

Special Education Needs Policy (SEN Policy)

**St. Patrick's National School
Ughtyneill**



St. Patrick's National School

Ughtyneill, Moynalty, Kells, Co. Meath A82 VW95

Telephone: 046-9244704

Email: secretary@ughtyneillns.com

www.ughtyneillns.com

Roll No: 12897T

Charities No: 20201805

Introductory Statement:

St. Patrick's NS is located in the townland of Ughtyneill, Co. Meath. It is a two teacher school with a part time SET and a full time SNA. Most of the students come from the local area.

At St. Patrick's NS we aim to meet the physical, emotional, social, intellectual and spiritual needs of each child insofar as the resources in the school allow.

Aims:

- To enhance classroom-based learning at all levels in order to prevent learning difficulties where possible
- To provide support for pupils experiencing low achievement and/or learning difficulties through a team approach involving the class teacher, the parents, the principal, the special education teacher, and any outside agencies deemed necessary.
- To have regular contact with parents in order to ensure that each student's needs are met, both at home and at school.
- To provide learning support for the lowest achieving pupils in the school, with the priority being placed on students with the lowest achievements in English and Mathematics.
- To provide for intervention programmes in classes, e.g. in-class/small group teaching support.
- To develop a Continuum of Support plan for each pupil in receipt of supplementary teaching, with a more detailed Continuum of Support plan being put in place for children with complex needs. This would be done by the Special Education Teacher in consultation with the classroom teacher and the parents.
- To support attainment as well as behavioural, social and emotional functioning.

Inclusion

It is the policy in St. Patrick's NS school to include all children, particularly those with special educational needs, as a valued part of the school community.

All pupils are entitled to their breaks and playtimes. Special Needs pupils are supported and monitored by the SNA and the teacher on duty on the yard.

Staff Roles and Responsibilities:

Board of Management:

- To oversee the development, implementation and review of the policy on special education and special needs services in general.

St. Patrick's National School

Ughtyneill, Moynalty, Kells, Co. Meath A82 VW95

Telephone: 046-9244704

Email: secretary@ughtyneillns.com

www.ughtyneillns.com

Roll No: 12897T

Charities No: 20201805

- To ensure that adequate classroom accommodation and teaching resources are provided for the special education teachers.

Principal:

- The Principal has overall responsibility for the school's learning-support programme and for the operation of services for children with special needs.
- To monitor the implementation of the school's Special Educational Needs policy on an ongoing basis.
- To oversee the implementation of a whole-school assessment and screening programmes.
- To keep teachers informed about the external assessment services available and the procedures to be followed in initiating referrals.
- To maintain a list of pupils who are receiving supplementary teaching and/or special educational services.
- To oversee the selection of pupils for supplementary teaching.
- To support the monitoring of progress at whole-school level of children with learning difficulties.
- To liaise with external agencies to arrange assessments and special provision for pupils with special needs.

Class Teacher:

- The Class Teacher has primary responsibility for the progress of all pupils in her / his class, including those selected for supplementary teaching.
- To maintain records for each class outlining latest scores in standardised screening tests, etc., and share them with the principal and special education teacher.
- To implement teaching programmes which help to prevent the emergence of learning difficulties.
- To collaborate with the special education teacher in developing a Continuum of Support plan for pupils in receipt of learning support by identifying appropriate learning targets and organising classroom activities to achieve these targets.
- To adjust the class programme for each pupil in receipt of supplementary teaching in line with the agreed learning targets and activities on the Continuum of Support and maintain a record of progress towards achieving these targets.
- To differentiate the class curriculum appropriately to meet the needs of all pupils in the class.
- To make parents aware of the concerns of the school about their child's progress and look for permission to go ahead with diagnostic assessment and supplementary teaching.
- When possible, to meet with the special education teacher and the parents following assessment to discuss modification of the class programme and their role in providing support for their child.
- To maintain regular contact with the parents regarding their child's progress.

St. Patrick's National School

Ughtyneill, Moynalty, Kells, Co. Meath A82 VW95

Telephone: 046-9244704

Email: secretary@ughtyneillns.com

www.ughtyneillns.com

Roll No: 12897T

Charities No: 20201805

Special Education Teacher:

- To assist in the implementation of a broad range of whole-school strategies designed to enhance early learning and to prevent learning difficulties.
- To consult with class teachers on the identification of pupils who may need diagnostic assessment.
- To carry out a diagnostic assessment of pupils identified as experiencing low achievement and/or learning difficulties.
- To develop a Continuum of Support plan for each pupil who is selected for supplementary teaching, in consultation with class teachers and parents, and review and update these regularly.
- To maintain plans and records for each individual or group of students in receipt of learning support.
- To provide supplementary teaching in English and/or mathematics to pupils in infants to sixth class who experience low achievement and/or learning difficulties, both in and out of the mainstream class.
- To provide advice to class teachers in such areas as individual pupil assessment and programme planning, approaches to language development, reading, writing and mathematics for pupils experiencing difficulties.
- To contribute at school level to decision making regarding the purchase of learning resources, books and materials to be made available to pupils with learning difficulties.
- To communicate with parents of children selected for diagnostic assessment, meeting them when necessary.
- To participate in meetings involving diagnostic assessments conducted by outside professionals
- To share the Continuum of Support with parents and invite them to contribute to it.
- To discuss with parents their role in the provision of support for the pupil.

