



St Louise's

Comprehensive College, Belfast

A Specialist College

# ADDITIONAL EDUCATIONAL NEEDS POLICY



## **Mission Statement**

*"In partnership with parents, guardians, staff, governors and students St Louise's promotes excellence in teaching and learning within a Catholic, Vincentian, Comprehensive ethos"*

## **'Education is for Everyone – Let's Learn Together'**

**Our Additional Educational Needs Policy is seen as a key policy within St Louise's, reflecting the priority Additional Educational Needs has on the School Development Plan.**

This document outlines the Additional Educational Needs Policy of St Louise's Comprehensive College for the identification and assessment of and the provision for students with additional educational needs.

This additional educational needs policy will be compatible with the relevant Legislation and guidelines listed below:

- The Children (Northern Ireland) Order 1995
- The Education (Northern Ireland) Order 1996
- The Code of Practice on the Identification and Assessment of Special Educational Needs (1998) (hereafter referred to as the Code)
- The Special Educational Needs and Disability (N.I.) Order 2005 (SENDO)
- The Education (Special Educational Needs) Regulations (NI) 2005
- The Special Educational Needs and Disability Tribunal Regulations (NI) 2005
- Supplement to the Code of Practice (2005) (hereafter referred to as the Supplement)
- Disability Discrimination Code of Practice for Schools
- United Nation Convention on the Rights of the Child (1989)
- Department of Education Guidance for Schools – Recording Children with Special Educational Needs
- Human Rights Act (1998)
- Building Capacity Resource File
- Every School A Good School (2009)
- TTI – Special Educational Needs and Improvement in Mainstream Schools (2008)
- JCQ Access Arrangements 2017-2018

In line with Every School a Good School, St. Louise's seeks to:

- ✓ Raise expectations and improve outcomes for students with Additional Educational Needs;
- ✓ Ensure effective interventions and support are in place to meet the additional and other needs of students to help them overcome barriers to learning.

This policy should not be viewed in isolation, it must be aligned to our:

- ✓ Learning, Teaching and Assessment Policy
- ✓ Positive Behaviour Policy
- ✓ Numeracy Policy
- ✓ Literacy Policy
- ✓ E Learning Policy
- ✓ Examinations Policy
- ✓ Controlled Assessment Policy
- ✓ Medical Policy
- ✓ Intimate Care Policy
- ✓ Newcomer Policy

## **SECTION 1 OVERVIEW**

St Louise's recognises that the needs of all students who have Additional Educational Needs, either throughout or any time during their school careers must be addressed. Their right to have access to a broad and balanced curriculum is regarded as essential by the school. The presentation of the curriculum will be geared towards improvement so that students can overcome barriers and grow in self-confidence and be challenged to reach their full potential.

### **1.1 Key Definitions within the Policy**

**'Additional Educational Need'** is defined as a *'learning difficulty which calls for special educational provision to be made'*

**'Learning difficulty'** a student has a learning difficulty if:

- (a) they have significantly greater difficulty in learning than the majority of students of their age;
- (b) they have a disability which either prevents or hinders them from making use of educational facilities generally provided for children of their age in ordinary schools

An additional educational need may be mild or severe or it may be short term or long term. The area of special educational needs provision is fundamental to the success of our students in all areas of the curriculum and in their pastoral and social development.

#### **Disability**

**'Someone who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities' (Part 1 of Disability Discrimination Act 1995)**

## **Gifted and Talented**

Students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group inside their particular school.

The student's abilities will be in one or more of the following areas:

- general intellectual ability or talent;
- specific academic aptitude or talent;
- visual and performing arts and sports;
- leadership ability;
- creative and productive thinking;
- mechanical ingenuity;
- special abilities in empathy, understanding and negotiation.

## **SECTION 2 AIMS OF THE POLICY**

The aims of this policy must be considered in the context of the school's Mission Statement.

**"In partnership with parents, guardians, governors, staff and students St Louise's promotes excellence in learning and teaching within a Catholic, Vincentian, Comprehensive ethos."**

Thus the fundamental philosophy that permeates the curriculum is the equal valuing and dignity of every student. This has always been expressed in an entitlement curriculum for all students irrespective of ability. Curriculum aims are the same for all students but the resources and learning/teaching styles may differ.

Our aims are to:

- identify students' additional educational needs based on a range of diagnostic and attitudinal testing; i.e. CATS, PTE, PTM, PASS, Dyslexia screener;
- provide a broad, balanced, relevant and differentiated curriculum as a right for each individual student;
- provide high quality whole class teaching, guided and group work and/or individual interventions in order to overcome potential barriers to learning and meet the needs of all students within and beyond the school setting;
- ensure that every student is given the opportunity to achieve their personal best and to become a confident learner;
- create an ethos of shared responsibility by all staff;
- encourage parental involvement and co-operation between various professional agencies in the diagnosis and remediation of additional needs;
- provide experiences and opportunities which allow students to develop knowledge, understanding and

skills which ensure progress, promote success and develop self-confidence;

- ensure that students with additional needs feel valued and have a positive self-image;
- maintain a system for recording and continuous assessment so that each student's performance can be monitored and appropriate action can be planned;
- encourage the use of varied learning and teaching strategies which are responsive to different learning needs and styles and which promote effective learning;
- create a caring and supportive environment in which students can contribute to the planned provision in relation to their learning needs;
- develop and utilise resources in support of students with additional needs;
- plan for access related to need.

## **2.1 Staff with responsibility for the day to day operation of the AEN Policy**

- Subject teachers
- Form Tutors
- Classroom Assistants
- Year Team Leaders
- SENCO
- Transition Co-ordinator
- Literacy and Numeracy Co-ordinators
- Curriculum VP / Pastoral Care VP



## **2.2 The Five Stage Approach**

In recognising that there is a continuum of needs, the Code sets out a five stage approach to the identification of students having learning difficulties, the assessment of their additional educational needs and the provision of additional support to meet these needs. The first three stages are based in school and involve key personnel as specified, calling when necessary on external specialists; at Stages 4 and 5 the Board shares responsibility with the school.

