Policy on Special Educational Needs in Convent Primary School Newport

**Title: Special Education Needs Policy**

**Introductory Statement: In consultation with school staff, BOM and Parents.**

All our children have a right to an education, which is appropriate to them as individuals. We want all our children to feel that they are a valued part of our school community. As far as possible therefore, it is our aim to minimise the difficulties that children may experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

## Three principles for inclusion:

1.Setting suitable learning challenges:

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.

2.Responding to children’s diverse learning needs.

We take into account the different backgrounds, experiences, interests and strengths that influence the way in which children learn when we plan our approaches to teaching and learning.

3.Overcoming potential barriers to learning and assessment for individuals and groups of children:

We recognise that a minority of children will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

**Rationale: Relationship to characteristic spirit of the Convent of Mercy, Newport:**

We strive towards excellence in literacy, numeracy and relevant life skills. We are committed to developing the full potential, both academically and socially, of the children in our care and fostering in them a respect for each other and the world around them. (Convent N.S., Mission Statement, 1995)

**Aims: In making provision for children with special needs, our policy objectives are.**

* To ensure that our duties, as set out in The Education Act 1998, Equal Status Act 2000, Education Welfare Act 2000, Education for Persons with Disabilities Act 2004 and 2017 are fully met.
* To enable children with special educational needs to join in the normal activities of the school along with children who do not have special educational needs.
* To ensure that all children gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
* To outline our whole school policy approach to teaching / learning in relation to pupils with special educational needs.
* To set out procedures for the enrolment of children with special needs in the school.
* To identify and assess children with special needs as early as possible – BIAP on selected children in Junior Infants, Mist test in senior infants.
* To provide a graduated approach in order to match educational provision to children’s needs.
* To develop a partnership with parents/ carers in order that their knowledge, views and experience can assist us in assessing and providing for their children.
* To ensure collaboration with the DES in order to take effective action on behalf of children with special needs.
* To ensure that all staff are aware of their responsibilities towards children with special needs and are able to exercise them.
* To monitor our effectiveness in achieving the above objectives.

**Roles and Responsibilities**

In attempting to achieve the above objectives the BOM, Principal and staff will take all reasonable steps within the limits of the resources available to fulfil the requirements outlined in this policy document.

**Board of Management**

The BOM will fulfil its statutory duties towards pupils with special needs. It will ensure that the provision required is an integral part of the school development plan. Members will be knowledgeable about the school’s SEN provision – funding, equipment and personnel.

**Principal**

The principal teacher has overall responsibility for the school SEN programme and for the operation of services for children with SEN. She ensures that all children with SEN have received the appropriate resources. She meets parents to advise them on procedures to avail of SEN services and to address any concerns they may have. She liaises with the SENO and all outside agencies and advises the SEN team and class teachers should concerns arise. She will encourage members of staff to participate in training to help them meet the objectives of this policy.

**SEN Team**

The SET will:

* Oversee the day to day operation of the SEN policy.
* Coordinate provision for children with special educational needs.
* Liaise with and advise fellow teachers and contribute to in service training of staff.
* Liaise with and advise SNAs with regard to supporting children with special needs.
* Liaise and support parents of children with special needs.
* Monitor and evaluate SEN provision.
* Facilitate planning for class teacher with support teacher.
* Overseeing the records of all children with special needs.
* Liaising with external agencies including the psychology services – organising assessments

**SNA**

The special needs assistant (SNA) is an important member of the support staff for children with special needs. They assist children in the organization and completion of assignments in class and also supervise them during free play time.

**Staff Responsibility**

All staff should be fully aware of the content of this policy and of the procedures described below.

**Enrolment of children with identified special educational needs (Refer to enrolment policy)**

The B.O.M will consider the following factors in coming to a decision re-enrolment of a special needs pupil:

* + EPSEN Act: ‘A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with –
    - The best interests of the child as determined accordance with any assessment carried out under this Act or...
    - The effective provision of education for children with whom the child is to be educated.
  + Education Act 1998: 15 (2) d. A board shall….publish…the policy of the school concerning admission to and participation in the school, including the policy of the school relating to…. The participation by students with disabilities or who have other special educational needs and ensure that as regards that policy, principles of equality and the right of parents to send their children to a school of the parents’ choice are respected…

Prior to the child’s enrolment, the school will acquaint themselves with a child’s special needs and whether these are categorised High Incidence or Low Incidence

* + Meeting between parents / principal / class teacher / special needs staff and SENO, as appropriate.
  + Obtaining copies / details of reports, assessments etc. from SENO, parents.
  + Contact with Special Educational Needs Organiser, NEPS Psychologist or other psychologist / speech therapist / occupational therapist, referral from other Agency e.g. Brothers of Charity etc.

How will a decision be reached whether the pupil should receive support at the level of Stage1, Stage 2 or Stage 3 of the Staged Approach?

* + The staged approach is followed as in Circular 02/05. (see Department of Education website)
  + A decision whether the pupil will receive support at the level of stage 1, 2, or 3 of the staged approach following circular 02/05 will be reached depending on the information available at the time of enrolment.

To ensure a smooth transition into the school for both the pupil and the school we will take the following steps:

* + Parental visits to the school.
  + Pupil visit to school.
  + Making all school employees and pupils aware of the need for inclusion. (EPSEN Act)
  + Liaison with SENO to arrange for additional personnel, resources, training.

Provisions will be made if necessary for the child’s health and safety needs.

**Children with emerging special educational needs (The Staged Approach) See Circular 02 / 05 and Circular 13/2017**

**Stage 1: Procedures for the early identification, screening and addressing of the SEN of certain children:**

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 identifies a child with SEN the class teacher should consult with a member of the SET and provide interventions that are additional to or different from those provided as part of the school’s usual differentiated curriculum. Concerns are documented following circular 02 / 05 and circular 13/2017. The first line of responsibility for the progress of all pupils in the class lies with the class teacher.

