

TITLE OF POLICY: SPECIAL EDUCATION NEEDS

SCOPE : WHOLE SCHOOL

RELATIONSHIP TO SCHOOL'S MISSION/VISION/AIMS:

“We aim to build a caring atmosphere of learning and respect which promotes self-confidence and achievement through education and a sense of belonging for all”

SEN DEPT.STATEMENT:

The SEN Dept. of Colaiste Eoin endeavours to provide a quality education that is appropriate to the needs of students with assessed special needs. We would at all times aim to meet the social, academic, vocational, developmental and emotional needs of our SEN students. We would endeavour to assist our students to reach their full potential within a caring, holistic and inclusive environment.

RATIONALE :

As per Education for Persons with Special Educational Needs Act, 2004.

“To make provision for the education of people with Disabilities, to provide that people with disabilities shall have the same right to avail of, and benefit from appropriate education as do their peers who do not have disabilities.....”

In the interest of inclusion and equality for all.

GOALS/OBJECTIVES (in precise terms, what is the policy intended to achieve?)

To ensure a whole school approach to SEN

To create a more inclusive environment

To enhance teaching and learning

To provide a more accessible/appropriate education for SEN students

To ensure closer monitoring and review of SEN students

To involve parents in the planning process for SEN students

POLICY CONTENT (the provisions of the policy, indicating the school's approach to this policy-area):

- **Reasonable Accommodations: Subject teachers should refer/report students who they feel require RACE to the resource teacher. Allowance should be made for RACE at inhouse examinations. Resource teacher should apply for RACE where**

required and should do so in consultation with the Educational psychologist.

- Social, Behavioural and or emotional supports should be put in place for SEN students where there is a recognised need or where stated in assessment.
- Resource Applications: Applications for resource hours should be made prior to entry for SEN students or as they arise.
- Resource/LS teaching should be put in place for each SEN student by beginning of October of each year except in cases where hours are not allocated until a later date. This support can be of a 1:1 nature, group or Team teaching support.
- Reporting procedure: Teachers should refer/report children experiencing difficulties to the resource teacher/care team.
- Progress should be reviewed and monitored i.e class tests, individual writing and/or oral work.
- Records of such progress should be kept with subject teacher/resource teacher and/or support worker.
- Care team should review and monitor the supports in place for SEN students, the care team should attempt to provide appropriate supports to students referred to the team.
- Assessment: Students should be assessed prior to entry by the guidance counsellor and allocated to the class suitable to their ability. Results of testing should be gathered and a consultative process should take place involving Principal, ed.psychologist, resource teacher and guidance counsellor. The purpose of such a process is to ensure suitable class placement for SEN students. The resource teacher should carry out testing at any given time where there is a requirement or where appropriate. SEE ATTACHED POLICY
- A common approach(i.e as laid out in IBP if one is in place) should be used for students with ADHD/Behavioural difficulties, this should be done in consultation with the ed.psychologist and/or resource teacher and/or BFL.
- Subject options/choice: SEN students should have access/choice to all subjects where possible unless this is contrary to assessment recommendations.
- Profiling and Planning: Profiling should be in place for SEN students, these may be group/class or individual profiles. LS teachers should keep records/plans of lessons for each group or student they are assigned to, plans should be submitted to resource teacher by end of November each year. Provision for SEN students should be included in a teachers plans/overall schemes i.e methodologies/differentiation/appropriate materials or resources. New and present teaching staff should be informed about SEN students in their classes. Homework should be given in accordance with the schools homework policy. SEE ATTACHED POLICY
- Teachers are given information pertinent to the learning and behaviours of SEN students at the beginning of the school year at a school planning/profiling meeting.
- Role of SNA: The role of the SNA should be clarified and reviewed regularly by the Principal, resource teacher and should be done in consultation with SNA's
- Health & Safety: Implications for SEN students and H&S should be outlined and reviewed by H&S officer, Principal and resource teacher.
- A review process should be in place to allow for monitoring of assessment recommendations.