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

### **Stage 1**

Form tutors and/or subject teachers identify and register a student's additional educational needs and, consulting with the Year team and school's SENCO take initial action.

### **Stage 2**

The Year Team Leader, specialist staff (Numeracy and Literacy Support) and Pastoral Support Staff in liaison with the Intervention Co-ordinator and SENCO take responsibility for collecting and recording information and for co-ordinating the student's educational provision, working with the student's teachers.

### **Stage 3**

Key personnel within school are fully responsible and are supported by specialists, dependent on the individual needs of the student.

### **Stage 4**

In liaison with the SENCO the board considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

### **Stage 5**

The board considers the need for a statement of special Educational needs; if appropriate, it makes a statement and arranges, monitors and reviews provision.

- ***SEN Framework and Code of Practice currently under review by DE and awaiting ratification.***



## Form and Content of the Statement

Part 1	Introduction
Part 2	Special Educational Needs
Part 3	Special Education Provision
Part 4	Placement
Part 5	Non-educational Needs
Part 6	Non-educational Provision
Signature and date	
Appendices	

## Defining a Statement of Special Educational Needs

- A statement of Special Educational Needs has legal standing;
- A statement of Special Educational Needs is a document underpinning the legal rights of the student;
- It specifies the services and/or resources deemed necessary to meet the child's special educational needs;

- It establishes the school and EA's responsibility to meet its statutory obligation in supporting a student's special educational needs;
- Application to DE for EOTAS is required.

### **Putting the Statement into Action**

- Determine targets. These targets will set the mark for the Annual Review that will follow in due course;
- Design, implement and monitor Educational Plans based on the targets;
- Ensure that resources are used effectively and efficiently.

## **The Annual Review**

Any student who is the subject of a statement of an Additional Educational Need must be reviewed annually to make sure that their needs are still being met and to consider the appropriateness of the placement.

### **Purpose of the Annual Review**

- To assess the student's progress towards meeting the objectives specified in the Statement and the agreed targets;
- To keep parents up-to-date with developments and ascertain their views;
- To canvas the student's views where possible;
- To establish that there have been no significant changes to the student's AENs;
- To review the special provision made for the student including placement;
- To consider the appropriateness of maintaining the statement;
- To ensure that the needs of a student with a Statement remain under active consideration;
- To ensure accountability in the use of Board-funded resources.

### **Outcomes of the Annual Review**

- No change;
- Request further professional assessment(s);
- Adjourn meeting pending receipt of further information;
- Action an Amended Statement;
- Statutory Re-assessment;
- Cessation of Statement.



**Teachers in the classroom cater for individual needs at all stages within the Code of Practice.**

The areas of additional educational needs are:

- (a) cognitive and learning;
- (b) social, emotional and behavioural;
- (c) communication and interaction;
- (d) sensory;
- (e) physical;
- (f) medical conditions/syndromes/mental health;
- (g) other.

<b>Cognitive and Learning</b>	<b>Social, Emotional &amp; Behavioural</b>
<ul style="list-style-type: none"> <li>• Dyslexia/Specific Learning Difficulties</li> <li>• Dyscalculia</li> <li>• Dyspraxia/Developmental Co-ordination Disorder</li> <li>• Mild Learning Difficulties</li> <li>• Moderate Learning Difficulties</li> <li>• Severe Learning Difficulties</li> <li>• Profound &amp; Multiple Learning Difficulties</li> <li>• Unspecified Cognitive and Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Social, Emotional &amp; Behavioural Difficulties</li> <li>• – ADD/ADHD</li> </ul>
<b>Communication and Interaction</b>	<b>Sensory</b>
<ul style="list-style-type: none"> <li>• Speech and Language Difficulties</li> <li>• Autism</li> <li>• Asperger’s Syndrome</li> </ul>	<ul style="list-style-type: none"> <li>• Severe/profound hearing loss</li> <li>• Mild/moderate hearing loss</li> <li>• Blind</li> <li>• Partially sighted</li> <li>• Multi-sensory Impairment</li> </ul>

<b>Physical</b>	<b>Medical conditions/Syndromes</b>
<ul style="list-style-type: none"> <li>• Cerebral Palsy</li> <li>• Spina bifida and/or hydrocephalus</li> <li>• Muscular dystrophy</li> <li>• Significant accidental injury</li> <li>• Other physical</li> </ul>	<ul style="list-style-type: none"> <li>• Epilepsy</li> <li>• Asthma</li> <li>• Diabetes</li> <li>• Anaphylaxis</li> <li>• Down</li> <li>• Other medical conditions/syndromes</li> <li>• Interaction of complex medical needs</li> <li>• Mental Health Issues</li> </ul>
<b>Other</b>	

## **2.3 Arrangements for co-ordinating AEN Provision**

### **Role of the SENCO – Member of SLT**

- To review, develop, implement and evaluate a Whole School Intervention Policy linked to the Whole School Development Plan, Additional Needs Policy and Year on Year School Improvement Plan and report to the Board of Governors;
- To have in place (a) effective strategies for the early identification of learning needs including the gifted and talented (b) early intervention to address needs, whether short or longer term, and (c) procedures for accessing and integrating external support as necessary;
- To manage the day-to-day operation of the policy;
- To maintain the schools AEN register;
- To co-ordinate the provision for and manage responses to children with additional needs;
- To act as a link with outside agencies;
- To manage a range of resources, human and material linked to children with additional educational needs;
- To respond to requests for advice from other teachers;
- To liaise with parents of children with additional educational needs;
- To organise annual review meetings for students with a statement of need (stage 5 in the Code of Practice);
- To co-ordinate and manage the application and provision of access arrangements for Key Stage 4 and Post 16 students;
- To monitor provision at all levels.

### **Role of Literacy and Numeracy Co-ordinator**

- To support the development of literacy / Numeracy at individual, departmental, year team and whole school level, linked to meeting the needs of students based on the use of data to inform strategy and promote achievement.
- To be a member of the AEN Team
- To support the diagnostic testing of students literacy / Numeracy difficulties
- To assist in the creation of PLP for students with AEN.
- To play a key role in the promotion of literacy / Numeracy activities and opportunities for our students
- To promote the use of Accelerated Reader with students at KS3 and work with teacher in order to set targets
- To lead the literacy assistant in school liaising with them and other key stakeholders to address the literacy needs of students.
- To promote the use of Mastery across the curriculum with staff and students at KS3 and work with teachers to set targets for students and to track and review their progress.