Special Needs Assistant (SNAs)

Primary Care Needs requiring additional adult support are in line with Department of Education Circular 0030/2014.

Primary Care Needs - SNA Tasks may include:

- Assistance with feeding: Where a pupil with special needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time. When feeding is required another member of staff is present.
- Administration of medicine: Where a pupil requires adult assistance to administer medicine and where the extent of assistance required would overly disrupt normal teaching time.
- Assistance with toileting and general hygiene: Where a child with special needs cannot independently self-toilet, and until such time as they are able to do so. In the case of children with special needs, particularly when intimate care needs apply, every effort

St. Patrick's National School

Ughtyneill, Moynalty, Kells, Co. Meath A82 VW95

Telephone: 046-9244704

Email: secretary@ughtyneillns.com

www.ughtyneillns.com

Roll No: 12897T

Charities No: 20201805

is made to keep the space open while maintaining the dignity of the child eg. the cubicle door is left ajar and only closed if another child enters the bathroom.

- Assistance with mobility and orientation on an ongoing basis including assisting a pupil or pupils to access the school, the classroom, with accessing school transport, or to help a pupil to avoid hazards in or surrounding the school.
- Assisting teachers to provide supervision in the class, playground and school grounds.
- Non-nursing care needs associated with specific medical conditions such as frequent epileptic seizures or for pupils who have fragile health.
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential: This may be for safety or personal care reasons, or where a pupil may be required to leave the class for medical reasons or due to distress on a frequent basis.
- Assistance with moving and lifting of pupils, operation of hoists and equipment.
- Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc.

Secondary Care Associated Tasks (SNA Tasks):

The following tasks are the type of secondary care associated tasks which SNAs will often perform, but only once they have been allocated on the basis of the primary care support tasks listed above. The indicative list of secondary associated tasks listed below is not definitive and is reflective of the tasks detailed in Circulars 08/02 and 71/2011.

The associated support tasks which may be carried out include:

- Preparation and tidying of workspaces and classrooms or assisting a pupil who is not physically able to perform such tasks to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another. To assist with cleaning of materials.
- Assistance with the development of Personal Pupil Plans for pupils with Special Educational Needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans.
- Assist teachers and / or Principal in maintaining a journal and care monitoring system for pupils including details of attendance and care needs. Assist in preparation of school files and materials relating to care and assistance required in class by students with special needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with class teachers and other teachers such as the resource teacher and School Principal, attending meetings with Parents, SENO, NEPS Psychologists, or school staff meetings with the agreement and guidance of class teacher/Principal.

St. Patrick's National School

Ughtyneill, Moynalty, Kells, Co. Meath A82 VW95

Telephone: 046-9244704

Email: secretary@ughtyneillns.com

www.ughtyneillns.com

Roll No: 12897T

Charities No: 20201805

- Assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of qualified personnel, including class teachers or support teachers.
- Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff.

In the context of our school, where there are two mainstream class teacher and one shared SET, the SNA plays a vital role when it comes to supporting secondary care needs of pupils.

Types of Support Plans:

Support may be provided to pupils at Classroom Support / School Support / School Support Plus level of the NEPS' Continuum of Support Process (DES, 2010).

1. Class Teacher (NEPS' Classroom Support):

Pupils deemed to need additional support with their learning (literacy & numeracy) and / or specific needs (oral language, social interaction, behaviour, emotional development and application to learning) will be supported in the classroom by the Class Teacher.

2. Support Teacher (NEPS' School Support and School Support Plus):

The Support Teacher may provide additional support for the following pupils, through withdrawal (1:1 or in a small group) or in-class support (e.g. small group teaching / team teaching / in-class support / peer tutoring), depending on the child's needs.

