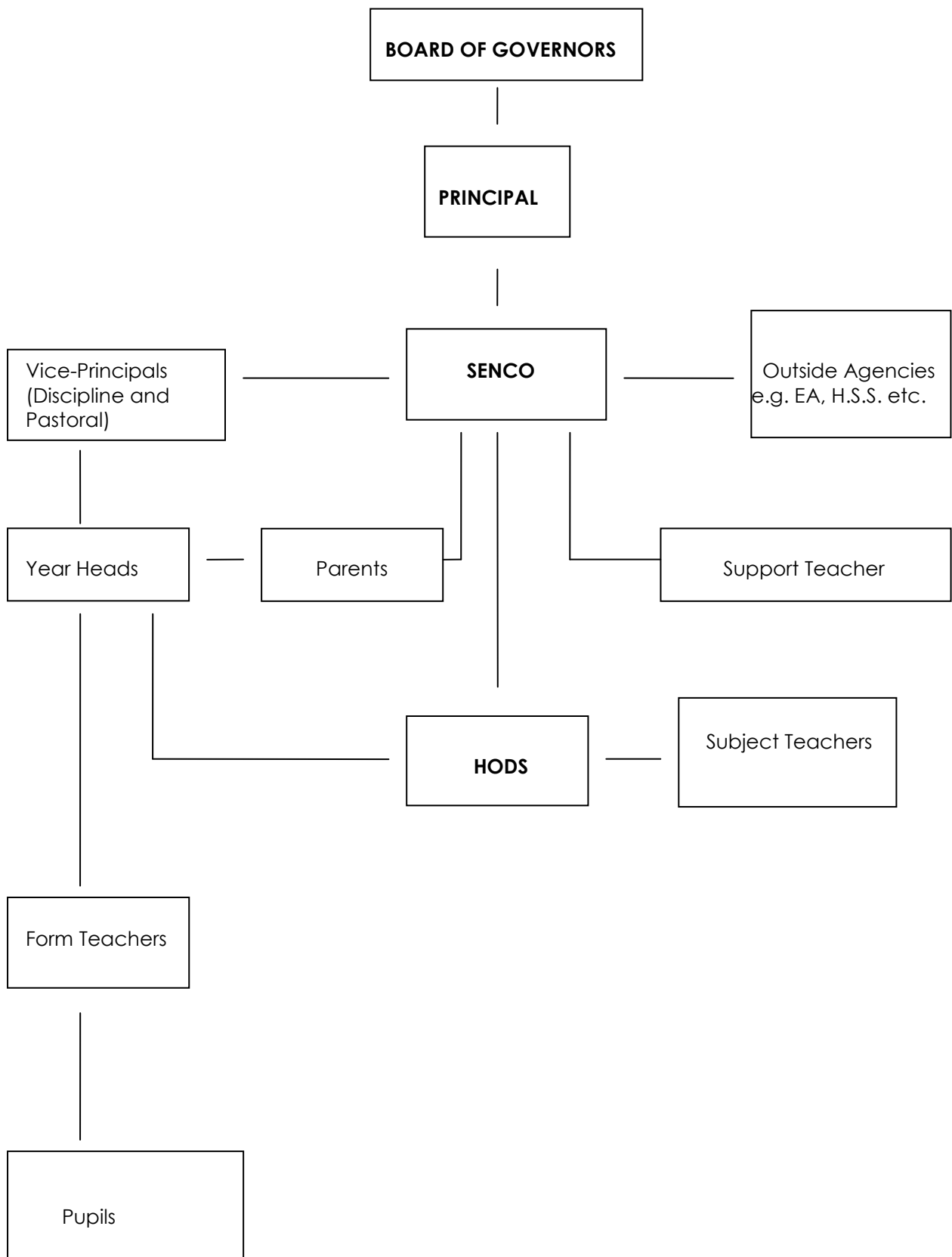
A number of teachers, including SENCO, support pupils with literacy difficulties. Numeracy Support is provided by various teachers within the Maths Department. Classroom assistants may also be used to withdraw pupils that they work with, for Literacy and/or Numeracy. They provide small group or individual withdrawal, giving additional support outside the classroom to pupils with identified learning difficulties in these areas. This takes place in the SENCO room (9.00am – 9.40am).

