# Edmund Rice College



## Learning Support Policy

**C Deery – Learning Support Co-ordinator**

**Date ratified by Board of Governors: September 2017**
**Version:Sept  17**

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# Rationale:

This policy on Learning Support in Edmund Rice College is an integral part of the school's overall policy on curricular and pastoral provision. The policy is informed by the caring, Catholic ethos of the school; its practical procedures are shaped by the '**Code of Practice on the identification and Assessment of Special Needs**' established by the Education (Northern Ireland) Order 1996 and also the '**Special Educational Needs Disability Order**' [SENDO] 2005.

(*Students with disabilities have always been included and catered for in the 'Code of Practice' but the 'Disability Order' was introduced to ensure that all students have access to the full curriculum in the school of their choice, without fear of discrimination or victimisation. Schools must consider, plan and make provision for students with access requirements.*)

We acknowledge students, who have Special/Additional Educational Needs, either throughout or at any time during their college careers, must be addressed and that these students have a right to a broad and balanced curriculum, including maximum possible access to the Northern Ireland Curriculum.

Edmund Rice College is committed to the provision of a broad and balanced curriculum, which offers equal access for all our students. As a college, we recognise that some students during their career may have special educational needs and we will make every possible arrangement to provide for their individual needs.

## Aims

**Child Centred Aims**
1. To ensure that all children with special educational needs feel valued, have a positive self-image and are encouraged to participate in all activities.
2. To promote the inclusion of all students with special educational needs.
3. To create a caring and supportive environment in which students can contribute to the planned provision for their individual learning needs and are given some personal responsibility for their own progress.

**Provision Aims**
1. To provide a broad, balanced, relevant and differentiated curriculum as a right for all students in our college.
2. To identify children with special educational needs as early as possible in consultation with all teachers and relevant personnel.
3. To offer guidance and reassurance to parents of those children with special educational needs, taking into account the wishes, feelings and knowledge of parents at all stages.
4. To encourage parental involvement and co-operation between various external agencies in the diagnosis and treatment of children with special educational needs.
5. To keep a register of all students with special educational needs, recording the steps taken to meet those needs and the progress which has resulted. The Learning Support Co-ordinator (LSC) should ensure that these records are up to date and available as required.
6. To ensure that all teachers in the college have an opportunity to develop and utilise all resources in support of students with special educational needs.
7. To ensure that the legislation introduced in SENDO is met.
8. To ensure that these children have special consideration, when sitting public examinations, if they are eligible for it.

**Aspirational Aims**
1. To encourage the use of a wide range of teaching strategies, which incorporate different learning styles and ensure effective learning for all.
2. To develop an effective working partnership with the team of Special Needs and Behaviour Support Assistants in the school in order to support those students with a wide range of special educational needs, both in and out of the classroom.
3. To offer experiences and opportunities which allow students to develop knowledge, understanding and skills that ensure progress, promote success and develop self-confidence.

# The Structure of Learning Support in Edmund Rice College

All teachers are teachers of children with special educational needs. The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class.

The Learning Support Coordinator should be responsible for putting together and maintaining the SEN Register. This will be available for all staff in the online staff area and should match the information stored on SIMS. The Register should be reviewed regularly and updated as and when necessary by the LSC. Each time the register is updated, it will be made available in the SEN folder in the staff area.

**Arrangements for co-ordinating Learning Support Provision**
The Board of Governors has delegated responsibility for co-ordinating students with special educational needs to Miss Deery with effect from August 2015. Miss Deery will be supported in this role by a Learning Support Assistant; Mrs Cust.

**The DENI Code of Practice: The Five Stages**
The Code of Practice requires a five-stage approach to the identification and assessment of children with special educational needs:
Stage 1 – Identify Need
Stage 2 – In-school provision
Stage 3 – Involves outside agencies
Stage 4 – EA (Education Authority) assessment
Stage 5 – Statement of SEN

- Stages 1& 2 are in the hands of the staff of the college.
- At Stage 3, external help is provided. A statutory assessment is sought at Stage 4 only after stages 1 through to 3 have been followed and the student is still not making progress.
- An application for a formal 'Statement of Special Needs' will take place after stage 3, if necessary.

**Identification and Assessment of Special Educational Needs**
*"It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development."*
(Code of Practice 1998 paragraph 2.14)

**Means of Identification**
Early intervention is essential if children with special needs are to achieve maximum benefit from their education programme. In order to identify students with special educational needs within the college, the following strategies are employed:

• Communication with the primary school which may include standardised data and pastoral reports. This also involves visits to the larger feeder primary schools by SC and CD and phone-calls to our smaller feeder primary schools by MK.
• Results from the STAR testing, PIM and PIE Tests in Year 8, Standardised tests in English and Maths at the beginning of year 8, and further standardised data through year 9 and 10.

These can be used to carry out student testing and the resultant data can be used to inform when intervention is necessary. This information can also play an important role in the placement of students within year groups.
Further standardised results will come from Dyslexia Portfolio and WIATT2 psychometric tests carried out by the LSC and LSA (now both fully qualified Specialist Assessors in the school). The results of these tests will be used to complete a formalised report to be made available on SIMS to teachers and posted home to parents/guardians.

It should be noted that the placement of students in classes is constantly under review and students may move group if and when deemed in the student's best academic and social interest and taking into account student performance in academic areas. Any movement in classes will be largely involved with the following:
1. Discussions with senior leadership team
2. Assessment – both formative and summative
3. Observation by the classroom teacher of the child's academic, social and personal development (Appendix 1 - Record of Concern)
4. Communication with parents and guardians
5. Communication from external professionals, e.g. Social Workers, Health Visitors, Occupational Therapists, Speech Therapists, Doctors, Psychologists etc.

**Evidence of a difficulty may stem from a student**:
- Working at a level significantly below that of his/her contemporaries in any area of study.
- Falling progressively behind the majority of students of the same age group in any area of study.
- Showing signs of impaired social interaction/communication or having a restricted repertoire of activities, interests and imaginative development.
- Having significant problems in the home.
- Who has poor attendance.
- Having medical problems.
- Having physical impairments.
- Having emotional/behavioural difficulties which may result in the student being:
  i. Disruptive
  ii. Unable to concentrate
  iii. Having difficulties in establishing relationships
  iv. Delayed in the development of social skills

**Communication**

Information regarding students who have SEN in any of the categories above will be stored in a confidential shared area in the online Staff Documents folder and should be accessed on a 'need to know' basis as all students have the right to privacy. If the need is a 'Specific Learning Difficulty' e.g. Dyslexia, assistance should be sought from the literacy coordinator but it should be recognised that the issue is one of a whole school nature. As such, all subjects, where appropriate should use recommended guidelines on provision for students who may experience this barrier to their learning. This information will be available in the confidential shared area of the Staff folder, through the Learning Support Coordinator and Literacy Coordinator. Where difficulties are experienced in numeracy, assistance should be sought from the Numeracy Coordinator. Support strategies will also be included in the new Learning Support Guidance Booklet created this year.

