



NEWSTART EDUCATION CENTRE

Special Educational Needs Policy

Annual Leave entitlement:

Newstart's Special Educational Needs Policy aims to put into practice the fundamental principles of the Code of Practice on the Identification and Assessment of Special Educational Needs.

The Education (NI) Order 1996 defines special educational needs as follows:

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.”

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age;
- b) has a disability which either prevents or hinders the child from making use of education facilities of a kind generally provided for children of the same age in ordinary school.;

In Newstart the SEN co-ordinator is Alice Quinn. Alice is a qualified teacher who has had training in Behaviour Strategies, ADHD, and Dyslexia, Team-Teach.

At Newstart we wish to provide inclusive experiences for all our young people, including those with special educational needs (SEN). We are committed to the enhancement of equality of opportunity, entitlement and inclusion for all our young people. The needs of our young people who have SEN, either throughout or at any time during their time with us, will be addressed.

The knowledge, views and experience of parents are vital. Newstart is fully aware of the importance of promoting a close working partnership with parents. Therefore, we have a designated member of staff who provides parental support. She is available to discuss day to day problems, and also arranges meetings and support sessions for parents. We consult with, and inform, parents about the Centre's educational procedures in order that they can give support and co-operate with the staff team in meeting the needs of our young people. Parents / guardians are invited in regularly for parents' meetings and formal and informal courses. Assessment and provision will be most effective where there is the greatest degree of partnership between parents, the young people, the staff team at Newstart and professionals from other supporting agencies.

In order that we fulfill our obligations to all of the young people that avail of our services we aim to ensure that:

- All young people will be assigned a Key Worker on Induction to Newstart;
- All young people with SEN will be identified and assessed as early as possible;
- There will be close co-operation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues.

To give specific help to our young people, Newstart has adopted the five stage model laid out in the Code of Practice on the Identification and Assessment of Special Educational Needs:

Stage 1:

The trigger for Stage 1 is the first expression of a concern, together with evidence to support this concern, often made by parents, the young person's keyworker or teacher/tutor. The staff team gathers information about the young person, take action to meet the child's needs within the setting and monitor and review the progress made.

Stage 2:

The special educational needs coordinator, working closely with the parents and keyworker, takes a lead in assessing the child's learning difficulty and planning, monitoring and reviewing the provision. The keyworker and other staff continue to work with the child during sessions.

Stage 3:

Newstart calls upon external specialist support to help the child; the special educational needs co-ordinator now shares responsibility with these external services while continuing to work closely with the parents, keyworker and teachers/tutors.

Stage 4:

The Education Board considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

Stage 5:

The Education Board considers the need for a statement of special educational needs and, if appropriate, makes a statement and arrange monitors and reviews provision.

Newstart ensures that young people with statements of special educational needs receive additional support as determined by individual statements.

Arrangements for providing access for young people with SEN to a balanced, relevant and broad education based on the Northern Ireland Curriculum.

The Director of Centre / Teacher-in-Charge aims to ensure that pupils with SEN engage in all the regular activities of Newstart, so far as is reasonably practicable and is compatible with:

- the young person receiving the special educational provision which his/her learning difficulty calls for;
- the provision of efficient education for the young people with whom he/she will be educated;
- the efficient use of resources.

The progress of all our young people is continually observed, addressed and recorded. Newstart develops, monitors, reviews and records in consultation with young people and parents, individual learning plans designed to meet each young person's identified needs. Plans will include:

- the nature of the child's learning difficulty, if appropriate;
- the action to be taken, the educational programme and the role of the staff team;
- the targets to be achieved in a given time;
- the help from home;
- the external specialists, if appropriate, including the frequency and timing of their visits and the approach to be adopted;
- any special activities, materials or equipment needed;
- any medical needs;
- the arrangements for monitoring and assessment and the date and arrangements for review;

Newstart aims to develop SEN awareness within the Organisation by in-house training, with regard to the development of policies, and awareness of differentiation and styles of teaching and learning

Adopted by NBD: _____
On behalf of NEC BD

Position: _____

Date: _____