

POLICY FOR SPECIAL EDUCATION NEEDS



Situation

St Conal's N.S. is a rural mixed-gender, three-classroom-teacher school, with 60 currently on roll. The school has the assistance of two SEN teachers, (one shared), and two SNAs.

Mission Statement

St. Conal's School strives to provide a caring, happy and secure environment where the intellectual, spiritual, physical and cultural needs of the pupils are identified and addressed. While St. Conal's is a Catholic School with a Catholic ethos, it has due recognition and respect for all other religious beliefs. The school models and transmits a way of life inspired by belief in God and in the life, death and resurrection of Jesus Christ. Mary, His mother is admired as the exemplar of these values. St. Conal's school will endeavour to enhance the self-esteem of everyone in the school community, to instil in the pupils respect for people and property and will foster in them the idea of being responsible citizens. St. Conal's school will promote gender equity amongst staff and pupils. Our mission will be effective only with the support of parents/guardians.

Aims

To optimize the teaching and learning process in order to enable pupils with learning difficulties to achieve levels of proficiency in literacy and numeracy to their best potential, before leaving primary school.

To support children in a holistic way depending on their specific needs in order to maintain and build their self-esteem, and to recognise and value their individual strengths and abilities.

Staff roles and responsibilities

Principal

The principal teacher has overall responsibility for the education of children with special educational needs. His/her leadership role is central and includes the following:

- Developing inclusive whole-school policies and monitoring their implementation.
- Assigning staff strategically to teaching roles, including special education roles.
- Co-ordinating teachers' work to ensure continuity of provision for all pupils.
- Ensure that whole-school procedures are established to facilitate the effective involvement of Parents/ Guardians, pupils and external professionals / agencies.
- Ensuring that effective systems are implemented to identify pupils' needs and that progress is monitored methodically.
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area.

Class Teacher

The Class teacher has primary responsibility for the progress of all pupils in his/her class(es). It is the responsibility of the class teacher to create a classroom in which children with SEN can be facilitated by differentiation or modified environment etc. where necessary.

The class teacher liaises with the Parents/Guardians regarding the decision to initiate the appropriate level of support required whether Classroom Support, School Support or School Support Plus. The class teacher may

also seek advice from the SEN teacher in the school and will keep the principal informed. The class teacher will act as co-ordinator throughout the problem-solving process in consultation with the pupil and his/her Parents/ Guardians and SEN teacher. He or she will maintain a record of relevant information which will be used throughout the continuum of support.

SEN Teacher

Special education teachers will be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported at Classroom/School Support/School Support Plus levels, with additional teaching delivered through in-class or withdrawal support models.

Some pupils with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions will be based on careful identification of strengths and needs, including multi-disciplinary assessment, when necessary.

Special education teachers, in consultation with class teachers, will plan their interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant Continuum of Support plan. Outcomes for pupils will be routinely assessed, recorded and used to review progress. These outcomes will also be used to inform the targets for the next phase of intervention. SEN teachers, class teachers and principal will liaise with Parents/ Guardians and relevant professionals in drawing up targets for the child's support plan. Useful curricular resources include:

Guidelines for Teachers of Students with General Learning Disabilities³

https://www.ncca.ie/en/Curriculum_and_Assessment/Inclusion/Special_Educational_Needs/Download_Special_Educational_Needs_Guidelines/Guidelines_for_teachers_of_students_with_general_learning_disabilities.html

Integrate Ireland Language and Training (IILT)

www.ncca.ie/en/Curriculum_and_Assessment/Inclusion/English_as_an_Additional_Language/IILT_Materials/Primary/

Toe By Toe

P.A.T.

Alpha To Omega

STILE

Personalised Booklets And Challenges

Concrete Maths Materials

Variety Of Supplementary Reading Programmes

La mh

Teacch

Lexia

Clicker 7

Wordshark

Ultimate Maths Invaders

ORT Talking Stories

Computer Classroom

Numbershark

Hit The Button

Ixl

Variety Of iPad Apps

Communication iPad

Useful Programmes, approaches and supports may include:

- *Parental Involvement*
 - General curricular information meeting at onset of each school year.
 - Parent –teacher meetings in November.
 - Extra meetings for parents of children with more complex needs

- *Liaising with Parents/ Guardians*
 - Where a child is deemed to need learning support the Parents/Guardians are contacted initially by the class teacher. (Principal is always kept informed of all developments)