Special Educational Needs should be on the agenda of all departmental meetings where the needs of students and barriers experienced are discussed and appropriate strategies and resources developed to enable students to access the curriculum at a level commensurate to their ability. The Learning Support Coordinator should issue regular memos to all staff regarding students, events, training and procedures.

## Applying the Five Stages of The Code Of Practice to Learning Support within ERC

**Stage 1 of the Code of Practice – Identify Need** (Appendix 2)
Subject teachers play a vital role in identifying areas of concern for students in the College.
When any subject teacher has any area of concern regarding a student they teach, Heads of Department should be informed and a collective response to removing the barrier to learning should be established through the sharing of good practice and resources, initially within their Department.
All Departments should facilitate the needs of students on the Code of Practice and departmental meetings should be used as a forum for developing appropriate strategies and resources to remove the barriers experienced by students.
Where progress is not made after initiating recommended strategies within the class room setting, a Record of Concern should be initiated.
The subject teacher should complete this document and send to the form teacher of the student in question.
The LSC should be informed that a Record of Concern has been initiated by the form teacher. The form teacher should then forward the concern form, to the student's subject teachers who should in turn complete for their respective subject areas and return to the form teacher. This will give the form teacher, responsible for the academic and pastoral support for the students in their care, an overview of the student's progress across the curriculum. The form teacher should inform parents/guardians at this stage that concern(s) exists and that subject teachers are attempting to address these. Where areas of concern exist and are recorded, it is the subject teacher's, in conjunction with their HOD, responsibility to put in place specific targets, achievable goals and appropriate supports to enable the student to access the curriculum successfully via an Action Plan; templates of which can be found in the Staff Documents and Appendix.
This may mean incorporating differentiated strategies and resources. This is consistent with the positive behaviour policy of the College.
The Record of Concern and Action Plan at Stage 1 of the Code of Practice, is monitored closely by the subject teachers and form teacher for a minimum of four to six weeks.
The LSC should oversee this process. The Action Plans themselves are typed up by the CA IEP team; who will gather all the necessary targets and information from the designated subject and form teachers. At the end of this period a review should be initiated and carried out by the CA IEP team with the help of subject teachers on the Action Plan review document.

**This review should have one of three outcomes:**
• The student will remain at Stage 1 under responsibility of departments and subject teachers.
• The student is removed from stage 1 – the area of concern has been met. A record of the concern should be maintained in 'shared' in the online Learning Support folder.
• The student progresses to stage 2 of The Code of Practice – see below.
When this has taken place and where concerns continue to exist across subject areas, students may be tested using a number of recognised diagnostic tests to identify performance levels in key areas of literacy and numeracy. Consultation with Numeracy and Literacy Coordinators should also take place to identify appropriate strategies, resources and support. (Reference should be made to Literacy and Numeracy policies) (Standardised tests used will include Dyslexia Portfolio and WIATT2 to monitor student performance and progress)

**Stage 2 of the Code of Practice**
When a student moves to Stage 2 of The Code of Practice it may be due to social, emotional, behavioural, cognitive, physical and/or medical reasons. Students should only move to this stage of the Code of Practice when concerns continue to arise across a number of subject areas or persist to a serious and detrimental degree in one or two subject areas.

The CA IEP team, Form teacher, Year Head and LSC should initiate an Individual Education Plan (IEP) or an Individual Behavioural Plan (IBP) – done by the BSA team.

All IEPs and IBPs will be stored in the same safe and secure shared area for staff. IEPs/IBPs should contain the main areas of concern, specific achievable targets and recommended strategies. Staff should use these plans to ensure a consistent approach to the needs of the students in question.
There is a whole staff responsibility to be aware of and utilise the Education and Behaviour Plans that are in place so as to promote a consistent and collective approach to enabling students to access the curriculum. Parents/Guardians should be informed that their child is moving to Stage 2 by the CA IEP team in conjunction with office administration staff.
When all targets have been established and IEP/IBP completed, all staff involved should be informed and the SEN team should meet with the student to discuss the targets. These targets should provide for opportunities to be successful. They should be specific and allow for praise and reinforcement to engage the student in the learning process.
At Stage 2 of the Code of Practice, IBPs should be monitored by the BSA and Behaviour Team whereas IEPs should be monitored by the LSC and CA IEP team. The Form Teacher must continue to play an active role in the implementation of the IEPs and IBPs.
For all students on IBPs, within Stage 2 of The Code of Practice the Positive Behaviour Policy should be carried out.

**Stage 2 Review** (Appendix 3)
Subject teachers should complete review sheets with generic targets on an annual basis for all students on Stage 2 of the Code of Practice.
Stage 2 Reviews should coincide with Parents Night for the respective years where possible, or alternatively carried out by the CA IEP team.
This will facilitate on-going monitoring and evaluation of student progress.
All reviews will be stored in the Learning Support Office in a safe and secure area.
The LSC should oversee the completion of reviews for designated times of the year, i.e., Parent's Nights/January/June. Depending on progress three possibilities will present themselves for students on Stage 2 of the Code of practice;

- The student remains on Stage 2. Where this happens, good practice should be shared among departments and subject teachers.
- The student is removed from Stage 2. A record of the Stage 2 student should be maintained in the shared and safe area in Staff Documents. LSC should inform subject teachers that the student has been moved to Stage 1 where a record of concern should be maintained.
- The student progresses to Stage 3 of The Code of Practice – see below.

**Stage 3 of the Code of Practice:**
The LSC in consultation with SLT and HOYs considers a referral to Educational Psychology based on Behavioural, Communicative or Cognitive barriers that continue to be experienced by a student within the college environment.

Students being referred to Educational Psychology must continue to follow targets set on their IEP/IBPs in the interim period.

When assessment has been carried out, the LSC should follow the recommendations from Educational Psychology. This may result in the need for referral to Stage 4 of the Code of Practice or placement at Stage 3 of The Code of Practice depending on the needs of the student in question.

