

Special Education Needs Policy

This policy applies to:

Principal, Deputy Principal, Assistant Principal, Special Duties Post Holders, Subject Teachers, Parents, Board of Management

RELATIONSHIP TO SCHOOL'S MISSION:

To achieve the main aims included in our mission statement – The College is determined to pursue effective and varied teaching methods through the school development plan and to aid every student to learn to his/her potential. The provision of special needs resources is seen as a key element of all of these aims.

RATIONALE:

- Whole school planning agenda
- May emerge as a priority during school review
- Board of management response to recent legislation
 - o Education Act 1998
 - o Education (Welfare) Act 2000
 - o Equal Status Act 2000
 - o Education for Persons with Disabilities 2003/4
- An issue for Subject Department Planning
- Subject inspection may highlight the need to plan for students with special needs in ordinary classes

GOALS/OBJECTIVES

- To provide an inclusive education in a mainstream school with appropriate networks of support
- To comply with legislation
- A commitment to equality and a respect for diversity
- To involve parents in supporting their children's learning
- To develop positive self esteem and positive attitudes towards school and the learning environment for all students
- To be reflected in all policies and codes of practice implemented in the school
- To identify the school as service provider
- To set targets to improve the academic achievement of all students
- To integrate this policy as part of the whole school development plan
- To prioritise those that will make the most impact based on the assessment of need
- To promote staff awareness and training

POLICY CONTENT:

Identification of students with special needs:

- Primary School
 - Results
 - Resource Student Profile Form
- Entrance Test
- Parents
- Student Self Referral
- Teacher Observance/Referral

Recording Information relating to students:

- Resource Teacher records information
 - School internal examinations – part of general school records
 - Resource Teacher also has copy
- Psychological assessment and any other private documentation relating to the student is kept on file, either written or electronically or both, by the Resource Teacher
- Written confidential information to be kept in a locked filing cabinet, with access only by the Resource Teacher and Principal.
- Access to confidential material by other members of staff will be at the discretion of the resource teacher.
- Electronic files to be password protected with access by Resource Teacher only

Use of information relating to students for Progress Review:

- Information regarding students to be regularly update on file
- Each subject teacher to give written report of student progress at the end of each term
- Reports filed and used by resource teacher and SEN team to monitor progress of student
- A Progress Form will be compiled and updated regularly in conjunction with the IEP. Information for this report will be gleaned from available information relating to student e.g. individual teacher reports.

Ensuring access to a broad and balanced curriculum for special needs student:

- Learning Support Resources
- Research available resources for special needs students
- Provide these resources in so far as possible within the school
- Integration of students in mainstream classes, to suit each student's needs

Ensuring that special needs students are integrated and mainstreamed into the school setting:

- School Policy that special needs will be integrated and provided for in mainstream classes in a way that suits the individual student's needs:-
 - Full-time placement in mainstream classes.
 - Placement in mainstream classes with learning support/resource services.
 - Part-time placement in special class and part-time in mainstream.
 - Full-time placement in a special class within the school.
- Recognition by all staff of individual and collective responsibility for special needs students
- A plan will be developed at all levels for inclusion:
 - Individual Subject Teachers
 - Subject Department Level
 - Whole School Level
 - Parental and student involvement
 - Development of Policy
 - Policy areas which need to take cognizance of students with special needs:-
 - Curriculum
 - Assessment
 - Homework
 - Transition from Primary School
 - Staff Development
 - Sport Policy
 - Field Trips/ School Tours
- It will be the responsibility of all staff to ensure the personal development needs of students and their social integration into the school.
- Particular attention will be to Special Needs Students by the Pastoral Care Team:
 - Pastoral Care Team to meet regularly with Special Needs Students
 - Role of Pastoral Care Team – to listen, support and advise students

Liaising with Parents of Special Needs Students and External Agencies:

- Liaising with Parents
 - Letter
 - Meetings
 - Telephone
 - Open night to meet parents of prospective students
- Liaising with External Agencies
 - Communication based on School Assessments and previous information from primary school
 - Department of Education
 - Application foe Reasonable Accommodation regarding exams based on psychological assessments

Promoting a Team Approach to the teaching of Special Needs Students:

- Inform relevant school staff and organize a meeting with a view to setting up an

SEN Team – Principal, Special Needs Co-coordinator, ICT Co-coordinator
Guidance Counsellor, Examination Secretary

- Each subject Department draws up a plan to include the requirements of special needs students in the school
- Individual Subject Teacher has awareness of special needs students when drawing up a class plan.
- SEN Co-ordinator makes staff aware of SEN Resources that are available including ICT resources
- Upskill staff on a regular basis regarding new resources available e.g. software
- Organise whole staff meeting to inform all teachers of relevant decisions concerning students of special needs and their requirements.
- Take staff comments on board to be reviewed by SEN team
- A term meeting with parents on progress of students in school
- Inform parents of how they can help students at home regarding homework

Resources needed to implement the policy

- Material - Access to library, ICT, Resources available
- Human - Learning Support, Staff, Parents
- Training - Staff Training and awareness of resources being used by special needs students

How Resources for Special Needs Students are accessed

- Subject Teacher and special needs Co-ordinator identify resources required by student
- Discussion re availability of financial resources with Principal
- Discussion with parents

Intervention Programmes

Provision of Support Teaching

Who provides Support Teaching?