- In cases requiring further assessment, the SEN team will liaise with Parents/Guardians, class teacher, principal and outside agencies.
- *Links with Outside Agencies*
 - The principal is the main link with the SENO while SEN team will liaise with other outside agencies. The principal and SEN teachers will keep confidential reports in secure files.
 - The principal, SEN teachers, Parents/ Guardians and class teachers have access to reports.
- *Early Intervention Strategies*
 - Continuous teacher observation, liaising with support group and Principal
 - Differentiation
 - Withdrawing singles/groups
 - Working in class as support to class teacher
 - In class Team/ Station Teaching.
 - Paired/Peered Reading optional depending on needs of particular class.
 - Screening Test from Senior Infants upwards. (MIST, MicraT, SigmaT, NRIT, Dyslexia Screening test and Lucid Rapid screening test)

Assessment and reporting, identification of children needing supplementary teaching

Assessment tools used:

- Teacher observation
- Parental concerns considered
- Teacher designed tasks and tests Continuum of support
Portfolios Samples of children's work.
- Standardised tests- Mist, Micra T, Sigma T.
- November: follow up with Parents/ Guardians
- Diagnostic tests according to needs include Lucid CoPs; Aston Index; Schonnell Reading & Spelling, WRAT II, Quest Literacy/ Numeracy, PhAB, termly class maths tests

We will prioritise supplementary teaching as follows:

- Assessed needs
- Literacy intervention for children scoring lowest percentiles in standardised tests
- Early intervention in Literacy
- Numeracy intervention for children scoring lowest percentiles in standardised tests
- Early intervention in Numeracy

Supplementary teaching:

- Staged approach is implemented
- Early intervention strategies
- Withdrawal in groups
- In class support
- Individual support

SNA involvement:

Initial meeting between teacher(s) and Principal, followed by inclusion of SNA to determine and make clear the role and responsibility of personnel concerned with child in question. Confidentiality stressed at all times.

Commencing/continuing/discontinuing supplementary teaching:

- Interaction with the parents/guardians re the necessity of supplementary teaching and records kept.

- Regular review by Principal/SEN teachers/Class Teacher/Parents/Guardians
- Standardised tests + teacher observation also used
- Child's needs always paramount

Monitoring progress:

- Regular meetings of support group
- Parents/ Guardians are entitled to STEN results of Standardised Tests which must always be clearly explained to them. *Children are not given results. They can be given feedback in relation to strengths and weaknesses.*
- Results of Standardised tests are kept by the Principal, SEN teachers and class teacher
- Parent/Teacher meetings are used to inform Parents/ Guardians of ongoing standardised testing and progress.

To facilitate the collaborative writing and updating of Continuum of Support plans:

Meetings between Class teacher, SEN teacher(s) take place informally throughout the year as required.

Review of policy:

Annually

USEFUL WEBSITES:

NCSE: <http://www.ncse.ie/>

Rimes and Rhymes: [http://curry.edschool.virginia.edu/go/wil/rimes and rhymes.htm](http://curry.edschool.virginia.edu/go/wil/rimes%20and%20rhymes.htm)

Teaching Comprehension in Early Reading [http://idea.uoregon.edu/~ibr/ibr present/2002/hi jan 02 comp.pdf](http://idea.uoregon.edu/~ibr/ibr_present/2002/hi_jan_02_comp.pdf)

Breakthrough in Literacy <http://www.earlyliteracy.com/>

Starfall.com <http://www.starfall.com/>

Learning Disabilities on Line <http://www.1donline.org/>

Patti's Electronic Classroom <http://teams.lacoe.edu/documentation/classroom/patti/patti.html>

Phonological Awareness [http://www.newhorizons.org/strategies/literacy/links phonological.htm](http://www.newhorizons.org/strategies/literacy/links_phonological.htm)

Phonological Awareness screening <http://curry.edschool.virg>

<https://www.education.ie/en/>

<https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Home-Page.html> <http://nda.ie/>

<https://www.ncca.ie/en>

<https://www.pdsttechnologyineducation.ie/en>

<https://www.tusla.ie/> <https://ilsa.ie/>

<http://www.iatse-online.ie/>

<https://www.hse.ie/>

Plan approved by Board of Management on February 4, 2019

Signed: _____

Chairperson