Where students are designated at level 3 of The Code of Practice, external support agencies will play a significant role in partnership with the College in supporting and providing assistance to removing barriers that may continue to be experienced by the students.
*This support will most frequently occur in the form of Behaviour Support Service and Literacy Teaching Support Service.*

**Behaviour Support Service**
**Behavioural Issues**
Students who have progressed through the Positive Behaviour Policy of the college, their pastoral leader may refer to the Learning Support Coordinator (LSC) for behavioural
issues. Depending on the level of behaviour and support required, the Learning Support Coordinator may refer the student to the Educational Psychologist, who will carry out an assessment on the needs of the student. The report from this will include recommendations, one of which might be a referral to the support staff of the Newtownabbey Guidance Unit. If this is the case, a weekly meeting will be arranged, when a slot is available, so that the student can be offered support and guidance to monitor that behaviour which was causing concern. The LSC, in consultation with Behaviour Support, from Newtownabbey will construct an Individual Behaviour Plan (IBP) with specific targets and strategies for the student. This plan will be made available for relevant staff within the College and stored in the safe area for staff access. Staff should follow the recommendations from Behaviour Support that is contained in the Individual Behaviour Plan.

If it is found after a period of time that this intervention has not had a positive effect on the student's behaviour, then the student may have to move to a reduced timetable or alternative teaching arrangement so as not to hinder the learning of others in the classroom situation. In some cases, the student may be offered education at Newtownabbey Guidance Unit, or if the student is entering Key Stage 4, will be referred to the EOTAS (Education other than at School) programme.

Students who may be eligible for Stage 3 support in the form of a Behaviour Support Assistant (BSA) may avail of the College's 'Time Out' and Internal Withdrawal Programmes as a support resource (see Appendix).

These resources may also be used for other students who have Learning Support Assistance. Where this support is deemed necessary for other students in the College, Year Heads may implement Time Out and Internal Withdrawal strategies. (Appendix 4 and 5)

**Literacy Teaching Support**

In Edmund Rice College LTSS will be provided to students who are eligible for this support in one of two manners:

**A) Specific LTSS programme**

A specific programme for development of literacy skills will be made available for the college through the LTSS Specialist. This programme will be delivered through the College's literacy programme which is proactive in the identification and support of students who may experience barriers to their learning through literacy. Students who may be eligible for this support will be timetabled for additional literacy withdrawal throughout Key Stage 3. Where Classroom Assistants are available they will administer the programme devised by LTSS. Where CA Support is unavailable, the designated literacy teacher for the teaching group that the student is in should administer the programme. The LTSS Specialist should act in a consultative role, meeting and reviewing progress at least once per month. Additional support may be provided on a weekly basis

**B) Tailor-made programme**

This level of support may be provided on 2 levels:

a) A student may receive one to one support from the LTSS Specialist on a once/twice weekly basis where an individual programme specific to the needs of the student will be implemented. The LTSS Specialist will be responsible for the delivery and review of student progress and should liaise with the LSC throughout this process.

b) A student may be eligible for up to 5 hours LTSS per week. Where this is the case a Classroom Assistant will be allocated this time to work on a one to one basis with the eligible student. In Key Stage Three this will involve the student being withdrawn from some subjects where possible in order to implement an intensive programme of literacy support. The LTSS Specialist will meet weekly with the allocated CA to review progress and plan ahead. At Key

Stage 4, where students are eligible for this level of support the allocated CA will be placed in the class room setting to assist the student with accessing the curriculum and with their literacy development.

The LSC will be responsible for liaising with the LTSS Specialist and coordinating timetabled support for eligible students.

**Stage 4 of the Code of Practice**

At this stage application for statutory assessment may be made for a statement of educational needs. This will take place after the college, working closely with parents and any other agencies, has considered whether a statutory assessment of the child's educational needs is necessary.

This will be used when the College considers that it has taken action to meet the learning difficulties of a child and that the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the College, and it may draw the child to the attention of the EA with a view to a statutory assessment. Exceptionally, the College may consider that a statutory assessment may be necessary even though no action has been taken at Stages 1, 2 and 3.

Application for a statutory assessment is completed by the LSC, the results of which will determine resources required and may also highlight the need for a full statement. The LSC is responsible for initiating contact with Educational Psychology and presenting the case for assessments to be carried out. These should be based on on-going concerns and where necessary, calling on results from standardised diagnostic assessments that have been carried out. The College should state clearly the reasons for the referral and submit the following:

• The recorded views of parents and, where appropriate, the child on the earlier stages of assessment and any action and support.

• Evidence of any health checks, for example relevant information on medical advice to the College.
• Where appropriate, evidence relating to social services involvement.
• Written individualised education plans at Stages 2 and 3 indicating the approaches adopted, the monitoring arrangements followed and the educational outcomes.
•Reviews of each education plan indicating decisions.
• Evidence of the involvement of specialists.

**Stage 5 of the Code of Practice**
The EA must decide whether the degree of the student's learning difficulty or disability, and the nature of the provision necessary to meet the student's special educational needs, require it to determine the student's special educational provision through making a statement.

If assessment confirms that the provision made by the College is appropriate, but the student is not progressing sufficiently or at all, the EA should consider what further provision may be needed and whether it can be made within the College's resources. The following indicators would suggest that it might be appropriate for the EA to make a formal statement identifying the student's needs, the full range of provision to be made and the review arrangements to apply, depending on the precise circumstances of each case:
• Where the student requires regular direct teaching by a specialist teacher, daily individual support from a non-teaching assistant, or a major piece of equipment which would put an unreasonable demand on the College's resources.
• Where a new placement is appropriate, even if such a change involves moving from a mainstream school to a special unit at the same school or from one mainstream school to another.

Application for a 'Statement of Special Needs' is completed by the LSC. When the EA considered the need for a statement, and if issued, the statement will outline why the student is statemented and from this resources can be determined.
•IEP targets and objectives for students with statements will be based on the educational needs as outlined in the statement.
•IEPs will be drawn up by the LSC and made available for staff and stored in the Staff Documents, on SIMS and published in the next IEP booklet.
• Where a CA is placed with a student they should be familiar with the student's needs, their statement and the learning targets. Regular meetings between CAs and the LSA will take place to facilitate on-going review, needs and strategies. As such it would be hoped that the IEPs would become a fully functional and evolving working document.

## Definitions

*Special Educational Needs*
- A '**learning difficulty**' which calls for special educational provision to be made.

*'Learning difficulty' means that;*
- The child has significantly greater difficulty in learning than the majority of children of his or her age.
- And/or has a **disability** which hinders his or her use of everyday educational facilities.
- And/or is experiencing social, emotional or behavioural problems which hinder progress.

*'Disability means;*
- Someone who has a physical or mental impairment which has a substantial effect on his or her ability to carry out normal day to day activities.

*'Special educational provision'* (either temporary or permanent) means;
- Educational provision which is different from, or additional to, the provision made generally for children of comparable age.