### **Transition Co-ordinator**

- To review, develop, implement and evaluate the Extended Schools Programme to meet the needs of the learner
- To play a key role in planning a new Intake and transition strategy for all key stages including the timing and use of baseline testing
- To supporting the transitional links related to Literacy and Numeracy from Primary to Post Primary
- To being a key member of the Personalising Learning Team
- To work closely with the Additional Educational Needs Co-ordinator and Numeracy, Literacy Co-ordinator to ensure adequate provision is in place for all students at different stages of transition especially those students with additional needs

All Staff	Form Tutors
<p>Subject teachers have overall responsibility for identifying need and making appropriate provision at classroom level.</p> <p>More specific responsibilities are as follows:</p> <ul style="list-style-type: none"> <li>• To ensure planning effectively meets the needs of all learners;</li> <li>• To support students in the implementation of their PLP</li> <li>• To support students in the implementation of CATS, Literacy, Numeracy, and PASS targets;</li> <li>• To monitor student progress in the achievement of targets;</li> <li>• To engage in ongoing review at departmental level of: <ul style="list-style-type: none"> <li>○ resources</li> <li>○ literacy support</li> <li>○ effective teaching and learning</li> <li>○ quality assessment</li> </ul> </li> <li>• To support Heads of Department in compiling and implementing the Departmental Learning Support Policy</li> </ul>	<ul style="list-style-type: none"> <li>• To implement Pre- stage 1 and Stage 1 Personal Learning Plans; (See Appendix 1)</li> <li>• To assist students in the implementation of stage 2-5 PLP;</li> <li>• To track and review the progress of the student and provide support when necessary for organisation, time management, attendance, punctuality;</li> <li>• To liaise with Year Teams on progress of students in the implementation of their PLPs.</li> </ul>



Year Teams	Heads of Department
<p>The key person with responsibility for the Year group, in liaison with Pastoral VP, SENCO and AEN Team will:</p> <ul style="list-style-type: none"> <li>• Maintain the Additional Needs register for the year group on the SENCO module, at all stages on the Code of Practice;</li> <li>• Ensure that students are placed in appropriate classes at the beginning of the year in light of all the available information;</li> <li>• Create and review PLP (Appendix 1);</li> <li>• Liaise with and support form tutors in the review of <b>Personal</b> Learning Plans (Appendix 1)</li> </ul> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Liaise with the Literacy and Numeracy Co-ordinators regarding: <ul style="list-style-type: none"> <li>(a) Literacy and numeracy provision at Key Stage 3 and 4 for their designated Year group.</li> <li>(b) Implementation of key Learning, Literacy, Numeracy, and PASS targets.</li> </ul> </li> <li>• Conduct regular reviews of progress for all students to ensure that both experiencing</li> </ul>	<ul style="list-style-type: none"> <li>• Have overall responsibility for ensuring curriculum differentiation and quality teaching and learning in their subject to meet the needs of all learners;</li> <li>• To contribute year on year to the Curriculum Plan at Key Stage 4 and Key Stage 5 to meet the needs of all learners.</li> </ul> <p><b>Additional Needs Team</b></p> <p>Members of the Team:</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Pastoral VP</li> <li>• Curriculum VP</li> <li>• SENCO</li> <li>• Literacy / Numeracy Co-ordinator</li> <li>• Transition Co-ordinator</li> <li>• Assessment Co-ordinator</li> <li>• Representative from Each Key Stage Team</li> </ul> <p>The Additional Needs Teams is fully responsible for the implementation of the AEN Policy, Curriculum Provision and</p>

difficulties and students who require additional challenge are appropriately supported.

- Liaise with HODs and subject teachers regarding
  - appropriate action for students experiencing difficulty
  - in particular subjects.
- Monitor progress with parents and students regarding
  - specific targets on support plans at Stage 2 and 3
  - of the Code of Practice.
- Work with the SENCO to manage the provision of access arrangements.

learning support provision through:

- Engage in diagnostic testing of students on entry CATS, PTE, PTM, PASS
- Visit feeder Primary Schools to obtain transition information
- Set classes on entry;
- Maintain the Key Stage 3 Learning Register in liaison with the Vice Principal (Learning and Teaching);
- Co-ordinate a buddy/peer reading programme in liaison with English Department
- Compile and implement precise, cross-curricular targets for inclusion on all differentiated learning plans and to support departments in delivering the targets
- Compile PLPs for all Stage 2 students with additional learning needs at Key Stage 3
- Provide curriculum support at whole school level
- Liaise with the SENCO in meeting the needs of students

## **Additional Support**

Through observation by the Additional Support team, Year team, teacher concerns, assessment procedures and parental observation– students are identified as requiring individual or smaller group support. This support is monitored on an on-going basis by the SENCO and is time bound. This support is provided by the Learning Support Assistant and by Outreach Support (St Gerard's).

Learning Support Assistant supports students in a variety of ways including those students with English as an Additional Language. These students are at Key Stage 3, 4 and Post 16.

1. Linguistic Phonics
2. Reading and writing
3. Practising spellings
4. Basic literacy and comprehension skills
5. Completion of coursework and assignments
6. Talking and listening

St Gerard's Outreach Support is targeted at students experiencing literacy difficulties. Identification of need:

1. Students are identified in Year 8 through diagnostic tests or as recommended by an Educational Psychologist;
2. The SENCO makes a referral for Outreach Support based on scores;
3. The Outreach Teacher will then test the students accordingly and support will be put in place and an individual educational plan put in place;
4. Students receive one or two sessions per week, depending on need. These sessions support the students reading, phonics and writing activities;
5. The needs of the students are constantly monitored and reviewed.