Special Needs provision is monitored through the evaluation of targets set in Education Plans for individuals or small group help from Stage 2 onwards.

For lines of communication see fig. 2.

fig. 2

SEN STRUCTURE WITHIN THE SCHOOL



ADMISSION ARRANGEMENTS

Pupils are placed in Bands (A,B,C). A and B bands are set for Science in Year 10.

Placements are based on Primary School reports and recommendations, and any additional information given to liaison teachers during visits to the contributory school (i.e. if a pupil attended the Reading Centre or received peripatetic help etc.).

Year 8 pupils are tested in Maths and English during the first 3 weeks in school.

The Maths test used is GL Assessment Progress in Maths.

The English test used is GL Assessment 6-14 Reading.

Pupils who score -9.00 in the Reading test are further tested using NARA (Neale Analysis of Reading Ability). Pupils whose NARA score is 8.5 or less qualify for a Reader in exams/tests.

Maths scores, reading scores, MidYIS scores and any other relevant information about the pupils will be passed on to all Year 8 teachers.

Relevant information from Primary Schools, i.e. where a pupil received support for a particular learning difficulty, will be made available to all teachers of that pupil.

Staff will be made aware of pupils who are statemented, or are in the process of being statemented, and will be made aware of the nature of the pupils' special educational needs.

SEN SPECIALISM AND SPECIAL UNITS

The school does not have a Special Unit for pupils with Special Educational Needs.

Pupils requiring remedial help are placed in the Cy and Cz classes where classes are smaller and schemes of work are differentiated, taking into account pupils' ability etc.

Extra literacy and numeracy support is provided for pupils at Stages 2 - 5 either through individual small group tuition or through in-class use of Classroom Assistants as provided by the Education Authority.

Early morning support classes supplement the learning for specific young people.

SPECIAL FACILITIES WHICH INCREASE OR ASSIST ACCESS TO THE SCHOOL

Wheelchair access in the form of ramps is available at the front entrance to the school, the Boys' Outside Gym and the Emergency Exits from the Assembly Hall.

Wheelchair access to the Girls' Outside Gym is via the rear emergency exit.

The building as a whole is not wheelchair - friendly as there are many stairs and steps to be negotiated, even on the 'ground floor'.

There are no lifts to the 2nd and 3rd floors, making them inaccessible to pupils who are unable to walk up stairs.

For parents who require wheelchair access to school, special arrangements are made for them to attend meetings in a ground floor room.

For parents with English as a second language, arrangements can be made to facilitate Form Teacher/Parent meetings (cross reference with EAL Policy).

ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH

SPECIAL EDUCATIONAL NEEDS

1 Human Resources

Pupils who have been identified as having special educational needs will have access to the special needs support teacher where appropriate. Pupils for whom withdrawal is considered appropriate, will be timetabled for 1 - 2 sessions per week, one term at a time, according to their needs. Progress will be monitored and evaluated through appropriate Education Plans and in consultation with the SENCO.

The Support Teachers will liaise with subject teachers of those pupils who receive support.

2 Financial Resources

Each year there is an allocation of money from the school budget for Special Educational Needs. This money will be used by the SENCO and the Support Teacher to build up a bank of appropriate resources, for use with pupils with special needs, and for record-keeping and photocopying.

In addition to this, each Department will be expected to allocate part of their departmental budget to provide resources for special needs.

Assessment instruments i.e. PIMS/PIE/MidYIS comes out of whole school budget.

Early identification of pupils with special educational needs will be achieved through Primary School reports, initial testing of Year 8 pupils, subject teachers and liaison between teachers as well as parents if/when they have specific concerns. Occasionally pupils self refer to SENCO and Parents are informed.