(Code of Practice 1998 paragraph 1.4)

**LEARNING DIFFICULTIES**

In most cases, students with learning difficulties will have difficulty acquiring basic literacy and numeracy skills and may have significant speech and language difficulties. Some may also have poor social skills and may show signs of emotional and behavioural difficulties.

**SPECIFIC LEARNING DIFFICULTIES (FOR EXAMPLE DYSLEXIA/DYSCALCULIA)**

Some children may have significant difficulties in reading, writing, spelling or manipulating
numbers, which are not typical of their general level of performance, especially in other areas of the curriculum. They may gain some skills in some subjects quickly and demonstrate a high level of ability orally, yet may encounter sustained difficulty in gaining literacy or numeracy skills. Such children can become severely frustrated and may also have emotional and/or behavioural difficulties.

**SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES (SEBD)**

Students who experience SEBD may fail to meet expectations in college and in some, but by no means all cases may disrupt the education of others. Such difficulties may result, for example, from abuse or neglect; physical or mental illness; sensory or physical impairment; a specific learning difficulty; or psychological trauma. In some cases, they may arise from, or be exacerbated by circumstances within the college environment.

They may become apparent in a wide variety of forms, sometimes depending on the age of the child - including withdrawn, depressive or suicidal attitudes; obsessional preoccupation with eating habits; school phobia; substance misuse; disruptive, anti-social and uncooperative behaviour; and frustration, anger and threat of or actual violence. They may be associated with other learning difficulties. Teachers should always carefully record instances of behavioural disturbance, even when there is no apparent cause.

**PHYSICAL DISABILITIES**

A child's physical disabilities may be the result of an illness or injury, which might have short or long-term consequence, or may arise from a congenital condition. Such difficulties may, without action by the college or the ELB, limit the child's access to the full curriculum. Some children with physical disabilities may also have sensory impairments, neurological problems, behavioural problems and/or learning difficulties.

**SENSORY IMPAIRMENTS: HEARING DIFFICULTIES**

A significant number of children have some degree of hearing difficulty. Temporary hearing

losses are usually caused by the condition known as 'glue ear' and occur most often in the early years. Such hearing losses fluctuate and may be mild or moderate in degree. They can seriously compound other learning difficulties. Schools should be alert to such evidence as persistently discharging ears.

## SENSORY IMPAIRMENTS: VISUAL DIFFICULTIES

Visual difficulties take many forms with widely differing implications for a child's education. They range from relatively minor and remedial conditions to total blindness. Some children are born blind; others lose their sight, partially or completely, as a result of accidents or illness. In some cases, visual impairment is one aspect of multiple disability. Whatever the cause of the child's visual impairment, the major issue in identifying and assessing the child's special educational needs will relate to the degree and nature of functional vision, partial sight or blindness, and the child's ability to adapt socially and psychologically as well as to progress in an educational context.

## SPEECH AND LANGUAGE DIFFICULTIES

Some children will still have significant speech and language delay or difficulties which impair their ability to participate in the classroom by the time they start school. This may in turn have serious consequences for the child's academic attainment and also give rise to emotional and behavioural difficulties. The early identification of such speech and language difficulties and prompt remedial action are therefore essential.

## MEDICAL CONDITIONS

Some medical conditions may, if appropriate action is not taken, have a significant impact on the child's academic attainment and/or may give rise to emotional and behavioural difficulties. These conditions may include congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, diabetes, renal failure, eczema, rheumatoid disorders, myalgic encephalomyelitis (ME) and leukaemia and childhood cancers. Medical conditions such as these may in themselves significantly impair the child's ability to participate fully in the curriculum and the wider range of activities in the college. Some medical conditions will affect the child's progress and performance intermittently, others on a continuous basis throughout the child's school career.

## ASD

ASD describes the group of conditions characterised by three main areas of difficulty
1. Social Interaction, including recognising and understanding feelings and emotions of themselves and others and difficulty in interaction.
2. Social Communication, including using and understanding verbal and non-verbal language.
3. Social Integration, including the ability to understand and predict people's intentions and behaviour and to imagine situations outside of their own experience.

As such, while certain areas of daily life can present a challenge, it will be important to build on the student's unique strengths and learning styles to bring a new perspective to everyday situations.

## The Role of the Board of Governors/ Principal/ Senior Leadership Team/ Bursar

• Keep informed about SEN/disability issues.
• Ensure that all students' special educational needs are addressed.
• Have regard for the college's Learning Support policy.
• Ensure the policy is kept under review.
• Delegate the SEN budget.
• Facilitate the establishment and on-going functioning of a College Based Care Team. *(Appendix 8)*
• Consider
  o Admissions
  o Suspensions, expulsions in relation to SEN/Disabilities
  o Accessibility in the college environment and plan for future development/must be proactive in making improvements through planned changes e.g. learning support area, ramps, switches, fire risks, stairs, signs etc.
  o Administration of medicine
  o College trips-risk assessment
• Report each year in the annual report on SEN/disability provision in the college.

## The Role of the Learning Support Co-ordinator [LSC]

**1**. Co-ordinate the day to day running of the college's SEN policy.
**2**. Co-ordinate provision for those students with special educational needs.
**3**. Maintain the college's SEN register and oversee the records of all students with special educational needs.
**4**. Enlist the support and advice of all staff to compile education plans for those with special educational needs.
**5**. Ensure that all staff are aware of the specific targets contained in individual or group education plans and contribute to the monitoring and assessment of these plans.
**6**. Set review dates and monitor the progress of those on education plans, focusing on their effectiveness and the need for any further action.
**7**. Carry out annual reviews, 14+ reviews and transitions plan reviews for all students who have progressed to stage 5 of the Code of Practice, involving relevant professionals.
**8**. Liaise with parents of students with special educational needs.
**9**. Contribute to the in-service training of staff.
**10**. Liaise with external agencies to offer extra support e.g. Newtownabbey Guidance Unit and LTSS.
**11**. Involve the student as far as practicable in the drawing up of the plan to meet his or her needs and the setting of educational targets.
**12**. To complete diagnostic/psychometric tests on students where appropriate and follow-up reports.
**13**. To oversee the process of implementing necessary Access Arrangements for Years 8-14 and maintain a yearly register.
**14**. Respond to requests for advice from other teachers.

## The Role of the Learning Support Assistant [LSA]

**1**. Liaise with the classroom assistants assigned to a particular student or class to ensure that the student or class can benefit from the experience, support and skills offered by the learning assistants.
**2**. To monitor and evaluate the role of the CAs.
**3**. Contribute to the in-service training of CAs.
**4**. To monitor and evaluate paired reading and withdrawal of students with the CAs.
**5**. To chair monthly meetings with CAs, and complete monthly reports of Learning Support work on-going.
**6**. To create and maintain a Classroom Assistant working group and assign roles and responsibilities.