## **2.3 Admission Arrangements**

Students are admitted on the basis of the application of transfer criteria to Primary 7 students in mainstream schools. The key criteria for students with statements are:

- The school's ability to meet the specific needs of the student
- The provision of efficient education for the students with whom she will be educated
- The efficient use of resources

## **2.4 Special Facilities to assist access to the school**

There is a ramp outside the main door to assist access. There is no access within the school building for wheel chairs.

## **SECTION 3 IDENTIFICATION, ASSESSMENT AND PROVISION**

### **3.1 Identification and Assessment**

Literacy and Numeracy skills are developed in all classes as identified in Our Whole School Numeracy/Using Mathematics Policy and Our Whole School Literacy/Communication Policy.

#### **Setting of Classes at Key Stage 3**

In September 2017 St. Louise's moved to a model of mixed attainment. This required careful planning in terms of class setting to ensure that all classes had an equal balance across the range of SAS. Using CATS, PTE, PTM, PASS information and Primary School Data the classes are set. The classes are set at the beginning of each academic year led by the Pastoral Vice Principal and Transition Co-ordinator and supported by the Literacy Co-ordinator, Numeracy Co-ordinator and SENCO.

This process allows for the setting of classes based in terms of the four key batteries and supported by the information received from the Primary Schools.

The four main batteries are as follows:

- ✓ Thinking with words – **Verbal Reasoning Battery**
- ✓ Thinking with numbers – **Quantitative Reasoning Battery**
- ✓ Thinking with shapes – **Non Verbal Reasoning Battery**
- ✓ Thinking with shape and space – **Spatial Ability Battery**

The classes are profiled and this profile is shared by the Transition Co-ordinator with all staff. This profiling allows for the identification of strengths in numeracy and literacy and areas for development. Students with a standardized score

of below 80 receive additional literacy and numeracy support. Within our support framework a 'Home Group' was created.

Early identification of additional educational needs is vital. This information once gathered and assessed must be communicated to all those professionally involved in the student's educational development. Arrangements are put in place to monitor and evaluate the progress and modify support programmes. The SENCO along with the Transition Co-ordinator is available in June to meet with the parents of students who are transferring to St Louise's.

## **Understanding Key Diagnostic and Attitudinal Tests**

### **CATS**

Cognitive Abilities Tests assesses a student's ability to reason with and manipulate different types of material through a series of verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provide teachers with a comprehensive profile of a student's reasoning abilities, and as such the core abilities related to learning. The resulting data can then be used to identify a student's strengths, areas for improvement and learning preferences, providing accurate and reliable information that is essential for personalised learning. Student progress is tracked and monitored on an ongoing basis in line with the Whole School Assessment Model. All Learning Opportunities are traffic lighted against students' CAT target level/ grade and this information is shared with parents through termly progress updates and annual parent/ teacher meeting. Where a student is performing significantly and/ or consistently below her target level/ grade intervention strategies are implemented in liaison with class teacher, HOD, Year Team, SENCO and AEN Team. At whole school level student performance is monitored and tracked by class, by subject, by year group at KS3, KS4 and Post 16. In addition, at GCSE level student performance is tracked under key headline figures including: 5A\*-C (FSM/SEN); 5 A\*-C including

Maths and English (FSM/SEN); 7A\*-C (FSM/SEN); 7A\*-C including Maths and English (FSM/SEN); as well as 7 A\*-B (FSM/SEN); and 7A-\*-C (FSM/SEN).

## Scores

Battery	No. of questions attempted	SAS	NPR	ST	GR (/30)	SAS (with 90% confidence bands)													
						60	70	80	90	100	110	120	130	140					
Verbal	48/48	82	12	3	=22														
Quantitative	35/36	72	3	1	30														
Non-verbal	48/48	100	50	5	=11														
Spatial	36/36	103	58	5	=4														
<b>Mean</b>	-	<b>89</b>	-	-	-														

## Profile summary

The analysis of CAT4 scores allows all students to be assigned a profile; that is they are assigned to one of seven broad descriptions of their preferences for learning. The Verbal Reasoning and Spatial Ability Batteries form the basis of this analysis and the profiles are expressed as a mild, moderate or extreme bias for verbal or spatial learning or, where no bias is discernable (that is, when scores on both batteries are similar), as an even profile.

### Mild spatial bias

- This profile demonstrates a mild preference for spatial over verbal learning, with spatial abilities in the average range and verbal abilities below average.
- Roise is likely to perform modestly well in areas which draw on her skills in visualisation and working with pictures, diagrams, 3D objects, mind maps and other tangible methods of learning, but at a low level in areas of learning including writing, discussions, paired work and creative tasks.
- Roise may show a preference for active learning methods such as modelling, demonstrating and simulations over engaging with written material, but her mild bias means she is likely to respond equally to a variety of teaching and learning methods.
- Roise is likely to perform at a modest level in subjects such as science, technology, design and geography which will draw on her spatial ability, but may perform at a slightly lower level in language-based subjects.

## Implications for teaching and learning

- Roise's below average verbal skills may be preventing access to other curriculum areas.
- A test to establish a reading age is recommended to establish whether Roise is able to access the curriculum.
- Strategies to develop greater verbal ability may include opportunities for discussion, support with specialist vocabulary and opportunities to develop presentational skills.
- Pairing Roise with someone who is stronger in this area may support her progress.
- Paired work is likely to be more beneficial than group work.

## PTE

Progress Test in English identifies a student's attainment in reading and writing. Combined with data from CATS it provides a comprehensive overview of a student's reasoning ability, PTE provides teachers with additional insights into their student's learning. The test comprises of two themed reading comprehension passages (fiction and non-fiction) as well as spelling and grammar exercises. Student progress will be monitored and evaluated year on year by the class teacher, Head of English and Year Team Leader and the appropriate intervention strategies will be implemented.

