

# Lismore Comprehensive School



*"Caring and Learning Together"*

## **ADDITIONAL NEEDS POLICY**

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## 1. Mission Statement and Aims

### **Our Mission**

We are guided by the principle that children and young people with additional needs are children and young people first. We recognise that everyone is different. We aim to be responsive to the needs of our pupils and help them feel valued, understood and ensure they experience success.

### **Our Aims:**

1. To value all of Lismore's students equally
2. To provide all of our students with a secure inclusive learning environment in which they can develop to their full potential emotionally, socially and academically
3. To ensure that students are informed and involved in decisions affecting their education
4. To use assessment procedures to provide a Baseline Assessment, early identification and regular review of pupils with Additional Needs
5. To have a well planned and well structured system of support
6. To employ a wide ranging selection of resources and teaching strategies, including ICT, to meet the needs of students
7. To liaise with specialist agencies, support services and other relevant agencies when necessary
8. To liaise with parents, the Parent Forum and the Student Council when necessary
9. To maintain an Additional Needs register and other methods of assessment, monitoring and evaluation
10. To support the work of all the departments within the school so that pupils can progress
11. To ensure the representation of Additional Needs interests at Pastoral and Curriculum meetings
12. To liaise with the Assistant Learning Support Coordinators and the Examination Officer when making arrangements for exam concessions
13. To liaise with the Learning Mentor, the VP and the SLT
14. To communicate with Learning Assistants and provide professional advice and support

## 2. Additional Needs – Definition and Categorisation

### Definition

Additional needs can be defined as any student or young person who has learning, social, emotional, behavioural or medical needs.

### Categories of Additional Needs within Lismore Comprehensive School

- Students with SEBD
- Students with Medical Needs
- Newcomer Students
- Students with Learning Needs

### Students with SEBD

Our students with SEBD are supported by all staff. Additional support is provided by the Pastoral Team, the Learning Mentor, the Learning Support Team, our Counselling Services and the Senior Leadership Team. Students are placed on the Additional Needs Register and monitored by the Pastoral Team at Stages 1 – 3. (Please refer to our Pastoral Care Policy, Discipline Policy, Learning Mentor Policy, Child Protection Policy and other Pastoral Policies)

### Students with Medical Needs

Our students with Medical Needs are supported by all staff. Additional support is provided by the School Nurse, the Pastoral Team and the Learning Support Team. The School Nurse will liaise with staff and relevant medical professionals to share information and implement appropriate medical care plans. (Please refer to the Policy for the Administration of Medication in School, the Pastoral Care Policy and other Pastoral Policies)

### Newcomer Students

Our Newcomer students are supported by all staff. Additional support is provided by the EAL co-ordinator, EAL teacher/ support staff and the Senior Leadership Team. The EAL co-ordinator will liaise with the Pastoral Team and the Learning Support Team in the case of additional learning needs or SEBD. (Please refer to the Newcomer Policy, the Pastoral Care Policy and other Pastoral Policies)

### Students with Learning Needs

Our students with Learning Needs are supported by all staff. Additional support is provided by the Learning Support Team including the Learning Support Coordinator, Assistant Learning Support Coordinators and the Learning Assistants. Additional support will also be provided by the Pastoral Team and the Senior Leadership Team. The Additional Needs policy will outline the range of support and intervention available to our students with Learning Needs.

### 3. Identifying Students with Additional Needs

The Learning Support team have a range of strategies which assist with the identification of students with Additional Needs:

- Primary School Reports (Pastoral Transfer Form)
- Students with 'Statements' will have specific needs identified
- Sharing/communicating of information between Primary Schools, the Primary 7 Coordinator, the Year 8 Induction Coordinator, the VP and the Learning Support Coordinator
- Generic Education Plans
- The results of standardised tests during the Primary 7 year
- Analysis of standardised tests
- Concerns expressed by parents
- Concerns expressed by teachers (Student Concern Form – Appendix 1)
- Ongoing observation by classroom teachers
- Gifted and Talented: a working party is defining a criteria for gifted and talented in Lismore and piloting identification and support of Gifted and Talented at KS3 for 2015/16

### 4. Triggers for Intervention

Interventions are triggered by a concern raised by a member of staff, a parent/guardian or a student. In the case of a member of staff identifying a student who they feel has a learning need, a completed Student Concern Form should then be forwarded to a member of the Learning Support Team.