**7**. To create and maintain/monitor Classroom Assistant timetables.

**8**. Shared responsibility with LSC for the completion of Annual Reviews at Stage5 of the COP, and monitoring the Reviews at Stage 2-4.

**9**. To assist in the liaison between the Learning Support Department and relevant stakeholders; parents/guardians, ELB, support agencies.

**10**. To assist LSC in the completion of Psychometric tests and follow-up reports.

**11**. To assist the LSC in the maintenance of the Access Arrangements register.

## The Role of the Parent/Guardian

The relationship between the parents/guardians of a child with special educational needs and their child's college has a crucial bearing on the child's educational progress and the

effectiveness of any college based action. Parental involvement is important and parents/guardians should be encouraged to participate in their child's education plan. Due to the number of students on the SEN register, maintaining parental contact is the responsibility of the Form teacher at Stage 1-4 of the register. The LSC/A will take responsibility at Stage 5, and for exceptional circumstances at Stage1-4 assisted by Pastoral Leaders. Parental contact should ensure the following:

1. Draw upon parent/guardian's own knowledge of their children when compiling education plans.
2. Involve parents/guardians in setting targets for their child.
3. Ensure that parents/guardians have a copy of their child's education plan.
4. Offer encouragement to parents/guardians to recognise their own responsibilities and contribution.
5. Use homework diary as a two-way communication between home and college.
6. Ensure that regular contact is maintained between home and Learning Support, so that any issues which might affect teaching and learning can be identified.
7. If a child has a behavioural difficulty or is following a developmental activity (e.g. handwriting skills), which requires a structured approach in college, encourage parents/guardians to reinforce at home.
8. Keep parents/guardians informed about support within college and ELB (LSC)
9. Provide information about relevant health or social services contacts or voluntary organisations which might provide support or counselling (LSC and Pastoral Leaders)
10. At all times, emphasise the value of parental support and contribution.

## The Role of the Student

As far as possible, all reasonable efforts should be made to include the views of the student about his or her own learning difficulties and education, whilst offering encouragement. Such an approach can help to enhance self-esteem and confidence. If a student understands the rationale behind an intervention programme, then he or she is more likely to respond positively. The student should be encouraged to:

**1**. Identify his or her strengths and weaknesses and set achievable goals, based on these.

**2**. Develop a strategy to achieve these goals and be aware of their success criteria.

**3**. Keep a copy of their success criteria in their homework diary and refer to these to check if they are being met in all classes.

**4**. Be involved in implementing his or her IEP/IBP.

**5**. Monitor his or her progress through self and peer assessment.

**6**. Review his or her progress through regular assessment and contact with a parent/guardian.

**7**. Develop an effective partnership with his or her classroom assistant.

**8**. Use homework diary effectively.

**9**. Communicate between home and college.

**10**. Become involved in all aspects of college life and attend college regularly.

## Role of the Form/ Subject Teacher

It is the responsibility of all classroom teachers to ensure that the needs of students with special educational needs are met, as far as possible, within their own classroom.
In order to achieve this, the classroom teacher should:

1. Be aware of the staged approach to provision of special needs, as outlined in the Code of Practice.
2. Gather information through formal and informal assessment and observation.
3. Use a differentiated approach in their classroom teaching, incorporating strategies promoted during sharing of good practice and relevant INSET.
4. Be involved in the writing and reviews of education plans in consultation with the student, parents and Learning Support Department.
5. Keep and refer to these education plans on a regular basis to ensure that targets are being met.
6. Liaise with the LSC and LSA to communicate concerns.
7. Be involved in the annual review/report process to parents at parental meetings.
8. Make appropriate contact home to communicate issues/concerns where necessary.
9. Manage Stage 1 students of the Code of Practice.

## The Role of the Classroom Assistant (CA)

In Edmund Rice College we have two types of Classroom Assistant:
A Special Needs Assistant (SNA) and a Behaviour Support Assistant (BSA). The SNA is a CA that works with our students with an IEP at Stage 5 of the COP for learning difficulties. Their roles are delegated by the LSC and Principal at the College. The BSA is a CA that works with our students with an IBP at Stage 5 of the COP with behavioural difficulties. Their roles are delegated by the Extended Behaviour Support Service; Pat Chapa. The type of CA assigned to each student will be made available in the Staff Documents as well as indicated by their type of Individual Plan. The roles of these assistants differ and are laid out as follows:

## Role of the Special Needs Assistant Supporting the College [SNA]

The education of a student with special educational needs may in many cases draw on a major input from an outside specialist, such as a speech therapist or an educational psychologist.
The educational team thus is threefold: teacher, specialist and SNA. It is important for the welfare of the student that the connections between these three are smooth and there are no inconsistencies or wasted initiatives because of poor communication.
SNAs therefore need to be involved, under the guidance of their teachers, with the specialists. The involvement can range from helping with the administrative arrangements to assisting the students perform tasks set by the specialist.
For example, literacy support may prescribe a programme for the student to participate in and this will often be undertaken by the SNA under a reporting back arrangement with the LSC, subject teachers and support specialist.
All SNAs will be required to complete daily observation diaries on the students they are assigned to work with. Where any significant event occurs, they will be required to document events to their knowledge.

### Supporting the Teacher

The SNA has a significant and integral part to play supporting the subject teacher in assisting students access the curriculum. This role may encompass some or all of the following:

• **Supervising and assisting small groups of students in activities set by teachers**
　　Activities are set by teachers ideally in consultation with assistants. Often the SNAs greatest contribution to student's learning is made when they are working with groups of students under the management of the teacher.

- **Spotting early signs of bullying and disruptive behaviour**
  The SNA can provide valuable support to the subject teacher in dealing with disruptive or potentially disruptive behaviour from students. As an extra adult, an alert SNA can be in a position to head off disruptive behaviour before it happens. Some students find it easy to confide in a SNA, seeing him or her as 'the listening ear', and it is therefore the SNA who may be alerted to instances.
- **Keeping children on task**
  This attention supports the students in helping them become better learners.
- **Enabling the teacher to work with groups**
  Where the teacher is satisfied that the SNA is sufficiently confident and accomplished the SNA can address the majority of the class for a time according to plans made in advance with the teacher. This enables the teacher to concentrate on students who need special attention, thereby ensuring that such students benefit from the direct input of the qualified teacher.
- **Being involved at whole-class level**
  Assistants who are fully engaged with the aims, content, strategies and intended outcomes for a lesson are likely to be more effective than those who are required only to concentrate on individual students and their learning plans.
- A**ssisting implement lesson plans**
  A SNA who is briefed as to what is planned for a lesson is in a stronger position to help the teacher realise the lesson's aims/outcomes.
- **Providing feedback to teachers**
  As a member of a team, a SNA is in a good position to observe student performance, and to provide the teacher with valuable thoughts on what works for students, what obstacles to learning they encounter, and the effectiveness of classroom processes and organisation.
- **Preparing classroom materials**
  Getting materials ready for the lesson, preparing worksheets, preparing books and setting up equipment; all help to free up teaching time to the benefit of all the class.