Section A: Progress in English 11 - Student Listing																	
School: St Louises Comprehensive School							Group: <input type="checkbox"/>			No. of Students 25							
Student Results sorted by Standard Age Score																	
Name of Student	Age at test (yrs.mnths)	Standard Age Score (90% Confidence Bands)						Lexile*	Stanine	National Percentile Rank	Group Rank**	Raw Score	English Level*** R:W	Percentage Correct - Curriculum Content Categories****			
		70	80	90	100	110	120							130	SP	G	RN
	11:07	110						1140	6	74	1	34	5b : 4a	100	70	92	75
	11:10	106						1155	6	66	2	32	5c : 4a	60	60	100	100
	11:09	105						1020	6	63	3	31	5c : 4a	90	70	67	88
	11:06	104						1020	6	60	4	30	5c : 4b	80	70	75	75
	11:09	103						1155	5	58	5	30	5c : 4b	80	40	92	88
	11:02	103						890	5	58	5	28	4a : 4b	80	80	42	88
	11:10	100						850	5	50	7	29	4a : 4b	100	80	42	75
	12:00	100						1075	5	50	7	29	4a : 4b	60	70	83	75
	11:03	99						930	5	48	9	26	4a : 4c	80	50	92	25
	11:03	99						930	5	48	9	26	4a : 4c	80	50	58	75

## PTM

Progress Test in Maths (PTM), a standardised assessment of students' Mathematical skills and knowledge including number, shape, data handling and algebra. This allows teachers to benchmark student's Maths knowledge, and measure their progress over time. PTM helps to identify those in need of additional help, as well as those who are particularly gifted and talent. Student progress will be monitored and evaluated year on year by the class teacher, Head of Maths and Year Team Leader and the appropriate intervention strategies will be implemented.



## Section A: Progress in Maths 11 - Student Listing

School: St Louises Comprehensive School

Group: 8C

No. of Students 24

Student Results sorted by Standard Age Score													
Name of Student	Age at test (yrs:mnths)	Standard Age Score (90% Confidence Bands)	Stanine	Percentile Rank	Group Rank*	Raw Score	Maths Level**	Percentage Correct - Curriculum Content Categories***					
								N	S	D	A		
Leah Sloan	14:07	103											
Megan McAllister	11:06	99											
Caitlin Devlin	11:09	98											
Rebecca Cowan	11:07	97											
Chara McCafferty	12:00	97											
Chloe Gillespie	11:03	97											
Katie McGarrity-Fegan	11:03	96											
Sinead Smylie	11:05	96											
Clodagh Quinn	11:10	96											

## PASS

- PASS helps to inform teaching strategies and intervention programmes to raise standards of attainment and student well-being
- Helps schools tackle challenging behaviour, by identifying early those most at risk of developing behavioural problems in the future
- It is an ideal resource for addressing attendance issues
- Helps identify and support emotionally vulnerable young people and those with possible mental health issues
- It provides a helpful means to aid communication with parents, carers, external agencies and other professionals supporting young people
- PASS can provide evidence of students' perceptions of the school and their learning experience for self-evaluation and school improvement

Factor 1 Feelings about school	Measuring students' sense of well-being, safety and comfort in school.
Factor 2 Perceived learning capability	Measures students' views of how positive and successful they feel in their specific capabilities as learners.
Factor 3 Self-regard as a learner	Measures the impact of their learning on their concept of self more generally.
Factor 4 Preparedness for learning	Measures students' perceptions of their behavior and attitude in learning situations (including metacognitive skills).
Factor 5 Attitudes to teachers	Measures students' perceptions of their relationships with teachers.
Factor 6 General work ethic	Measures students' attitudes and responses to work in general.
Factor 7 Confidence in learning	Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as a 'high' anxiety element.
Factor 8 Attitudes to attendance	Measures students' attitudes to attendance at school.
Factor 9 Response to curriculum demands	Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete

Custom 2 mean percentiles								
1	2	3	4	5	6	7	8	9
Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
96.6	31.8	94.7	84.4	73.7	93.3	39.9	97.0	98.6
96.6	69.8	14.5	90.6	100.0	81.0	39.9	87.2	79.4
43.3	69.8	33.6	77.1	73.7	81.0	30.7	50.3	45.2
89.1	69.8	74.1	84.4	85.2	81.0	74.5	97.0	63.7
20.4	83.5	94.7	77.1	23.0	81.0	66.4	7.3	95.6
43.3	24.0	47.3	51.3	94.3	81.0	57.9	78.7	17.5
89.1	77.2	8.5	84.4	100.0	81.0	57.9	65.9	9.6
93.2	69.8	47.3	95.3	85.2	81.0	74.5	78.7	45.2
89.1	77.2	94.7	84.4	73.7	36.3	81.6	97.0	79.4
78.5	83.5	74.1	77.1	100.0	60.1	74.5	92.7	29.2
100.0	88.7	83.4	98.4	100.0	98.3	81.6	100.0	89.3

## 3.2 Provision - Supporting the Needs of the Learner and Overcoming Barriers to Learning

### 3.2.1 Pre-Stage 1

#### Pre Stage 1 –Overcoming Barriers

Ultimately the responsibility for student behaviour and learning lies with the subject teacher. The skills and expertise of the subject teacher means that he/she caters for the needs of the students under his/her care. If additional support is required the Head of Department will intervene and support the classroom teacher in meeting the needs of the individual student.

Form tutors in line with the Induction Programme support students in the creation, implementation and review of their Personal Learning Plan; background information, achievements and interests inside and outside school, on-going student appraisal (Deep Support) target setting, learning opportunities, personal statements, career planning, PASS Data, PTE and PTM at Key Stage 3 with clear Literacy and Numeracy Targets.

### 3.2.2 Stage 1

- Subject teachers and form tutors in line with the Induction programme support students in the creation, implementation and review of their Personal Learning Plan.

- Form Tutors support learning through creation of a short term (4 week) action plan in the form of a Target Card, providing support for learning, emotional or behavioural needs. The Form Tutor informs the Head of Year who then informs the SENCO/Parents
- The student is entered as Stage 1 on the register according to need.
- The Form Tutor informs the Head of Year of progress on a regular basis. A student may be identified as stage 0 (no longer a need), remain at Stage 1 or may move to Stage 2.

### **3.2.3 Stage 2**

- An additional learning need is identified using diagnostic information taken from the four key sources, plus additional qualitative information.  
An individual Educational Plan/Behavioural Plan is developed in partnership with the child and the Year Team Leader/AEN Team.
- The Head of Year / SENCO informs the parents that a one to one meeting has taken place.
- This is reviewed twice a year.
- In liaison with the Pastoral Support Centre there may be a referral made for the student to receive in-school support.
- A student may be identified as stage 0 (no longer a need), remain at Stage 2 or may move to stage 1/3.