- The roles in team teaching should be clearly understood and clarified by the teachers involved.
- Parents should be included in the behavioural/learning targets set out for their child.
- Students should be involved in the planning of IBP's and/or education plans.
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ROLES AND RESPONSIBILITIES (what are the responsibilities of the various parties in the school community in the development, implementation and evaluation of this policy?):

- **Advisory Sub-Committee: To oversee and ratify the policy**
- **Management & Year Heads: To shore up these structures and monitor the procedures.**

- **Class Teachers:**
 - A. **To monitor individual students and report progress to parents at pt meetings or informal meetings.**
 - B. **To liaise with Year Head, Resource Teacher, Subject Teacher and SNA**
 - C. **To provide support to subject teachers and students.**
 - D. **To report/refer any difficulties students may be experiencing to the care team/resource teacher.**
 - E. **To monitor and review any behavioural/educational targets in place.**
 - F. **To attend planning/information meetings regarding SEN students at beginning of the year.**

- **Subject Teachers:**
 - A. **To implement and review procedures.**
 - B. **To plan and attempt to cater for SEN students within their lessons/schemes.**
 - C. **To evaluate methodologies and effectiveness of teaching.**
 - D. **To report/refer any difficulties students may be experiencing to the care team/resource teacher.**
 - E. **To monitor and review any behavioural/educational targets in place**
 - F. **To attend planning information meetings regarding SEN students at beginning of the year.**
 - G. **If involved in team teaching it is the responsibility of the teachers involved to clarify roles.**

- **Students:**
 - A. **To attempt to adhere to Aims/targets.**
 - B. **To be included in the process for learning/behavioural plans where required.**
 - C. **To sign and adhere to the behavioural code of the school.**

- **Learning support teachers:**
 - A. **To plan lessons appropriate to the needs of the students.**
 - B. **To work with individual students or groups.**
 - C. **To submit plans to resource teacher.**

- D. To monitor and review any behavioural/educational targets in place.
- E. To attend planning/information meetings regarding SEN students at beginning of the year.
- F. If involved in team teaching it is the responsibility of the teachers involved to clarify roles.

Resource Teacher:

- A. To apply for resource hours alongside Principal for SEN students.
- B. To apply for RACE.
- C. To liaise with class teachers, subject teachers and year heads regarding SEN students.
- D. To inform teachers of SEN students in their class and to offer possible methodologies for teaching and suggestions for differentiation.
- E. To profile students they teach and plan lessons/schemes appropriate to their needs and strengths.
- F. To liaise with Ed. Psychologist and BFL teacher to plan and review SEN students.
- G. To be involved in the care team and provide input on SEN students.
- H. To liaise with SNA's.
- I. To refer students previously referred by teachers/support staff to relevant agencies i.e HSE
- J. To link in with HSE re:SEN students.
- K. To test students where it is deemed necessary.
- L. To inform teaching staff of students availing of RACE.
- M. To input records pertinent to Social, behavioural and emotional supports in place for SEN students i.e database.
- N. To liaise with Guidance Counsellor, Principal and Ed. Psychologist regarding class placement for SEN students.
- O. To link in with parents of SEN students and to provide support to SEN students.
- P. To monitor and review any behavioural/educational targets in place.
- Q. To visit primary schools to ascertain pertinent information regarding students entering first year.
- R. To attend planning meetings at beginning of year and feedback any relevant information pertinent to planning and catering for SEN students.

Guidance Counsellor:

- A. To visit primary schools to retrieve important information pertinent to the students needs and strengths.
- B. To feedback such information to staff at the beginning of the year.
- C. To attend the care team and provide information relevant to students under her care.
- D. To meet appointments with SEN students assigned to her.

- E. To assess students at entrance**
- F. To link in with the resource teacher with relation to placement of SEN students after school**

Pastoral Care Co-ordinator

- A. To provide care of a pastoral nature to students experiencing difficulties**
- B. To attend care team meetings, feed back information and offer advice**
- C. To link in with students who have brought up during the care team on a pastoral level**

Educational Psychologist

- A. To assist and guide the resource teacher with profiling and/or planning**
- B. To meet appointments with students in her care**
- C. To plan/monitor behavioural and/or learning targets in consultation with SNA/s, Class Teachers, resource teacher etc.**
- D. To attend care team meetings and give advice and guidance**
- E. To advice and support teachers**
- F. To carry out assessments where necessary**
- G. To be involved in the assessment process**
- H. To be involved in the class placement of SEN students**

- **Parents:**

- A. To support teachers and specific facilitators involved in the care of their children.**
- B. To be included in the IBP and/or IEP process**
- C. To provide important information regarding their child's needs and strengths.**
- D. To attend meetings as required.**
- E. To engage with outside agencies where it is deemed necessary for the child's progress.**
- F. To monitor the child's progress at home if this is part of the overall plan.**

- **Subject Departments:**

- A. To include provision for teaching and learning SEN students in their overall plans i.e methodologies/differentiation**
- B. To agree appropriate methods**
- C. To review these provisions**
- D. To report/seek advice from resource teacher/ed. Psychologist should they have**

difficulties.