Where training is facilitated the SNAs should complete a record of the training that has been delivered. This should be documented and filed by the LSA in the CA cabinet in the SEN office.

## Role of the Behaviour Support Assistant (BSA)
The BSA is employed by the EBSS and works within the Code of Conduct and ethos of the school. The BSA's role is to:
- **Devise and implement** an Individual Behaviour Plan (IBP) in **conjunction** with pupil, LSC and teacher(s) and review and update each term
- **Share** IBP targets and strategies with all school staff and the student
- **Contribute** to evaluation and review processes
- Introduce and implement behaviour strategies to support pupil's learning
- **Share management strategies** that can be adopted by school staff
- To prepare in conjunction with school staff, pupil and parents;
- An Individual Behaviour Plan
- Provide information to school staff for the pupil's Risk Reduction Plan and Positive Handling Plan
- To ensure that the voice of the pupil is evident in target setting, monitoring and reviewing of plans
- Complete a weekly report to be faxed through to Pat Chapa
- Attend training events organised by EBSS

Work with the class teacher to;
- Acknowledge and reward good behaviour
- Redirect the pupil from inappropriate behaviour
- Promote self-management and independence
- Agree when timeout/withdrawal from class may be appropriate; but to encourage reintegration back into the classroom as soon as possible. Timeout/withdrawal should not be used excessively as a strategy

## Advice to HODs and Subject Teachers on the Use Of CAs

### Role of the Teacher
For the effective use of our Classroom Assistants there are responsibilities on Heads of Departments and subject teachers.
The role of the CAs should be acknowledged in departmental policies and subject teachers should establish the ground rules for effective utilisation of this entitled resource in their classroom where possible.

### Establishing the Ground Rules
HODs and subject teachers should adhere to the following guidance.

**• Understand the role of the CA and share your expectations in line with their job descriptions.**
Share the strategies that you expect them to use and the resources available for their use.
**• How will they work with students in your class?**
Share information on your class room procedure and how you would like the CAs to work in whole class situations, group work etc.
**• Where do you want the CA to be during lessons?**
Should they sit in one place, move around to assist others, will it be different for whole class teaching, group work etc.?
**• What contribution can they make to the class?**
Can they model answers or contribute to discussions?
**• Should they mark books?**
Can they implement spelling policy, for example, with their allocated student? If so they need to be aware of the marking policy in your class.
**• What authority will they have in your class?**
Can they implement sanctions for misbehaviour or must they go through the class teacher?

## Annual Reviews
### What is an 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 the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual Reviews should be seen as part of the process of continuous assessment of the child's progress.

### The Purpose of the Annual Review
The purpose of an annual review is:
• To assess the child's progress towards meeting the objectives specified in the statement, and the targets agreed, following the making of the statement.
• To review the special provision made for the child, including placement.
• To consider the appropriateness of maintaining the statement.

**Who Carries Out the Review?**

The college undertakes the Annual Review on behalf of the Education Authority. Statemented students are reviewed annually and completed reviews are forwarded to the EA prior to May 31st. This process will be carried out by the LSC and LSA in conjunction with the parents, students, CAs, relevant teaching staff and any outside agencies (where appropriate).

**Students on the Code of Practice**

• Annual review will take place for all students on the Code of Practice Stage2-5.
• Stage 2-4 reviews will be carried out by the CA IEP team in conjunction with, where possible, the Pastoral team; FTs, subject teachers and HOYs.
• Stage 5 reviews will be coordinated by the LSC at various stages during Term 1 and 2 each academic year (except where specifically requested by external support or EA representatives). Generic targets for students will be reported on in accordance with those as identified in their respective Statements of Educational Need.
• Contributions will be sought from all relevant parties. (Parents, guardians, students, CAs and subject teachers)

**Reviews will include**

• The student's needs.
• Academic progress if relevant.
• Resources already granted.
• Changing circumstances.
• Aims for the year.

All review information will be forwarded to the relevant EA (Belfast region or North Eastern Region) prior to 31st May each year.

## Transition Plans

The Head of Year 8 will contact/visit feeder primary schools prior to placement in ERC in order to gather information on students and discuss the outcomes with the LSC. Transition Plans should also be available for all students in the year of their 14th birthday (Usually year 10).
If the student is not returning to college after GCSE, then a transition plan must be put in place and careers advice given.

**Transition**

The LSC will meet initially with representatives from the Transition Service in September of each year to clarify identification of students moving through the transition process. Particular needs and possible pathways will be identified. Parents/Guardians, student, CAs and other relevant personnel such as careers support or representatives from local NRCs will be invited to attend Annual Review Meetings.

## Access Arrangements and Special Consideration/ Circumstances for Examinations

**Accessibility**:

Examination boards, through the Joint Council for Qualifications (JCQ), allow for special arrangements to be put in place to allow candidates who have completed a course of study to access fully the nature of assessment. In granting these arrangements there is no duty on the awarding bodies to make adjustments to the assessment objectives. The Examinations Officer will liaise with the Learning Support Department and pastoral staff and will be ultimately responsible for ensuring relevant arrangements decided on by the Learning Support Department are properly put in place. The JCQ booklet "*Regulations and Guidance*" gives details of these arrangements they may be categorised under two broad headings:

1. **Access Arrangements** reflect the student's normal way of working and are established prior to assessment, normally at the beginning of a course. They allow students with special educational needs, disabilities or temporary injuries to access the assessment i.e. to show what they know and can do without changing the demands of the assessment. Examples are the use of a reader or scribe and modified papers such as enlarged print or Braille. Extra time and/or rest breaks may also be granted.
2. **Special Consideration** is an adjustment to a candidate's mark or grade to reflect temporary illness, injury or other indisposition which may impact on performance at the time of assessment. Some arrangements such as separate accommodation may be put in place without prior permission from exam boards.