**Teachers/Learning Assistants/Other members of staff** should watch out for the following:

- A student who makes little or no progress even when teaching focuses on a particular area of weakness
- A student who displays signs of difficulty in the areas of literacy and/or numeracy

- A student who presents persistent emotional and/or behavioural difficulties which are not overcome by the usual behavioural management techniques
- A student who has communication/interaction difficulties and continues to make little or no progress
- A student who has persistent concentration and organisational difficulties which impacts on the progress they make in relation to their peers

Parents and students can also be involved in the identification process. They should report areas of concern to their form tutor or a member of the Learning Support Team.

**Parents should watch out for:**

- Persistent low attainment scores across a variety of subjects
- Difficulties in reading, spelling and numeracy
- Difficulties with hand-writing

**Students should watch out for:**

- Areas that they find challenging which their peers do not
- Difficulties in reading, spelling and maths skills which are affecting progress
- Difficulties with hand-writing and keeping on track in class

## 5. Roles and Responsibilities

### **The Principal:**

- Determines the school policy with governors including staffing and funding arrangements
- Ensures full staff participation in policy development
- May consult the Board and neighbouring schools about policy
- May modify or disapply the National Curriculum
- Has continued responsibility during statutory assessment and statementing procedures
- Keeps governing body informed of issues relating to Additional Needs
- Ensures adequate INSET arrangements for all staff
- Senior Leadership Representative – Curriculum Vice-Principal
- Liaises with the Learning Support Coordinator and outside agencies
- Has a general responsibility for the learning support service
- Ensures that students with Additional Needs have access to a broad and balanced curriculum which reflects the NI Curriculum
- Ensures that students with Additional Needs are integrated into all the activities of the school as far as is practical

### **The Learning Support Coordinator:**

#### **To assume responsibility for:**

- The day-to-day operation of the school's Additional Needs Policy
- Liaising with and advising staff and providing support and advice at Stage 1
- Co-ordinating provision for students with Additional Needs – arranging in class support and withdrawal programmes
- Maintaining the Additional Needs Register and overseeing records on all pupils with Additional Needs
- Liaising and informing parents

- Taking the leading role in drawing up of Education Plans
- Liaising with Primary Schools, the P7 Coordinator and the Year 8 Induction Coordinator
- Liaising with external agencies including the Educational Psychologist, AAIS, SPLD Services, Sensory Support, medical professionals and Social Services
- Reviewing the procedures surrounding students with Additional Needs
- Representing Additional Needs interests at HOD meetings
- Liaising with the Assistant Learning Support Coordinators regarding all areas of Learning Support
- Liaising with the Assistant Learning Support Coordinators regarding exam concessions, and the Examination Officer in making submissions for examination special arrangements
- Liaising with and sharing information with the Learning Mentor, the relevant VP and the Senior Leadership Team in supporting students with SEBD
- Communicating with Learning Assistants, offering professional advice and support and coordinating timetables

### **HODs:**

- To ensure that Additional Needs is integrated into Departmental Policy and Schemes of Work where relevant
- To ensure differentiation occurs so as to cater for those students with Additional Needs
- To lead subject teachers in maintaining high expectations for students with additional needs
- To work with the department member who has been designated responsibility for Additional Needs and ensure discussion at Departmental meetings(remain a focus of the department agenda at all meetings)
- To share good practice in the learning and teaching of students with additional needs