Assessment and Reporting:

- Preliminary screening is carried out by the support and classroom teachers.
- ALPACA (Assessing Letter & Phonemic Awareness Class Assistant) is used with Junior and Senior Infants as an early screener.
- The Drumcondra Early Literacy and Numeracy Tests are administered in Term 3 for Senior Infant Pupils
- MIST are administered in Term 2 for Senior Infant Pupils.
- Teachers are continually undertaking CPD in literacy/numeracy and every effort to be aware of best practice and new develops for assessment/screening is made.
- Drumcondra Maths, Reading and Spelling (Levels 1-6) are administered to First – Sixth Classes in Term 3
- Students results of concern are discussed between class teacher and SET and considered for additional support.
- There is a consultation between the class teacher, the special education teacher and the parents of children experiencing difficulties.
- Diagnostic assessment is carried out by the special education teacher and the results are interpreted in consultation with the class teacher as required.

St. Patrick's National School

Ughtyneill, Moynalty, Kells, Co. Meath A82 VW95

Telephone: 046-9244704

Email: secretary@ughtyneillns.com

www.ughtyneillns.com

Roll No: 12897T

Charities No: 20201805

- The continuum of support will be implemented, with classroom support and school support as necessary.
- The Support Plans are reviewed and updated in February, with the pupil's progress being assessed and the learning programme evaluated. Consultation occurs again with the class teacher and possibly the parents if necessary.

Monitoring Progress of Pupils:

Monitoring the academic progress of the pupils in this school will be accomplished by:

- Ongoing structured observation and assessment of the language, literacy and numeracy skills of the pupils in the infant classes to facilitate early identification of possible learning difficulties by the class teacher.
- Formal and informal testing and observation of work by the class teacher.
- Diagnostic testing by the special education teacher.
- Regular communication with parents in relation to pupil progress occurs with the annual parent teacher meetings held in February.
- In the February of each year the School Support Plan of each pupil is reviewed and updated.

Social, Emotional and Behavioural Needs:

These difficulties may arise for various reasons. Efforts are made to identify the trigger to emotional trauma and behavioural difficulties. Interventions are put in place at individual/class/school level as appropriate

- Reward systems are available throughout the school according to suitability and age appropriate levels.
- Positive attitudes are adopted and supported in working with these difficulties.
- Evidence based interventions, such as Zippy, Friends for Life are taught every four years so that each child can access both interventions during their time in the school.
- Parents and other personnel are important and vital to supporting the staff in dealing with these difficulties.
- Consulting with parents where needs arise and creating an awareness of services in the community and further afield as necessary.
- If required, Behavioural Management Plan can be drawn up in collaboration with the SET, SNAs (if applicable), Parents, pupils where appropriate, the Principal.
- Consultation with NEPS, NCSE advisors or other outside agencies as required.
- As per the Continuum of Support, SET is needs based and the timetable reflects that those who need the most support are accessing same.
- Staff are encouraged and facilitated to undergo CPD in the area of Special Educational Needs

St. Patrick's National School

Ughtyneill, Moynalty, Kells, Co. Meath A82 VW95

Telephone: 046-9244704

Email: secretary@ughtyneillns.com

www.ughtyneillns.com

Roll No: 12897T

Charities No: 20201805

Liaising with Parents:

Effective communication with parents is critically important to the success of a learning-support programme.

- At the beginning of the year, students in need of further support are identified and consent is sought from parents.
- Once a concern has been identified, the Special Education Teacher, in conjunction with the class teacher, creates a support plan for the student. This is then shared with the parents and they are invited to share their insights and ideas. In this way they are involved in the process and made aware of what course of action is being taken and what their role is in supporting their child.
- The homework journal used by the students is a forum for regular contact between teacher and parents and notes from home are welcomed. The Special Education Teacher may use this copy to communicate with parents also. Occasionally a specific copy for communication between school and home is used to ensure that everyone is kept up to date with progress/behaviour at school.
- There is a meeting in June for the parents of children new to the school. The Special Education Teacher also attends to introduce himself/herself.

Links with Outside Agencies:

- The principal will oversee initial contact with parents, liaise with assessment services, and make arrangements for additional educational provision for children with diagnosed special needs when necessary
- The principal will coordinate with the school's SENO when necessary
- The principal will coordinate with the NEPS psychologist, or source educational psychologists when a NEPS psychologist is not available, to carry out educational assessments each year.

Review of Policy:

The policy will be reviewed and revised as necessary, taking into account the views of the Board of Management, the principal teacher, the special education teacher, class teachers and parents.

St. Patrick's National School

Ughtyneill, Moynalty, Kells, Co. Meath A82 VW95

Telephone: 046-9244704

Email: secretary@ughtyneillns.com

www.ughtyneillns.com

Roll No: 12897T

Charities No: 20201805

Ratified by the Board of Management of St. Patrick's National School on

Review Date: _____

Signed: _____
Chairperson, Board of Management

Date: _____

Signed: _____
Principal

Date: _____