- E. To include guidelines from NCCA for teaching children with MGLD in their plan.
- F. To implement, review and monitor the process.

SUCCESS CRITERIA (what indicators will be used to gauge the effectiveness of the policy?)

Subject Teachers:

- Monitor increase in participation of SEN students
- Note success relative to ability i.e increased effort in homework etc.
- Lessening of disciplinary action
- Class Tests
- Observations – behavioural/practical, oral involvement
- Results – inhouse/state

Students:

- More confidence
- Increase in homework or indeed effort in homework
- Sense of being included
- Varied teaching leads to more confidence
- A willingness to participate
- Better understanding of subject –qualitative or quantitative
- Increase involvement in extra-curricular
- Fewer referrals/suspensions
- Increased retention

Resource Teacher:

- Diagnostic and/or formal testing
- Student/parent feedback
- Observations
- SNA feedback
- Feedback from LS teachers.

Parents:

- Feel more involved
- Increased support
- Forum to discuss progress
- Can see value of it as child is attempting work otherwise not attempted.

MONITORING PROCEDURES (who will do what when to see how the policy is working?)

Subject Teachers; On going review the effectiveness of the procedures in their subjects with their students. Assess students progress in class regularly qualitatively or quantitatively. Monitor behavioural targets if appropriate. Report any difficulties they feel a student may be experiencing at any given time.

Learning Support teachers: Liaise with resource teacher. Monitor behavioural targets if appropriate. Report any difficulties they feel a student may be experiencing at any given time.

Class Teachers: Form an impression of the child's progress and involvement, assess the child's progress using report information and teacher comments. Monitor any behavioural targets if appropriate.

Subject departments; Review the effectiveness of policy at meetings.

Resource teacher: Ongoing review of students of SEN. Review policy effectiveness at dept. meetings.

REVIEW PROCEDURES (who will do what when to evaluate the effectiveness of the policy and to ascertain what changes, if any, are necessary?):

Resource Teacher and Principal to meet and review Role of SNA Annually as per NCSE requirements

Management and resource teacher to meet to assess viability of timetabling for subject choice for special classes/SEN students –Annually

Resource teacher to attend class/yr group meetings to ascertain progress

Deputy principal and resource teacher to meet to assess/review success of database i.e recording of supports in place for SEN students –

TIMEFRAME (when will the completed policy be circulated, when will it come into force, when the policy be subject to review?)

At planning stage – Sept – Dec 2008

Possible circulation – March /April 2009

Implementation date – Sept 2009

Review – Sept 2012

IMPLEMENTATION PROGRAMME:

What detailed procedures are necessary to implement the provisions of this policy?

- **Planning time/ admin time** to allow for profiling of all SEN students (agreed upon end of Nov 2008 – one period per week 2 teachers)
- **Formal LS teacher meeting time**
- **Referral forms** needed for RACE
- **Teacher Observation forms** needed for referral to Resource teacher (In process)
- **More regular class meetings** (to review strengths and needs) – 1-3 times per year
- **Inservice on Differentiation** – whole school

- **Staff input/Ed. Pshychologist input on behavioural approaches specifically pertinent to students with Behavioural targets in place.**
- **Specific information pertinent to the teaching and learning of children with SEN outlining specific difficulties -possible inservice**

Who will devise the procedures?

- **Referral forms for RACE and resource will be devised by resource teacher – to be in place for Jan 09**
- **Management will be responsible for allocation of meeting times**
- **Resource teacher/Principal will contact SESS in relation to inservice for differentiation**
- **Resource teacher will facilitate/chair meetings with LS teachers**
- **Class teachers/Resource teachers will facilitate meetings regarding special classes**
- **Resource teacher and/or ed.psychologist to facilitate inservice on categories of SEN – end of 2009 session or beginning of 2009/2010 session**