### **Subject Teachers:**

- To be aware of those in your class who have Additional Needs
- To deliver quality teaching for pupils with Additional Needs
- To develop their understanding and knowledge of additional needs and relevant class-based intervention – make use of Good Practice Guidelines and the SEN Capacity Building folder
- To use differentiation and a range of learning and teaching strategies to meet the needs of all students
- To report concerns using the Additional Needs Concern Form to the relevant member of the Learning Support Team
- To contribute to Individual Education Plans from Stage 2 onwards
- To monitor, assess and review progress
- To listen to the concerns of students with additional needs and adopt an individual approach if needed
- To meet with parents when necessary, listen to concerns and provide feedback

### **Form Tutors:**

- To liaise with the Learning Support Team and Head of Pastoral Care
- To liaise with subject teachers when necessary
- To collect information such as reports, behavioural observations and attainment
- To collect information from parents such as parental insight as to the students health, development, progress and factors contributing to any difficulties
- To meet with the student and discuss feelings, difficulties and issues
- To encourage students with additional needs to develop self-esteem, to praise and acknowledge all achievements

### **The Learning Assistants:**

- Have a role in policy development and review
- Work in close partnership with the class teacher
- Act as a bridge between the student and the mainstream curriculum
- Continue to develop knowledge and understanding of all areas of additional needs and pastoral and curricular development
- Encourage independence, achievement and moral reasoning of our students with additional needs
- Liaise regularly with the Learning Support Team
- Plan with the subject teacher and agree their role within learning and teaching
- Up-date their time-table within the Additional Needs folder and make available to the relevant teacher
- Report any concerns or issues

### **Our Parents:**

- To work in partnership with the School, the Learning Support Team and other professionals involved with the student
- To provide information when necessary and alert the school to any changes in a student's medical needs or family circumstances which may impact on learning
- To provide help and support at home
- To support the implementation of Education Plans
- To be involved in the Annual Review and Transition Meetings

### **Our Students:**

- To take responsibility for their own learning and report any concerns or issues
- To be aware of their targets
- To work with the Learning Assistant
- To experience success and develop strengths

## 6. School Based Stages in Lismore

**The Learning Support Team in Lismore adhere to the Northern Ireland Code of Practice when working with students with Additional Needs. The following procedures are used:**

### **Stage 1**

The Pupil Profile information is shared with the relevant teachers. Using this information along with on-going observation and subject specific testing, the class teacher identifies a student's Additional Needs. At this stage support is in class from Year 13 pupils if requested and differentiation and class-based intervention strategies are employed.

The student is placed on the Additional Needs Register and parents are informed.

### **Stage 2**

If a student continues to give cause for concern, a 'Concern Form' is filled in by the subject teacher or form teacher, clarifying the problem area. A member of the Learning Support Team then reviews the overall progress of the student across the curriculum and collects information from subject teachers. A member of the Learning Support Team will then discuss with the parent and student the viewed difficulties and strategies are agreed to bring about improvement.

#### *EDUCATION PLAN*

Following the discussion an Education Plan is drawn up by the Learning Support Coordinator/Assistant Learning Support Coordinator and disseminated to all teachers of the student concerned.

Education Plans are drawn up twice a year. Targets set out on the EP are discussed with the student and strategies for learning and teaching are recommended.

Support at this stage can be in-class or withdrawal. The Learning Support Coordinator will decide what methods to use in order to support the student in school.

#### *MONITORING OF PROGRESS*

In January and June the Education Plans are reviewed by Subject Teachers.

The information on returned Review Forms is collated by the Learning Support Team and an overall review of the Education Plans targets is carried out.

There are three possible outcomes of this review:-

- The student is no longer a cause for concern. His/her educational needs can be met within the normal classroom situation. (Returns to Stage 1).
- The student continues to need additional help and a new Education Plan is drawn up.

- The student is making unsatisfactory progress and additional expertise is necessary. (Moves to Stage 3).

The outcome of review is discussed with parents and the student.

### **Stage 3**

After 2 reviews if it is recommended that a student proceed to Stage 3, a new EP is drawn up by the Learning Support Coordinator in consultation with the outside specialists and parents. This plan will include all recommendations made by outside specialists.