### **3.2.4 Stage 3**

- Stage 2 has not fully worked and therefore the student needs to be referred to external agencies for additional support.
- Stage 2 support through a PLP etc. must be maintained for the students.
- A student may require external agency support from the outset and therefore may be an immediate Stage 3. The Educational Psychologist may become involved at this stage.

- The Head of Year liaises with the SENCO and the SENCO makes the referrals to the external agencies: Educational Psychologist, SPSS, Outreach – St Gerard’s Literacy Support and Outreach – St Gerard’s, Travellers support, BELB peripatetic support for vision impaired and hearing impaired.

The Pastoral Support Centre makes referrals to Family Works/ EWO through the completion of forms from the Senior Leader/Year Tutor. Any other referrals will be fully discussed at the multi-disciplinary meetings.

### 3.2.5 Stage 4

Having collected relevant information the SENCO has responsibility for seeking the statement.

### 3.2. 6 Stage 5

In liaison with the Year Team the SENCO has the responsibility for drawing up PLPS and carrying out reviews.

***NB: In partnership with students and their parents, there are frequent reviews at all stages to ensure that targets are agreed and progress is monitored.***

#### SEN REPORT

Name: [REDACTED]	D.O.B. [REDACTED]
Intake: September 2014	SEN: A.D.H.D. M.L.D.

#### Background Information

[REDACTED] transferred to St Louise’s from Holy Trinity Primary School. [REDACTED] was diagnosed with ADHD in January 2010 and takes medication at home to control this condition. Educational Psychology recommends a high level of assistance to ensure that she keeps up with her peers. She has difficulty working independently. [REDACTED] Primary school reports that she is compliant with adult direction and behaviour gives no cause for concern. She enjoyed positive relationships with both peers and staff in her primary school. Psychology assessment concludes well below average ability.

#### Psychology Assessment (23/09/13)

Area	Standard Score	Percentile	Descriptive Category
Verbal Comprehension	55	0.1	Well Below Average
Perceptual Reasoning	65	1	Well Below Average
Working Memory	56	0.2	Well Below Average
Processing Speed	73	4	Well Below Average
Full Scale I.Q.	54	0.1	Well Below Average
Word Reading	75	5	Well Below Average
Spelling	82	12	Low Average
Reading Comprehension	82	12	Low Average
Numerical Operations	98	45	Average
Mathematical Reasoning	61	0.5	Well Below Average

Very good home support

#### Areas in need of Support

- Staying on task
- Literacy especially reading and comprehension
- Differentiated tasks
- Promotion of peer interaction and effective communicative skills
- Self esteem
- Encouragement to act less impulsively

## **3.4 Additional Numeracy and Literacy Support**

### **3.4.1 Wave 2 Quality teaching plus additional support for identified students**

#### **Numeracy Support Programme in Mathematics**

Students are identified as requiring additional numeracy support. These programmes will provide opportunities for learners of all aptitudes and abilities, at all stages to:

- ✓ experience an appropriate level of challenge to enable each individual to achieve their potential in numeracy;
- ✓ be actively involved in applying numerical, mathematical and statistical skills in everyday situations and in more abstract contexts;
- ✓ be given opportunities to understand the relevance and application of numerical skills in a variety of cross curricular contexts;
- ✓ experience continuous and coherent progression in developing numerical skills;
- ✓ build upon previous skills and understanding of numeracy at each stage of learning, ensuring a smooth progression of skills development and a pace of learning matched to individual needs;
- ✓ understand the value and the relevance of number work in the context of lifelong learning.

#### **Year 8**

In the first term of Year 8, students identified in need of additional support are given a series of diagnostic tests to reveal their competence in the following key areas:

- addition
- subtraction
- multiplication
- division
- place value
- problem solving

Students then participate in an intervention programme based on their specific need through the provision of additional tuition in the form of one to one or small group support.

### **Literacy Support Programme in English**

In order to identify the students that require additional support information is collected through end of key stage levels, CAT testing and qualitative data from the primary school teachers, writing baseline and Accelerated Reader. The introduction of PTE testing at the beginning and end of the school year offers further opportunities to profile student strengths and areas for improvement. Action plans are created and implemented for priority students identified through the tracking of PTE. A Literacy Support classroom assistant works alongside the classroom teacher in order to improve students' level of literacy to allow for effective learning to take place across the curriculum. A Linguistic Phonics Programme is delivered to those students who require additional learning support in Years 8 and 9 this is complemented by the delivery of an extensive spelling, corrective reading and library programme.

In Year 10 the programme prepares the student for Key Stage 3 examinations as well as promoting literacy skills. They also provide curriculum support at whole school level.

#### **3.4.2 Wave 3 Quality teaching plus personalized support to meet the specific needs of individual students**

##### **Numeracy Support**

Resulting from teacher observation and the assessment procedures, including the use of PTM data, students requiring individual support or smaller group support are identified and a programme of support put in place. This support is monitored by the support teacher, the classroom teacher and Assistant Head of Department.

## **Literacy Support**

Through observation by the learning support team, teacher concerns and assessment procedures –students are identified as requiring individual or smaller group support. This support is monitored on an on-going basis by the SENCO and is time bound. This support is provided by the learning support assistant and by Outreach Support (St Gerard's).

## **3.5 Pastoral Support Centre**

The Pastoral Support Centre caters for a wide range of needs and is now the hub of the school. All students can avail of the Pastoral Support Services. It is well defined in our referral structure in meeting the learning and pastoral needs of each student. The Pastoral Support Centre is staffed by our Assistant Principal and Designated Child Protection Officer, SENCO, Learning Assistant with responsibility for Behaviour Support, Learning Assistant with responsibility for Literacy Development, Occupational Therapist and external agencies. Within the Pastoral Centre there are:

1. Two small counselling rooms
2. Group work Room
3. Consultation Room for staff and students
4. Literacy Development Room
5. Time Out Room
6. Learning Room (for Key Stage 4 Students)

There are a variety of programmes in the centre and referrals are made through the Code of Practice as identified in the next section. Provision includes:

1. Personalised timetable provision for Key Stage 4 students
2. Short term support for Key Stage 3 and 4 students who benefit from tuition and support in a closely supervised, small group situation.