Primary schools will be asked to complete a form on pupils with special educational needs. This form will be on the reverse side of the Record Cards which primary schools fill in at transfer time. Copies of current Education Plans will be asked for as part of the information on the form. This enables the SENCO and support teachers to plan more effectively for Year 8 pupils arriving in September.

Year 8 pupils sit standardised English and Mathematics tests during their first two weeks in school:

ENGLISH: NGRT TEST 3A

MATHEMATICS: GL ASSESSMENT PROGRESS IN MATHS

Pupils who score -9.00 in the Reading test are further tested using NARA (Neale Analysis of Reading Ability). Pupils whose NARA score is 8.5 or less qualify for a Reader in exams/tests.

Pupils' scores are passed on to the SENCO. Reading and Comprehension ages (if available) ages are recorded on Education Plans.

Parental concerns, at any time of the year, are directed through the SENCO, either directly from parents or via subject or form teachers.

Teachers concerns are directed through the SENCO.

A structured approach to Identification, Assessment and Provision will be taken via a staged procedure and monitoring and evaluating pupils' progress through Education Plans from Stage 2 onwards.

REVIEW PROCEDURES

Pupils who are timetabled for withdrawal by the support Teachers are reviewed twice a year in consultation with the SENCO, parents and pupils as appropriate.

Parents will be informed by either:

- i) letter;
- ii) telephone;
- iii) if appropriate, parents will be invited to a review meeting to discuss the pupil's progress.

Outcomes of Reviews:

- i) to continue support as before, setting new targets to be attained;
- ii) to return to normal classroom teaching, with the pupil monitored by subject teachers over the term to ensure understanding of the curriculum;
- iii) referral for further help from outside agencies.

ARRANGEMENTS FOR PROVIDING ACCESS TO A BALANCED AND BROADLY BASED CURRICULUM

It is our policy to ensure all pupils are given access to a broad and balanced curriculum. This is achieved through differentiated teaching methods; use of appropriate materials; additional support where necessary, in the form of team-teaching and/or withdrawal; paired reading at home with parents (when appropriate).

Mrs FitzGerald is the EAL Co-ordinator and is responsible for pupils whose first language is not

English. Such pupils receive weekly support from Mrs Black (CA) and/or Mrs King (CA) with specialist knowledge and qualifications, who are timetabled for this support.

ARRANGEMENTS FOR EXAMINATIONS

Special examination arrangements are made at the discretion of the principal. Extra reading time will be given to pupils who have a written recommendation for it from the Educational Psychologist.

These pupils will be allowed additional time of up to 25%, in keeping with regulations issued by CCEA. Pupils will be advised on how best to utilize this extra time.

Pupils who score a Reading Age of 8.05 or less in the Neale Analysis of Reading Ability Test (NARA) have access to a Reader for exams and tests.

Bilingual translation dictionaries and amanuenses may be used in extreme circumstances, at the discretion of the Principal.

These arrangements will also apply to class tests as far as possible, within the constraints of the timetable.

CRITERIA FOR EVALUATING THE SUCCESS OF THE SCHOOL'S SEN POLICY

Support strategies will be monitored and evaluated.

The Maths and English departments using a departmental support system which is monitored throughout the year, and is evaluated at the end of the year by the respective departments.

Education Plans are monitored and evaluated by the SENCO, in conjunction with subject teachers and the Support Teachers.

Pupils and parents' views are an integral part of the monitoring and evaluating process.

ARRANGEMENTS FOR CONSIDERING CONCERNS/COMPLAINTS

Parents with concerns regarding their child would normally alert the pupil's Form Teacher or the SENCO to these concerns.

Form teachers will then gather information on the pupil from subject teachers and pass the information on to the SENCO who will inform the Principal and consult with subject teachers and parents. (see fig. 3)

Complaints are directed through the SENCO who deals with them in accordance with the Code of Practice and SENDO, and informs the Principal if necessary. Major disciplinary issues are passed on to the Principal or Vice-Principal to deal with directly.

ARRANGEMENTS FOR SEN IN-SERVICE TRAINING INCLUDING USE OF TEACHERS AND FACILITIES BEYOND THE SCHOOL

Subject teachers attend relevant courses when/if available. Teachers report back to their colleagues and pass on any relevant information which they have received.