Exam concessions will apply for stage 3 and above

### **Stages 4 and 5**

Stages 4 and 5 are the responsibility of the ELB. At Stage 4 a referral is made to the SELB by the Learning Support Team. At Stage 5 the student receives a Statement of Special Educational Needs.

The SELB will provide additional assistance over and above what the school can cater for. At this stage the Learning Support Coordinator will meet with parents and the student to inform them of the new support arrangements.

## **What is Differentiation?**

Differentiation in Lismore is best viewed in terms of 'intervening to make a difference' rather than highlighting differences which will show themselves anyway.

Teachers work with the Revised Curriculum in order to promote the development of skills and focus on what students can do.

Lismore recognises four main ways of providing differentiated support to pupils with Additional Needs. These are by:

- Task
- Resources/Text used
- Support provided
- Response

## 8. Support available within the school

**In Lismore we offer a variety of support strategies to help students with Additional Needs. These include:**

**1. Transition from Primary school** – the Learning Support Team will meet with students with specific difficulties and their parents/guardian in preparation for their attendance in Year 8 of Lismore. The meeting will include a tour of the school, sharing of information, agreeing on appropriate targets and in-school provision for the child.

**2. Withdrawal (literacy)** – For a number of classes there exists the facility for withdrawing a small group of students for support with literacy difficulties. Students are selected when evidence from a number of sources has been considered. Sources include Teacher observation, primary school reports, results from baseline testing, results of class tests, concern expressed by parents. The Learning Support Team will meet with the support teacher to discuss support arrangements. Phonics programmes and literacy-based software are available to provide additional support for the teacher.

**3. Skills Booster**– All Band 3 and 4 classes in years 8 – 10 are timetabled for either two or three periods of Skills Booster each week. This provides support with reading, spelling and maths. New programmes such as Rapid Plus, Read and Write Gold and My Maths can be logged into from home.

**4. Classroom Support**– Year 13 students are used to support the work of the teacher in the class. In September teachers are given the opportunity to request Year 13 Support. Volunteers from Year 13 then go into the classroom to work with students with Additional Needs. This programme is coordinated by Mrs Ann-Marie Nixon.

**5. Learning Assistants/General Assistants** - A number of students have Statements of Additional Needs. Many of these students have been allocated additional help from an adult in the form of a Learning Assistant or General Assistant.

**6. Literacy teacher** – students with Specific Literacy Difficulties (SPLD) at Stage 5 will receive one-to-one support following a phonics programme, using assistive technology and multi-sensory activities. The literacy teacher will provide support for the students in all literacy-based subjects and collaborate with subject teachers and the SPLD services.

**7. Exam Concessions** – We test all students at Stage 2 and above to assess their needs in external and internal exams. These can include a reader, a scribe, a prompter, extra time or rest breaks. Mrs Margaret Ballentine works closely with Mr Sean Seeley (Exam Concession) in order to provide this facility. We give priority to students sitting external exams and pre-exam students as well as our students with ASD, SpLD and physical difficulties.

**8. Extended Schools** – The Learning Support Team offer a wide variety of ‘clubs’ for students to take part in. These include Numeracy Support, the Dyslexia Support Group, the Gardening Club the Anime Club, the Reading Support Club and the Lunchtime Club.

## **9. Working Collaboratively With Other Agencies**

**The Learning Support Team also works closely with outside agencies in order to offer support for students with Additional Needs.**

Where a student has a specific need and a referral has been made to a specialist support agency, all staff work collaboratively to ensure needs are met. Agencies currently providing support in school include:

1. Autism Advice and Intervention Service
2. Sensory Support (Hearing Impaired)
3. Peripatetic Literacy Service.
4. Behaviour Support Team.

### **SENSORY SUPPORT**

Lismore Liaises with the Sensory Support Team to provide suitable support arrangements for students. Lismore promotes the inclusion of all students and students with sensory difficulties attend mainstream class. Additional teaching support is provided by the ELB. The assistant SENCO liaises with the Examination Officer to provide appropriate examination concessions and provisions. Appropriate training is provided by all staff to promote the use of inclusive strategies for students with sensory difficulties.