3. Behaviour support and solution based approaches to management of self
4. Extra literacy support
5. Counselling support
6. Anger management support
7. Group work and team building strategies
8. Role of the Occupational Therapist

All our external agencies work out of the Pastoral Support Centre. Having evaluated the student's specific individual needs on referral, a multi-disciplinary approach is adopted to provide the level and nature of support required. As far as possible, the Pastoral Support Centre builds on the curriculum that each student is already following along with her peers. Tuition is conducted in small groups engaging in group work or on a one-one basis, or where appropriate, in individual programmes of work. The supportive and caring environment of the Pastoral Support Centre and the high degree of individual attention given, establishes an advantageous working and learning environment. The Centre also values the contribution of parents and outside agencies and seeks to maintain and develop effective working relationships.

### **3.6 Access to the Curriculum**

All students follow a broad balanced curriculum and cover the minimum requirements for all areas of learning defined within the Northern Ireland Curriculum Framework.

#### **Key Stage 4**

At Key Stage 4 students are offered a broad and balanced curriculum which meets the needs of the learner.

### **3.7 Additional Support – Role of Classroom Assistants**

#### **Classroom Assistants in St Louise's will:**

- ✓ Supervise and provide particular support for students, including those with additional needs, ensuring their

- ✓ safety and access to learning activities;
- ✓ Assist with the development and implementation of Individual Behaviour Plans and Personal Support Plans;
- ✓ Establish constructive relationships with students and interact with them according to individual needs;
- ✓ Promote the inclusion and acceptance of all students;
- ✓ Encourage students to interact with others and engage in activities led by the teacher;
- ✓ Set challenging and demanding expectations and promote self-esteem and independence;
- ✓ Provide feedback to students in relation to progress and achievement under
- ✓ the guidance of the teacher.

### **Support for Teachers - Classroom Assistants will:**

- ✓ Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work;
- ✓ Use strategies, in liaison with the teacher, to support students to achieve learning/behaviour targets;
- ✓ Assist with the planning of learning activities;
- ✓ Monitor student's responses to learning activities and accurately record achievement/progress as directed;
- ✓ Provide detailed and regular feedback to teachers, SENCO and Year Team
- ✓ Use the 'Achievement Log' to record student achievement, progress and areas of concern;
- ✓ Promote good student behaviour through our Positive Behaviour Policy;
- ✓ Support form tutors in the morning and the afternoon in form class routines
- ✓ Establish constructive relationships with parents and carers in line with our School Policy.

### **Support for Curriculum - Classroom Assistants will:**

- ✓ Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses;

- ✓ Carry out literacy and numeracy requirements as directed by SENCO and Literacy/Numeracy Co-ordinators;
- ✓ Support the use of ICT in learning activities and develop students' competence confidence and independence in its use;
- ✓ Be fully aware of the curriculum and assessment process and support the teacher and student in the process;
- ✓ Prepare, maintain and use equipment and resources to meet the lesson plans, relevant learning activity and assist students in their use.

### **Support for School - Classroom Assistants will:**

- ✓ Be aware of and comply with policies and procedures linked to child protection, health, safety, confidentiality and data protection, code of conduct reporting all concerns to the SENCO;
- ✓ Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop;
- ✓ Contribute to the ethos and value system that underpins the life and work of St Louise's;
- ✓ Appreciate and support the role of other professionals;
- ✓ Attend and participate in relevant meetings as required;
- ✓ Participate in training and other learning activities;
- ✓ Assist in the supervision of students out of lesson times, including before and after school and at lunch time;
- ✓ Assist in the supervision of examinations;
- ✓ Accompany teaching staff on trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

### **Integration**

Our approach has always been an integrationist one whereby students with learning difficulties are integrated into mainstream provision.

### **Arrangements for Complaints by Parents**

The school has well developed procedures for involving

parents at all stages. Any parent, who has a complaint about Additional Educational Provision within the school can contact the SENCO/ Heads of Year at any time. In addition every year group (Year 8-14) has at least one parents' meeting where parents can meet with subject teachers and form tutors.

### **3.8 Access Arrangements**

Access arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to:

- access the assessment;
- show what they know and can do without changing the demands of the assessment.

Access arrangements are pre examination adjustments for candidates based evidence of need and normal way of working. The intention behind an access arrangement is to meet the particular needs of an individual student to ensure that the student is not significantly disadvantaged during assessments due to an additional educational need, thereby ensuring equal opportunities, without affecting the integrity of the assessment.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;
- inability to fill in a long, detailed, technical document, which is in the person's native language without assistance;
- inability to concentrate on a task requiring application over several hours.

The SENCO, fully supported by year teams, will lead on the access arrangements process within the centre. The SENCO will ensure there is appropriate evidence for a student's access arrangement and complete the necessary applications. The applications for access arrangements will be submitted by the SENCO/Year Team leaders.

All access arrangements provided will comply with the guidelines issued by JCQ.