Exceptional closure days (or part thereof) may be used to provide training as appropriate. This may be carried out from within the school or by bringing in outside agencies to address specific areas e.g. dealing with dyslexia, dyspraxia and other issues which teachers may encounter.

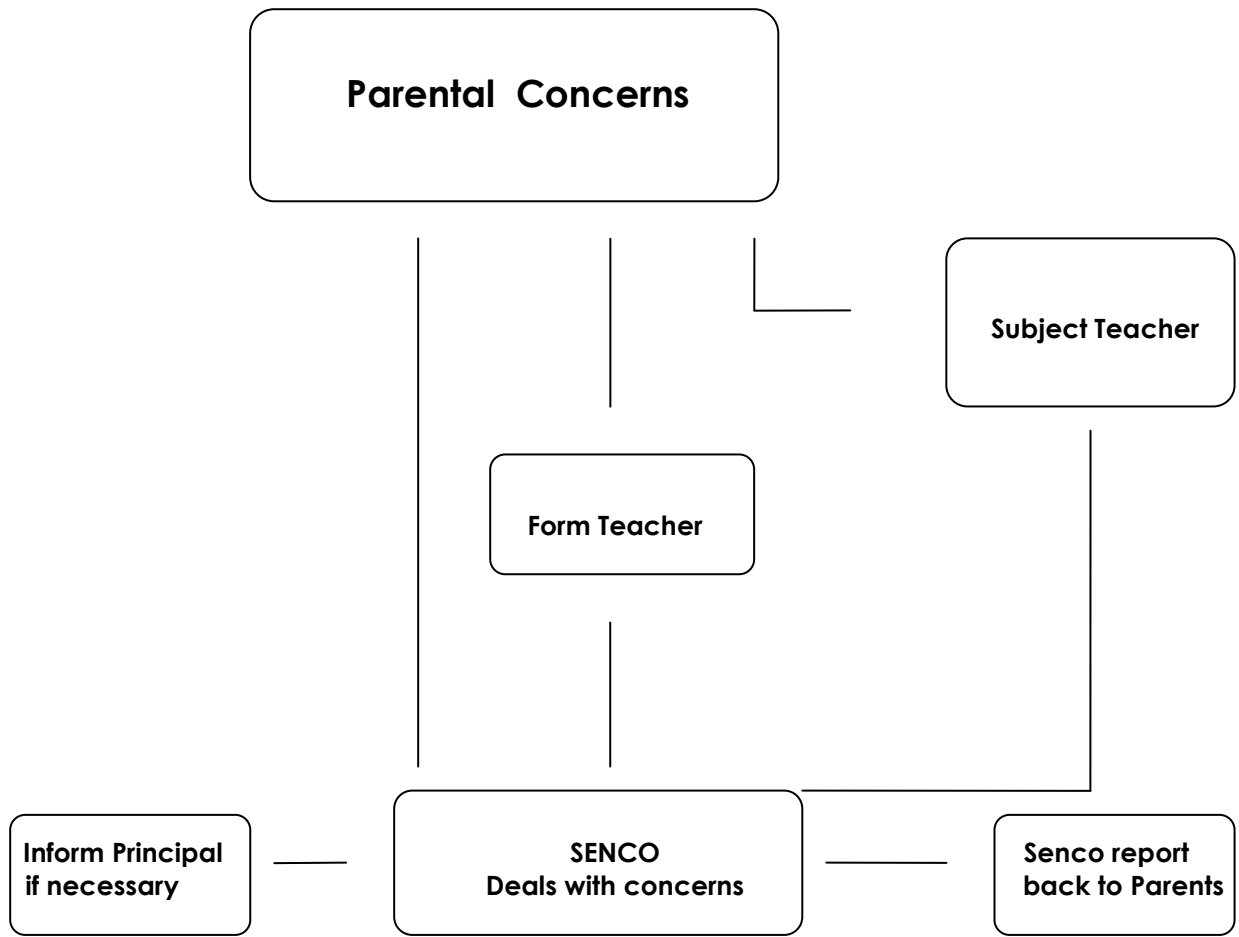
All advice material for a variety of learning/behaviour difficulties are available for staff on Private 9.