We encourage the use of the I Pad for our visually impaired students.

### **AAIS SUPPORT**

Lismore has a growing number of students with ASD and has strong links with the AAIS. The Learning Support Team provides one-to-one support when needed for students with communication difficulties. The Learning Support Team promotes the development of social skills for students with ASD in collaboration with the Learning Assistants and the Learning Mentor. Information for all staff on suitable strategies and guidelines to support students with ASD will be provided by the Learning Support Team. The Learning Support Team attends an annual transition programme organized by the AAIS and provides a transition booklet for students with ASD.

We encourage the use of ICT for our students with ASD.

### **SPLD SUPPORT**

SPLD support is provided for students at Stage 5 of the Code of Practice. The student attends one-to-one support from a literacy teacher. The provision includes phonic programmes, literacy-based ICT programmes, multi-sensory strategies, and the use of assistive technology and the promotion of self-esteem. The literacy teacher will maintain links with subject teachers to share information and expertise and promote the use of appropriate strategies to all staff. The literacy teacher will meet with the SENCO to share information and monitor the progress of the students receiving support. The literacy teacher will meet with the parents and children as part of the Annual Review Meeting.

## **10. Code of Practice (COP) and Behaviour Management.**

Close co-operation and collaboration continues between the school's Learning Support Coordinator and the Pastoral Team. The Behaviour Support Team (BST) and Educational Psychology (EP) personnel meet with the Learning Support Coordinator and SLT to discuss behaviour management strategies and Additional Needs strategies. These forums are convened by the Learning Support Coordinator and chaired by the Pastoral Team. A well established professional rapport continues with the Behaviour Support Team personnel in monitoring and counselling pupils registered at Stage 3 and above on the Code of Practice. This intervention programme is supported by the Educational Psychology office. The Kinnego Centre staff work in partnership with Lismore, through out-reach programmes and support in the Centre. Our main focus is to maintain placement in mainstream education.

COP referrals are regularly updated with both the Learning Support Coordinator and the Pastoral Team. Formal registration is listed in the Additional Needs register. Regular meetings for the Learning Mentor Centre are convened by the Learning Support Coordinator and chaired by the Pastoral Team to share information and discuss strategies in relation to students attending the centre. The Learning Mentor liaises with the Learning Support Coordinator in relation to any students on the Code of Practice attending the Learning Mentor Centre.

## 11. Glossary

Below is a list of some abbreviations used on Generic Education Plans and in student's statements:

<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADHD</b>	<b>Attention Deficit Hyperactivity Disorder</b>
<b>COP</b>	<b>Code of Practice</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>DSD</b>	<b>Developmental Coordination Disorder</b>
<b>DYC</b>	<b>Dyscalculia</b>
<b>DYL</b>	<b>Dyslexia</b>
<b>IEP</b>	<b>Individual Education Plan</b>
<b>LA</b>	<b>Learning Assistant</b>
<b>LST</b>	<b>Learning Support Team</b>
<b>LSA</b>	<b>Learning Support Area</b>
<b>MILD</b>	<b>Mild Learning Difficulties</b>
<b>MLD</b>	<b>Moderate Learning Difficulties</b>
<b>MSI</b>	<b>Multi-Sensory Impairment</b>
<b>VHI</b>	<b>Visually/Hearing Impaired</b>
<b>SEBD</b>	<b>Social Emotional and Behavioural Difficulties</b>
<b>SpLD</b>	<b>Specific Learning Difficulties</b>
<b>SPLF</b>	<b>Student Parent Learning Facility</b>

# Lismore Comprehensive School



## Additional Needs Policy

## Appendices



# Learning Support Team - Student Concern Form



Name of Student:

Class:

Teacher:

Subject:

Date Concerns Recorded:

**Area of Concern**

- Reading
- Written Work
- Spelling
- Speech
- Concentration and/or attention
- Communication and Interpersonal Skills
- Co-ordination and/or physical difficulties

*Please detail the concerns you have regarding this pupil and provide some evidence of the student's performance in class:*

