

Disability and Special Educational Needs Policy

Definitions:

1 Special Educational Needs

A student is regarded as having special educational needs if he/she has a learning difficulty, which calls for special educational provision to be made for him/her.

2 Disability

A student is regarded as having a disability if he/she has a physical or mental impairment, which has a substantial or long-term (more than a year) adverse effect on his/her ability to carry out normal day to day activities.

Legislative Framework

In accordance with the *Education (NI) Order 1996: Code of Practice on the Identification and*

Assessment of Special Educational Needs (1996 Order) and the *Education (NI) Order 1996*

as amended by the *Special Educational Needs and Disability (NI) Order 2005 (SENDO)*

(Supplement to the Code of Practice on the Identification and Assessment of Special Educational Needs), operative date September 2005,

The College's objectives in relation to pupils with Special Educational Needs are as follows:

- to develop partnerships between parents, students and outside agencies to improve the quality of support provided
- to familiarise staff with the statutory requirements concerning special educational needs and inclusion and where necessary provide training
- to identify cases of special educational need as early as possible
- to decide on and provide the appropriate support for the individual student so identified
- to plan strategically for improving the physical environment of the College to increase the participation of students with disabilities and potential students with disabilities who may attend the College in the future

Roles and Responsibilities

a) The Management Committee:

The Management Committee accepts and will carry out the Roles and Responsibilities as laid out in the *Code of Practice on the Identification and Assessment of Special Educational Needs (1996 Order)* and the *Supplement to the Code of Practice (2005 Order)* and will determine the College's general approach.

The Special Needs Co-ordinator has responsibility for:

1. Liaising with the parents of children who have SEN
2. Liaising with external agencies
3. Organising SEN training for staff as required

All teaching staff should be involved in the implementation of the policy and monitor the progress of all pupils in their care.

All members of the College have a responsibility to act in accordance with the Supplement to the Code of Practice (SEND0)

A pupil can be identified as having SEN from any one or more of the following:

1. Registration information
2. Parental notification or concern
3. Information from school
5. Having a Statement of Special Educational Needs
6. Teacher concern

If a student already has been determined to have SEN on arrival at the College, the SENCO will be informed. The SENCO will then liaise with the student, parents and external agencies, as required to determine the nature of support to be provided. Teachers will then be advised and supported to assist the individual student in achieving his/her full potential.

A student may be identified as having SEN after starting a course at the College. Advice, remedial strategies and reassurance are provided in liaison with the SENCO. Parents may also be contacted, if appropriate.

Teachers and the SENCO may be supported by specialists from outside the College. Their Report of Educational Need will be used to devise a Personal Learning Plan.

Links between the SENCO and certain outside agencies and support services include:

1. Social Services
2. Clinical Medical Officer
3. And all other appropriate services

Any complaints should be in writing to the Chairperson of the management Committee in accordance with the Complaints Procedure.