## Access Arrangements

<b>Access Arrangement</b>	<b>Explanation</b>	<b>Eligibility</b>
Supervised rest breaks	Students are permitted to stop for short break/s during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time.	<ul style="list-style-type: none"> <li>• Behavioural, emotional and social needs</li> <li>• Medical condition</li> <li>• Physical disability</li> <li>• Psychological requirement</li> <li>• Normal way of working (the centre must be satisfied of a genuine need)</li> </ul>
Prompter	A trained adult can prompt them with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.	<ul style="list-style-type: none"> <li>• Normal way of working</li> </ul>
Separate invigilation	An alternative venue may be provided away from the main examination hall.	<ul style="list-style-type: none"> <li>• Behavioural, emotional and social needs</li> <li>• Medical/Psychological condition</li> </ul>
Extra time	Students may be entitled to an allowance of up to 25% depending on the history of evidence of need and the recommendation of the designated Specialist Teacher. In some exceptional circumstances students may be entitled to an allowance up to 50%.	<ul style="list-style-type: none"> <li>• A Statement of Special Education Needs</li> <li>• An assessment carried out by a qualified psychologist or specialist teacher confirming that extra time is needed to complete timed activities</li> </ul>

		<ul style="list-style-type: none"> <li>• Normal way of working</li> </ul>
Word processor	Access to a computer for an exam (if appropriate – not for subjects such as Maths) so the student would word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access.	<ul style="list-style-type: none"> <li>• Normal way of working</li> <li>• Temporary injury affecting writing</li> </ul>
A computer reader or a reader	A trained adult who would read the question and any relevant text (with the exception of English Language GCSE Examinations) for the student. The student would then write the answer/s themselves.	<ul style="list-style-type: none"> <li>• Visual impairment or temporary condition affecting vision</li> <li>• An assessment carried out by a qualified psychologist or specialist teacher confirming below average reading accuracy, comprehension or speed (must have been carried out within 26 months prior to the examination)</li> <li>• The assessment must be based upon a recent edition of a national standardised test (specialist decides)</li> <li>• Results must be given as a standardised score, only a standardised score of less than</li> </ul>

		<p>85 for reading accuracy or reading comprehension or reading speed is acceptable</p> <ul style="list-style-type: none"> <li>• Normal way of working</li> </ul>
<p>A scribe</p>	<p>A trained adult who writes for the student. The student would dictate their answers. The scribe would write exactly what they say.</p>	<ul style="list-style-type: none"> <li>• Physical disability/medical condition</li> <li>• An assessment carried out by a qualified psychologist or specialist teacher confirming learning difficulty affecting writing (must have been carried out within 26 months prior to examination)</li> <li>• Candidate cannot use a word processor with the spell check/predictive text disabled and either spelling in the below average range – standardised score of less than 85 and/or illegible writing and/or incomprehensible and/or below average handwriting speed</li> <li>• Normal way of working</li> <li>• Temporary condition/injury affecting writing</li> </ul>



### 3.9 Gifted and Talented

'Gifted and talented' describes students with the ability or potential to develop significantly ahead of their peers. 'Gifted' learners are those with abilities in one or more academic subjects, such as mathematics or English. While 'talented' learners are those who have practical skills in areas such as sport, music, design or creative and performing arts. In most cases, the needs of Gifted and Talented students are delivered as part of the differentiated classroom provision. Students are offered a rich variety of opportunities across all subjects and at all Key Stages to develop their skills and attributes such as leadership, decision-making and organization as well their academic abilities.

- ✓ Teachers know who the gifted and talented students are in their class or classes and are aware of the range of their abilities
- ✓ Lesson content is differentiated to take account of the needs of the gifted and talented students
- ✓ Teachers use a variety of forms of differentiation in their teaching
- ✓ High expectations are set for gifted and talented students
- ✓ Lesson pace is geared to take account of the rapid progress of gifted and talented students
- ✓ Gifted and talented students are given extra time to extend or complete work when required
- ✓ Home Learning is challenging for gifted and talented students
- ✓ Extra-curricular opportunities are provided after school or during lunch-times in academic, creative and sporting activities

## **SECTION 4 STAFFING POLICIES AND PARTNERSHIPS BEYOND THE SCHOOL**

### **4.1 Courses/SEN Qualifications**

All Staff Development in relation to supporting students with additional learning needs is summarized in the Indicators of Excellence Self Evaluation Reports.

### **4.2 Use of Outreach Support**

#### **4.2.1 Outreach Teachers – two members of staff from St Gerard’s Resource Centre**

St Gerard’s Outreach Support is targeted at students experiencing literacy difficulties. Identification of need:

- Students are identified in Year 8 through screening tests
- The SENCO makes a referral for Outreach support based on scores
- The Outreach teacher will test the students accordingly; support will be put in place and an individual education plan is produced
- Students receive two sessions per week. These sessions support the students reading, phonics and writing activities.
- The needs of the student are constantly monitored and reviewed

#### **4.2.2 SPSS**

The SPSS staff provide support through counselling for identified students with behavioural difficulties either individually or in small groups. Advice for teachers would also be sought to link strategies being used in the classroom. In class support may be considered for some students where appropriate.

### **4.2.3 Educational Psychologist**

An educational psychologist is allocated for a number of hours per week to address the needs of the school.

### **4.2.4 Family Works Counsellors**

Counselling sessions operate out of the Pastoral Support Centre on a weekly basis.

## **4.3. Arrangements for Involving Parents**

The SENCO conducts all annual reviews and will meet with parents of students at Stages 5 on a regular basis. SENCO will liaise with Year Teams, parents, students and outside agencies to secure additional support at Stage 3 in C.O.P.

## **4.4. Transition Planning**

- Transition begins at the age of 14+
- The student's statement of Additional Educational Needs is reviewed to allow for changes to be made, where necessary.
- The transition plan forms part of the first Review following the student's 14<sup>th</sup> birthday and covers all aspects of the student's development.
- The plan draws together information from a range of individuals and organisations within and beyond the school in order that the student's transition to adult life can be planned coherently.
- The relevant health and social services personnel and the careers service are actively involved in the plan and clear responsibility will be allocated for different aspects of development to specific agencies and professionals.
- A review report and the transition plan are prepared and circulated to the parents and all parties involved.
- This plan is updated at subsequent annual reviews.

## **4.5. Links with Other Services**

**The school works with a variety of agencies to support all students. They include:**

- Educational Psychology
- Education Welfare Service
- Social Services
- SAM
- Health Professionals
- St Gerard's Centre
- Specialist Careers Officers
- EA Advisers
- Inclusion and Diversity
- Peripatetic Services for hearing impaired, and vision impaired

### **Other Agencies:**

#### **Outside Agency Links**

PIPS, Falls Road Suicide Group, FASA, Young People's Centre, Lenadoon Community Counselling Services, Local GPs, CAMHS, Action Cancer, CASE Programme, Barnardos, Cedar Foundation, St Gerard's Outreach Support.