Teachers who are assigned to Support Teaching by Principal

What type of support teaching is provided?

Learning Support and Resource teaching

Where does intervention take place?

In a designated classroom

Preparation of an Education Plan/Individual Profile and Learning Programme

The Principal in co-operation with the Special Needs Co-ordinator has the responsibility for the preparation of the Education Plan

Participants in Education Plan

- Principal
- Special Needs Co-ordinator
- Key Subject Teachers

- Class Teachers
- Consultation with parents and student

The Principal and Special Needs Co-ordinator will ensure that parents and SENO are provided with the relevant information.

The format used in drawing up Educational Plans may be IEP writer 3 or a template supplied by N.E.P.S

The format will deal with the overall needs of the child as an individual as well as specific learning needs

The Educational; Plan will cover one school year

How the Educational Plan will be reviewed:

- Progress of student will be reviewed by referring to records of student during the year (student will have been tested as part of this record)
- Review of existing targets to take place at end of each term
- New targets to be put in place for the next term if necessary
- Check was IEP realistic within allotted time frame

People involved in review

Those who were involved in the preparation of the Education Plan

- Principal
- Special Needs Co-ordinator
- Key Subject Teacher
- Class Teacher
- Consultation with parents and student

Timetabling

The principal draws up the timetable for Support teaching

- The time allowed for planning and consultation is to be decided
- Time is allowed through the timetable to allow class teachers consult with learning support/resource teachers

Monitoring/Recording Progressing

Pupils progress is being monitored by:

- Subject Teachers Records
- Class Teachers Records
- Special Education Teacher Records
- So that class teaching and supplementary teaching continue to be responsive to the pupils needs
- Records to be maintained by learning Support Teacher in respect of supplementary teaching i.e. IEP, weekly planning and progress recorded, class results

- The overall progress is recorded by staff in their own personal records and also in the overall record of the pupil is written up by special Needs Co-ordinator
- The IEP will be reviewed at the end of each term on the agreed learning targets and activities
- Review of class based and supplementary teaching programmes of each pupil who does not make expected progress by the end of the instructional term

Roles and Responsibilities:

The following people are responsible for carrying out the measures of the IEP:

- Principal
- Special Needs Co-ordinator
- Special needs teacher
- Subject Teachers
- Class Teacher
- Relevant people (Board of Management, Parents, Staff, Students) will be informed of their responsibilities through the provision of the IEP and by calling meetings.
- Support will be provided for relevant people in the fulfillment of their responsibilities by providing briefing, staff training and resources.

The roles and Responsibilities of the relevant parties involved:

Board of Management:

- To ensure that the policy is developed and evaluated from time to time
- To approve the policy
- To consider reports from the Principal on the implementation of the policy

Principal:

- The Principal together with the Deputy Principal, Year Heads and Learning Support Co-ordinator should:
- Establish structures and procedures for the implementation of the policy
- Monitor the implementation of the policy

Subject Teachers:

- To monitor the effect of the policy and to identify students experiencing difficulty
- To provide support and guidance in class
- To liaise with Learning Support Teachers, especially in relation to consideration for students with special educational needs
- To keep records of class tests

Parents:

- To support the policy To provide suitable conditions for homework assigned
- To ensure that the suggested amount of time is spent on homework
- To liaise with Learning Support Teachers in the school regarding any

suggestions/difficulties they may have

Students:

- To do homework set, both oral/learning and written/practical
- To present homework properly

Learning Support Team:

- Records of students receiving learning support/resource in primary school are received by the Learning Support Team
- Early screening programme/diagnostic assessment completed
- Cut off point for pupils who are to receive learning support/resource
- Subject teacher/class teacher participation
- Liaising with parents/outside agencies- assessment
- Timetabling for supplementary teaching

Success Criteria

Review and Evaluation

- Students receiving learning support/resource are being integrated in mainstream classes
- Information is being recorded
- Information is being used in relation to students for progress review
- Recognition by all staff of individual and collective responsibility for special needs students
- Policy areas are taking cognizance of students with special needs
- Parental/student support satisfaction
- Liaising with external agencies
- Resources in place for the implementation of the policy
- SEN Department
- Designated room
- Timetabling
- Goals are being attained
- Review in two years

Monitoring Procedures

- The Principal reports to the Board of Management once per term

Term meetings involving the Learning Support Team relating to the schools review on:

- Prevention and intervention programmes
- Screening programme and diagnostic assessment
- Criteria for continuing/reducing support level
- Progress of pupils using IEP
- Parental involvement programmes

- Suggested activities from class teacher and parents
- Referral of students for additional assessment and support
- Timetabling of pupils for supplementary teaching
- Allocation of Learning Support Teachers time
- Outcome of the review should be shared with the Board of Management and the teaching Staff

Review Procedures

- The Special Needs Co-ordinator has overall responsibility for the implementation of the policy
- A review and evaluation will be carried out the end of each term and a general review at the end of the school year, taking into account the views of the Board of Management, the Principal, the Learning Support Teachers, other teachers on the school staff and the parents of pupils in the school
- School records will be analysed to assess impact on students academic progress

Timeframe:

- The policy will come into force on 29th August 2007
- It will be reviewed after two years