*Please provide a brief description of the action you have implemented in response to these concerns:*

**Action Taken by Learning Support Team:**

**Meeting with Student:**  **Date:** \_\_\_\_\_

**Monitoring of student across other subjects:**

**Contact Parent:**  **Date:** \_\_\_\_\_

**Move to Stage 1:**  **Move to Stage 2:**

**Request for Additional Support:**   
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Signed:** \_\_\_\_\_ (Assistant/Learning Support Co-ordinator)

**Date:** \_\_\_\_\_

**Please return completed form to a member of the Learning Support Team**

# Learning Support Team - Monitoring Form



PUPIL'S NAME AND CLASS: \_\_\_\_\_

STAGE: 2, 3, 4 OR 5 *(CIRCLE ONE)*



## Section C - Target Setting:

### What are your targets for next year?

- Improve reading
- Improve spelling
- Improve home-works
- Improve hand-writing
- Improve number work
- Get good exam results
- Study harder
- Try to be more organised
- Try to listen better in class

Any other suggestions:

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### What do you think you will need to do to meet your targets?

- Listen in class
- Ask for help if needed
- Record home-work in home-work diary
- Pack the proper books for each day
- Study at home throughout the year
- Take more time over hand-writing
- Come to class with equipment

**Section D - Parent/Guardian Comments:**

Pupil's signature: \_\_\_\_\_

Ass./Learning Support Co-ordinator signature: \_\_\_\_\_

Parent's comment:


Parent's signature:





## Gathering Information - Learning Assistant Transition Meeting Form



*This form is to be completed by the assistant*

Name of Student: \_\_\_\_\_ Class: \_\_\_\_\_

Name of Assistant: \_\_\_\_\_

In the space below outline the strengths and capabilities of the student that you work with:

In the space below outline the difficulties that the student you work with experiences:



# Learning Assistant Planning Sheet Lismore Comprehensive School



**Subject**..... **Day/Period**.....  
**Teacher**.....  
**Classroom assistant**.....

**Student(s) to be supported**

.....  
 .....

**Nature of support required: (Please tick and add any additional forms of support at the end)**

- Keep pupils focused/on task
- Support with reading
- Support with organisation
- Support with writing
- Withdrawal (when appropriate)
- Monitor behaviour
- Check homework recorded
- Explain content of work
- Praise and reward (Good comments)
- Encourage use of spelling aids
- Set up laptop/data projector

- Act as scribe
- Explain instructions
- Photocopy resources
- Check class-work
- Set up TV/DVD
- Supervise practical work
- Help with ICT skills
- Coursework support
- Pre-tutoring
- Fieldwork support
- ICT Support

.....  
 .....

**Can you please give an outline of content of work for term:**

.....  
 .....

**Other issues to consider**

- Do you have any materials which require differentiation? For example: Worksheets/workbooks/examinations.
- Have you any pupils in your class who you have concerns about and are not on the additional Needs register? Please use the Additional Needs student referral form to initiate this process.
- Have you referred to pupils' Education Plans and/or Statement of Additional Needs to support your understanding of their needs? Do you need support with this? Please ask any member of the department.
- Are you aware of the appropriate exam concessions and/or specialist advice from professionals working with individual Additional Needs students in your classes?



## **Additional Needs in Lismore Comprehensive School**



***Staff steps to follow if you have a concern regarding the needs of a student:***

**I have a concern regarding a student's learning**

### **Step 1:**

**Speak to the Form Tutor or Subject Teacher and consider differentiation of work or a different learning style for the student**

### **Step 2:**

**If I am still concerned I should seek advice from the Learning Support Team**

### **Step 3:**

**If I am still concerned I can complete a Student Concern Form**

**At ANY time I can discuss my concerns with the student or parent**

**If a Concern Form is completed the Learning Support Team will:**

- **Gather information**
- **Talk with the parent**
- **Talk with the student**
- **Decide on the course of action**
- **Feedback information to relevant staff**

**If the difficulty is medical the Learning Support Team will advise the parent to seek specific medical advice and keep the school informed**