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| Scoil Phroinsiais Naofa |
| Special Educational Needs Policy 2018 |
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Special Needs policy

Stages of Assessment and Provision

* Access to the school’s broad and balanced curriculum is achieved for most children by differentiation of class work by the class teacher. When a class teacher, or home school liaison teacher, identifies a child with SEN, the class teacher consults with the SEN co-ordinator/assistant co-ordinator and provides interventions that are *additional to or different* from those provided as part of the school’s usual differentiated curriculum. The first line of responsibility for the progress of all pupils in the class lies with the class teacher.
* At the parents request Maths workshops will be provided by classroom and Resource teachers and HSLT.
* Class teachers will discuss their concerns with the child’s parents
* The triggers for this intervention could be:
* The child makes little or no progress even when teaching approaches are directed at an identified area of weakness
* The child shows signs of difficulty in developing literacy and numeracy skills, which result in poor attainment
* Persistent emotional or behavioural difficulties which do not respond to behaviour management techniques used by the school
* Has sensory or physical difficulties
* Has communication and/or relationship difficulties
* The class teacher will complete and monitor the Classroom Support Plan for half a term. If that strategy does not work then the teacher will continue to the next stage, School Support.
* Teachers now advise parents that their child’s needs would be better served in a small group with a support teacher. Parents will need to sign their consent.

**School Support**

* In cases where the Classroom Support indicates that progress has not been made, or if the results of tests (MIST, Micra-T, Sigma T, Belfield Infant Assessment Programme) and teacher observation indicate this to be the case, intervention in the form of a support teacher will be accessed. Adequate time will be provided for the LST team to analyze tests results in September to identify students whose learning needs are greatest. Again, class teachers will discuss their concerns with the child’s parents. The action taken will be as follows:
* The class teacher and support teacher will differentiate the curriculum in specific areas with achievable goals to be implemented by the class teacher and support teacher
* If there are others in the class with similar difficulties in one or more of the specific areas, then a group educational plan will be implemented
* These programmes will be reviewed and updated every term
* While every effort will be made to allow the SEN group/individual to remain included in class, there may be a need to work part of the programme in a SEN room with the withdrawal may have to change and become more inclusive
* Where progress is such that the child is no longer giving cause for concern, the child will revert to the usual differentiated curriculum available to all children.

**Resource**

* The support or class teacher will perform diagnostic tests on these children (at School Support) usually at the beginning and end of the school year. These tests will include:
* Non reading intelligence test (all 3rd class children)
* Phonological Awareness Test (Roberston & Slater)
* Diagnostic Reading Analysis
* Dyslexia Screening Tests (DST)
* Other tests deemed appropriate

Observational Assessment & Checklists

* When it has been identified that a child is still struggling and performing below the tenth percentile despite School Support, the class teacher with the support teacher and SEN co-ordinators will seek advice from the SENO, in consultation with the child’s parents.
1. A psychological assessment will be arranged (see Education for Persons with Disability Act 2004)
2. Other outside agencies may need to be contacted, who will advise on a range of provision including IEP targets and strategies
3. The triggers for intervention for Resource could be that, despite receiving an individualised programme the child;
	1. Makes little or no progress over a long period of time
	2. Continues to work at Primary Curriculum levels substantially below that of children of a similar age
	3. Continues to have literacy and numeracy difficulties
	4. Has emotional or behavioural difficulties which substantially and regularly interfere with the child’s learning, or that of other children, despite an appropriate behaviour management programme and School Support Plan.
	5. Has sensory and/or physical needs, and requires additional specialist equipment or regular visits from an advisory service
	6. Has an ongoing communication or relationship difficulty that prevents social development, and act as a barrier to learning.
4. When the SEN of the child has been confirmed by the psychologist, an application for resource hours will be forwarded to the SENO. The SENO will determine whether the child falls into the category of lower incidence or high incidence. Lower incidences will be awarded resource hours, while the school makes provision for high incidence cases under the weighted system i.e. General Allocation
5. If it is felt by the psychologist that a child has care needs, a special needs assistant may be applied for
6. In circumstances where a child uses specialised equipment, consultants will be required to demonstrate how the equipment is to be used to at least two SNAs and either the class or support teacher. The SEN co-ordinators must also be present
7. The use of specialised yard equipment may also need to be demonstrated to these staff members. Courses will be provided on an ongoing basis to train staff in the relevant areas
8. If the psychologist recommends an exemption from Irish, the Principal will see to this under guidance from the Department of Education & Skills.

Student Support Plus IEP

* Based on Psychologist’s report, tests, Record of Differentiation and School Action Plan, the class teacher with the support teacher, SNA (if assigned), parents and representatives of outside agencies (if necessary) formulate an Individual Education Plan.
* These IEPs, which employ a small – steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded targets, we ensure that the child experiences success.
* This plan includes:
* The nature and degree of the child’s abilities and skills
* The degree of the child’s special needs
* The present level of performance
* Services to be provided
* Services for transition to 2nd level school where appropriate
* The goals, which the child is to achieve over a period of a school term.
* The strategies set out in the IEP will, as far as possible, be implemented in the normal classroom setting.
* The management of the IEP strategies will be the responsibility of the class teacher, support teacher and the SEN co-ordinator.

Review of IEPs

The SEN co-ordinator will ensure that the review is conducted at the end of each term . The class teacher consults with the support teacher, the child (and SNA if appointed) and agree on the expected outcomes of the IEP. A draft copy is formulated and sent home to the child’s parents. The parents are invited to attend a meeting to discuss or make recommendations to the draft review if they so wish. Again, outside agencies may play a part in formulating the final copy. There is an opportunity for parents to attend a PT meeting at the start of the second term to discuss their child’s progress. Where progress is unsatisfactory it may be decided that the child remains in Resource. Where the child is consistently achieving targets over time a decision will be made to revert to School Action. The review in the last term will be to formulate an IEP, which will be part of the plan for the next teacher in September. It will be carried out as outlined above. IEP’s for children moving to 2nd level will be referred to at the consultation meeting with the 2nd level representative.

Inclusion

* We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable children with SEN to be an integral part of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child participate in them.

Involving Parents/Carers and Children.

* The views of parents/carers will be sought at all stages of assessment and provision. Whenever and wherever possible the views of the child will be ascertained and the child will be directly involved in the process.

Complaints

* If parents have a complaint about the Special Education provision made, then they should in the first instance make an appointment to speak to the SEN co-ordinator and then the Principal.

* The complaint will be investigated and dealt with as early as possible. If the matter is not resolved to the parents’ satisfaction, then the matter proceeds to the BoM and is dealt with under CPMSA/INTO agreed procedures

Monitoring and Reviewing

The BoM will ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy by monitoring:

* The standards obtained by children with special needs
* The number of children at each of the three stages:
* Differentiation within Class,
* School Action
* Resource
* Case samples from children at all stages
* Views of parents
* Visits from specialist teachers
* Staff views on in-service
* Children’s views

Liaising with Class Teachers

* LST and RT will liaise on a regular basis using Aladdin and having face to face meetings.

This plan was Reviewed on the 8th November 2018

This plan will be reviewed in September 2020

This plan was ratified by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Principal)

This Plan was ratified by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (BOM)