All teachers have been given strategies for teaching less-able pupils. As teachers frequently ask for help with strategies for teaching pupils with special educational needs, training in this area continues to be a priority. Mrs Moorehead constantly reviews/evaluates provision for SEN.

The SENCO alerts teachers to relevant courses run by NASEN (National Association for Special Educational Needs) to address specific areas, as she is informed of them.

Beginning Teachers and Newly Qualified Teachers will be given relevant training regarding classroom management strategies and curricular issues pertinent to their teaching roles.

fig 3



PARTNERSHIP WITH PARENTS

The SENCO liaises closely with parents of any pupils with Special Educational Needs. Parents are kept informed of progress within Education Plans by letter, by phone or by personal interview.

Parents are often being asked to help at home where possible, reinforcing work done in school.

Parents' views are taken into account when assessing and reviewing pupils with special educational needs.

LINKS WITH OTHER SCHOOLS - MAINSTREAM AND SPECIAL

The school has established links with the contributory primary schools. In June of each year, the primary schools are visited by staff from Lurgan Junior High School. These teachers speak to P7 pupils due to transfer to this school. Teachers also meet with the P7 teachers, gleaning general information about the pupils which is fed back to school after the visit.

SENCO contact services in contributory Primary Schools to ensure that the transition is as seamless as possible.

The school also has established links with Lurgan College and Craigavon Senior High School, maintaining links between Key Stages 3 and 4 by annual meetings between the staff of the senior and junior schools.

INSET Training provides links with subject teachers in other mainstream schools, and also between the SENCO and SENCOs in other schools, mainstream and/or special.

In addition to this, Mrs Moorehead, SENCO holds a Transfer Liaison Meeting with the SENCO from Craigavon Senior High School and from Lurgan College in June each year to discuss provision for SEN pupils transferring the following September.

LINKS WITH HEALTH AND SOCIAL SERVICES, EDUCATIONAL WELFARE SERVICES AND VOLUNTARY ORGANISATIONS.

The school has contact people in various agencies:

AGENCY	NAME OF CONTACT PERSON
EDUCATION OFFICER	MISS UNA DONNELLY
EDUCATIONAL PSYCHOLOGIST - SELB	MRS SALLY FINLAY
EDUCATIONAL PSYCHOLOGIST - SEELB	VARIOUS
EDUCATIONAL WELFARE OFFICER	MRS KELLIE LAPPIN
PERIPATETIC SERVICE - Hearing Impaired	MRS JOANNA McALORAN
BEHAVIOURAL MANAGEMENT	DR SARAH FINLAY
AUTISIM ADVICE AND INTERVENTION SERVICE	VARIOUS

The SENCO, Mrs Moorehead, is the school contact person for all outside agencies with the exception of the Educational Welfare Officer. All referrals to the EWO are directed through Liaison Teacher for Attendance/Vice Principal.

ARRANGEMENTS FOR PUPILS CHANGING SCHOOLS.

At the end of Year 10, all pupils transfer to either a grammar school or senior high school.

They sit end of Key Stage 3 exams for the Senior High Schools in March/April and with parental permission, results of exams are passed on to the pupil's next school.

Progress reports are kept on all pupils during their time at Lurgan Junior High School. Copies of these reports are given to parents/pupils.

Copies of the final Education Plan along with details of any special arrangements which may have applied to the pupil during examinations and/or class tests, will be passed on to the pupil's next school when he/she transfers.

Evaluation:

All pupils are monitored by subject teachers through Lesson Monitor, Teacher Planners and homework records. Those pupils identified with a more significant problem are monitored via an Education Plan (Stage 2 onwards).

Plans and targets are revised and updated accordingly to ensure effective teaching and learning procedures are maintained. An effective record-keeping system within the school is implemented and maintained.