*A separate Access Arrangements Policy will be made available over the next academic year.*

### Home Tuition
If a student is absent from college for more than 3 weeks and is likely to continue to be absent but plans to return to college, then the senior leadership team in consultation with the LSC will apply for Home Tuition.
If the student is in the junior school, they will be permitted to have a tutor who will attempt to cover all subjects. If the student is in Year12, 12 or 14, the EA working with Newtownabbey Guidance Centre, will attempt to supply specialist teachers for 4.5 hours per week. In exceptional cases this may be extended.

## Learning Support Resources
• The Learning Support Hub can be found in M3. This is where most LS resources are located as well as the staff area for our Support Team. It is also the main location for withdrawal of our SEN students. This room is equipped with 3 networked PCs and a printer attached.
• LSC classroom is found in T4 which is now equipped with a "Quiet Room" attached to it; for use by our ASD students during unstructured times, as well as our vulnerable children decided by Pastoral and Child Safeguarding Leaders.
• The resource office off T4 may also be used for timeout for our SEBD children accompanied by a BSA; where internal withdrawal by the college's Behaviour Team is not possible.
• SEN Resource File/Good Practice Guidelines are found in T4 SEN office which covers various topics falling under the umbrella of Special Needs – dyslexia, dyspraxia, dyscalculia, autism etc.
• Various SEN Guidance materials are made available for all teaching and support staff throughout the academic year which cover the different SEN and strategies to use, as well as protocol to follow in an easy to follow style.
• Special Needs Department in County Hall – extremely helpful.
• An SEN folder in the Staff Documents Teacher File with relevant resources/ information.
• A range of standardised tests – WIATT2, York Reading, Dyslexia Portfolio, PIE, PIM.
• A catalogued library of booklets and books both fiction and non-fiction to suit all levels is found in our School Library.

## Complaints

If a parent has a complaint regarding this policy or the implementation of the procedures, then an interview with the principal will be set up in order to discuss and resolve the issue.

### Advice and Information Service

An Advice and Information Service has been set up by the EA – North Eastern to support parents of Special Educational Needs. This can be accessed by telephoning 02825662407.

### DARS (Dispute Avoidance and Reconciliation Service)

This service was established and came into effect on 1st September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO).

DARS 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 education 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 neutral venue) but do not have the authority to resolve a dispute. Agreement can only be reached with the approval of interested parties. From referral to conclusion is approximately 40 working days. DARS is separate and independent from Special Education Branch. Involvement with the DARS will not affect the right of appeal to the Special Educational Needs Tribunal.

*Parents/Guardians may contact this service directly.*
DARS Education Authority North Eastern Region
County Hall
182, Galgorm Road Ballymena
BT42 1HN
Tel No: 028 25662391 / 028 25662387
E-mail: Dars.enquiry@neelb.org.yk
DARS Officer: Mr David Lewers (Secondary)

### SENDIST

Where agreement cannot be reached between a parent and the EA with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal or SENDIST.

SENDIST considers parents' appeals against decisions of EAs and also deals with claims of disability discrimination in schools. There is two-month time limit from the notified date of 'disputed decision' to appeal to the tribunal.

Various time limits apply for
• Board Compliance with Orders of the Tribunal.
• Boards to comply with Unopposed Appeals.
(www.education-support.org.uk)

*Further information regarding the appeals procedure can be obtained from;*
Special Educational Needs and Disability Tribunal Secretariat
2nd Floor
Albany House
73-75 Great Victoria House
Belfast BT2 7AF
Tel No: 028 90322894
E-mail: secetary@sentribunal.co.uk
In light of the 'Freedom of Information Act' parents can have copies of all information on request.

## Conclusion

The Code of Practice accepts the findings of the Warnock Report (1979) that approximately 20% of the school age population would have special educational needs, of whom 18% will have needs that can be met within the resources of mainstream schools. In only 2% of cases should the child's needs be such as to require a Statement of Special Educational Needs.

Currently numbers of Stage 5 students are increasing in Mainstream settings; with ERC having roughly 7% with a Statement of SEN and increasingly complex cases of SEN being admitted into mainstream each year. This policy will be reviewed in light of changes in legislation or practice.

**Record of Concern**

| Special Educational Needs – Teacher Record of Concern |
|---|

| Name of Pupil | | Class | |
|---|---|---|---|
| Date of Birth | | Teacher | |
| Date | | Key Stage | |
| Subject | | | |

| Concerns | |
|---|---|
| What are the child's strengths? | |
| What is your perceived nature of the child's difficulties? | |
| What is the frequency of difficulty and times of day etc? | |
| What strategies have you tried from the **Good Practice Guidelines and SEN Resource File?** | |
| Over what time period have the strategies been tried? | |
| What have you found has worked or has not worked? | |
| What is the child's view of his or her difficulties? | |
| Please detail any liaison you have had with the child's parents regarding this matter. | |
| What training have you received in relation to this area? | |
| What training do you now require? | |

**Signed:** _____

Please complete this form in as much detail as possible and pass to the SENCO.  Consideration will then be given by the SENCO / Learning Support Team as to how best to proceed and whether or not the child's name will be added to the SEN register.  As part of the consideration process an observation may be conducted in class.

**Action Plan – Stage 1**

# Action Plan Review Sheet – Stage 1

**IEP – Stage 2-5**

## Education Plan

| | |
|---|---|
| Name | DOB |
| Year | Class |
| Area/s of concern | IEP No. |
| Class /Form Teacher | Start date |
| Supported by | Review Date |
| Proposed Support | Support began |

| Targets to be achieved | Achieved Y/N |
|---|---|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |

**Achievement Criterion**
1
2
3

**Possible resources and techniques**
1
2
3

**Possible strategies to use in class**
1
2
3

**Ideas for support teacher / assistant**
1
2
3

**Parent / carer need to**
1
2
3

**Student needs to**
1
2
3

Copy for parent / teacher / support / file

# IEP Review Sheet – Stage 2-5

## Literacy Teaching Support Service – LTSS

The Literacy Teaching and Support Service (LTSS), which operates as an integral part of the Educational Psychology Service, is trained and experienced in the teaching of students with specific and/or severe literacy difficulties.

**Who are the LTSS Staff?**
They are a staff of two senior and fourteen teachers (from the Educational Psychology Section), who are trained and experienced in the teaching of children with specific and/or severe Literacy Difficulties.

**How do Schools receive help from LTSS Staff?**
Educational Psychologists employed by the ELB may refer students to the LTSS. Educational Psychologists will identify these students at Stage 3 of the Code of Practice.
Schools will qualify for LTSS help if identified students fulfil the set criteria. – EXPLAIN WHAT THIS IS

**What do LTSS teachers do?**
They provide 2 types of intervention.
1. Direct teaching of students.
2. Advice and support to schools for identified students.
Intervention is provided within the Guidelines of the ELB's Literacy Policy.

**How is this help provided?**
Help will be provided on a flexible basis, to support the College in dealing with identified students with specific and/or severe literacy difficulties. This help will form part of the student's Stage 3 Education Plan. At the review of the Education Plan decisions will be made, as to whether to continue, discontinue or change the nature of the help being provided.

**What is the Role of the College?** During the period of LTSS help it is expected that the College will continue to meet the student's needs. This may be in the form of in-class support, small group or individual teaching. The College should provide opportunities for close liaison between the class teacher, SENCo, parents and LTSS teacher, in drawing up and implementing the Education Plan.

**Behavioural Time Out Plan**

**Suggested Strategies**
To be used if a student needs to leave a class to regain composure. It is important to make a distinction between this as an extra resource which a student can take advantage of and insisting that the student leaves the room. It is important that students are aware that this is a resource to be used in certain circumstances and not to be taken advantage of. Best practice would include teachers keeping a record of how often their students are given use of this resource.

**Criteria for teacher to offer time out**
1. There needs to be a CA available to supervise the student in a chosen space and supervise the student's movement to and from the space.
2. The teacher should consider the student's level of distress. If it is judged that a student is going to become more distressed and the situation could escalate, then time out should be offered.
3. Teachers should take the student's views into consideration, but not be bound by them. Teachers should also be able to suggest that the student remains and attempts work even if a student asks out once they become distressed. It is important that the teacher retains the locus of control.
4. Teachers should heed the CA's judgement of the situation very carefully. It may be useful for CAs to be able to communicate quickly and non-verbally to teaching staff if they feel that a time out is appropriate. CA should be encouraged to be assertive in making their own judgements.

**Getting into the Time Out Space**
Once a student decides to use this resource they should be supervised on the way to the designated space by an CA. They may be distressed at this stage so walking in front or behind and not attempting to engage with the student may be the best option. It may be necessary to warn other students or staff also not to engage with the student in the corridor, hopefully using non-verbal means. Currently the office between T4 and T3 is used to assist in the implementation of this resource strategy; or alternatively with Behaviour Teachers (AY or BP depending on year group)

**Once in the Time Out Space**
Having a routine of what happens in this space will be useful. Appropriate work should be available and offered. It may be necessary to give the student time to come around and CA staff should not be tempted to insist that work is done.
Supervising staff should not try to physically stop a student if they try to leave a room.

**Transition Back to Class**
It may be useful to offer a return to class every ten minutes or so. Time out should not be too long and to start with the maximum should be to the end of that period. Engage the student in conversation on the way back to class only if they instigate it or respond to a conversation opener.

**Risks associated with Time Out**
It is necessary to monitor carefully how often time out is taking place and be aware that students may try to use it routinely as a way of avoiding certain classes or large chunks of the day. That said, staff should not be discouraged from offering time out. The risks have to be balanced against the risks of losing a school placement.

**General Strategies**
Employ alternative interventions that promote positive behaviour and restorative justice

1. Restating Rules: Draw attention to the rule and ask 'what is the rule saying'? This depends on having well understood rules
2. Proximity Praising: - praise a student who is nearby. This should be part of the culture of the class room.
3. Use 'Take up Time': Give the students time to 'take up the instruction by moving away and then returning to restate the instruction.
4. Use Statement of Fact: Simply describe what the student is doing
5. Acknowledge and Ignore: Can be useful for attention seekers who tend to get worse if you ignore completely but you do not want to reinforce their inappropriate behaviour.
6. State what they are doing and give a solution to get your attention appropriately, then ignore before returning and restating solution.

**Withdrawal Plan**

**Suggested Strategies**
To be used if a student is struggling in the classroom emotionally or academically. It may be necessary to withdraw the student from the classroom teaching/learning for a time and can be done inside and out of the classroom. It is important that students are aware that this is a resource to be used in certain circumstances and not to be taken advantage of. Best practice would include teachers keeping a record of how often their students are given use of this resource.

**Stage 1:**
**Withdrawal inside the class room**

**Criteria for Use:**
1. Disruption in class setting
2. Refusal to do work

**Individual Issues:**
This will only work if intervention is early and the student is not highly strung. It will work best when presented as 'help' and not as a sanction; possibly working at back of room with a CA or on their own. If settled the student may return to seat/class work.

**Stage 2:**
**Short withdrawal outside the class room**

**Criteria for use:**
1. Maximum 10 minutes.
2. Student must be supervised outside class by CA in a public place; most likely SEN Hub.
3. CA should not be isolated at any time; take student to LSC or LSA classroom if needed.
4. Contact with class teacher should be readily available.

**Individual Issues**
Engage the student in quiet activity if possible.
If the student becomes emotional escort to Form Teacher, Year Head, Pastoral Leaders of Behaviour Team (AY/BP) or member of SLT.
Student should acknowledge behaviour on their return to class.
Be aware of student behaviour if moving to another class.
CA should only be in charge of this situation for a maximum of 10 minutes.
If student's behaviour is at a level where they are a risk to themselves, others or property - moving them to another class be done by a senior teacher, Form teacher, Year Head or LSC where possible.

**Stage 3**
**Longer Withdrawal outside class room**

**Criteria for use;**
1. Move to another teacher (FT, HOY, Pastoral Leader, LST, LSA, Senior Teacher)
2. Continued misbehaviour – emotional or aggressive behaviour
3. Max time 1hour lesson
4. Time should be given to settle down and reflect
5. Student should be given appropriate activities – provided by class teacher and sent with pupil

**Individual Issues**
Students should acknowledge their behaviour on return to class room.
Be aware of student behaviour if moving to another class.
Students should be given time to calm down (1 hour seen as plenty of time)

**Stage 4**
**Withdrawal for the Day**

**Criteria for use;**
1. If the student is too emotional to cope in the class room environment, stage 1, 2 or 3 is not working, then the student should be withdrawn for the day.
2. This decision should be made by SLT in conjunction with LST and Behaviour Team – all parties should be made aware of the situation and kept fully up to date.

**Individual Issues**
This would be in response to serious and sustained disruption probably involving risk behaviour. Withdrawal to care of parent may be appropriate if prior consent is obtained (can be an alternative to suspension) Agreement with parents is required
The student must have moved through, e.g., 2 x Stage 3s or 1 very serious incident.
Student can be held in school with a relevant member of staff as long as work has been provided for the day; further preventing suspension. It is the responsibility of all subject teachers to gather suitable work for pupils when requested.