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.
* Low Micra T / Sigma T Scores.
* 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 monitor the child for half a term. Special Education teacher may provide in-class support during this time. When it becomes clear that the child needs further help and when all the intervention procedures have been reviewed, the child is then moved onto Stage 2 or Stage 3 if appropriate.

**Stage 2: Referral to Special Educational Support teacher (DES L.S. Guidelines p57)**

* The factors to be considered in determining a child’s need for supplementary teaching are:, teacher recommendation, assessment results, parents’ concerns, teachers, time and the availability of resources.
* Written parental consent will be received for further diagnostic testing by a member of the SEN Team.
* The sensitivities of parents can best be addressed by the class teacher through meetings.
* If a parent refuses support, a written record will be kept.
* The SET may administer some of the following diagnostic tests – Jackson Phonics Check, the Aston Index, The Quest, The Dyslexia Screening Test, the Neale Analysis, The Diagnostic Reading Analysis, Daniels and Diack, the Word Reading Difficulties Checklist and the Schonell Word Reading / spelling test as appropriate.
* Supplementary teaching will be arranged.
* Review the child’s student support file
  + The principal, SET, classroom teacher, and parents will be involved in the preparation / coordination of SSF.
  + Older pupils can also have an input into what they wish to study.
  + SET arranges to meet class teacher in order to facilitate participation.
* The year will be divided into two instructional terms for SET. These terms will begin in September and February.
* Teachers are involved in review of pupil progress twice yearly.
* Reducing or discontinuing supplementary teaching will be decided by the SET and class teacher. After discussion with parents, this will be recorded by the SET.
* If significant concerns remain after a number of reviews, it may be necessary to implement Stage 3.

**Stage 3: Consultation or Referral for Assessment to Outside Specialist.**

* The procedures that will be involved in a decision to request an assessment by an outside specialist will be consultation with parents, written consent and referral forms completed.
* The principal will make referrals to and liaise with NEPs and Speech and Language as the need may arise.
* The referral forms will be collected and coordinated by the principal, class teacher and SEN Teacher.
* The assessments will take place in the office or special ed room.
* In the event of limited availability of assessments through NEPS decisions will be reached regarding priority according to the following criteria: Degree of need, early intervention, eldest, sixth class and other criteria depending on the year.
* If parents had assessments carried out privately, the recommendations forthcoming will be followed.

**Drafting and Implementing a Student Support Plan (for pupils at Stage 3)**

* The purpose of a Student Support Plan (SSF) is to meet the educational needs and other relevant needs of the child and to set targets for the child.
* What information should be included in an SSF?
  + Learning strengths: based on teacher observation, parent observations, SNA observation.
  + Learning needs: based on psychological report, teacher input, parental input, pupil input.
* There is an agreed format as in the Learning Support guidelines in use throughout the school and NEPS templates.
* SSF planning meetings
  + The SET has responsibility for coordination of the SSF at stage 3.
  + The class teachers, SET, SNAs, and outside specialists participate in the preparation of education plans. The principal may be called on.
  + Formal meetings will be held between class teacher and SET twice yearly or as necessary.
  + Senior pupils may be involved in the process depending on the pupil.
  + The plan will be available on request and will be stored in the Special Education filing cabinet.
* If the education plan identifies resources over and above those normally available in a mainstream school setting, this will be brought to the attention of the SENO and / or the NCSE by the principal.
* The principal will be responsible for ongoing consultations with Psychologists, SENO, others as the need arises.
* The SET and class teacher will coordinate education plans from class to class sharing relevant information between staff, school and parents.

**Collaboration and Communication**

Following assessments the SEN team will collaborate closely with class teachers when planning for the children in their care. Meetings are held in September and February to formulate learning targets for the children and from these meetings targets on the SSF will be set or amended. In February and June the plans are reviewed and changes made as necessary. The SEN team collaborates with other professionals who visit the school such as the educational psychologist. All parties involved in that child’s care are present; parents, principal, class teacher, learning support teacher and the psychologist in the learning support room. The speech and language therapist and other professionals are usually collaborated with over the phone and send a programme of work to follow for the child.

**Record Keeping**

* Student Support files, Psychological Reports, Diagnostic tests, Test results, Consent forms and Annual School reports will be maintained on children with SEN.
* Bearing in mind the child’s entitlement to confidentiality, access to these records will be made available on a need to know basis to the Class Teacher, Resource Teacher, SENO, Psychologists, Inspector, Parents, Special Needs Assistant, Health Workers, etc
* Records will be stored in the filing cabinets in the special education room and in the office.
* Records are retained until the child reaches 21.
* Responsibility for contributing to a child’s file and updating records is held by class teacher and Special Ed teachers.

**Parental Involvement**

During November each year parent teacher meetings are held. Each parent can meet the class teacher and SEN teacher. Parents also come in to discuss results of screening tests and diagnostic tests, occasionally with a view to having a psychological assessment. They are always present for meetings with the educational psychologist as their input is invaluable. Parents are invited to attend SSF meetings.

**Models of delivery**

**In – class Support** SET working with class teacher.

**Team Teaching:** Literacy lift off and station teaching: class teacher and SETs working together.

**Withdrawal:**  Children with the highest level of need are taken individually or in groups for extra help to the learning support rooms for a number of sessions per week.

**Approaches/Strategies to Enhance Inclusion**

**Curricular Inclusion:**

Children with SEN. are included to the best of their ability in all areas of the curriculum. Results of assessment and diagnosis help the teacher decide which curricular objectives to teach and the methods, strategies and materials that would be best used to teach that particular child. (Westwood 2008). Differences are taken into account when planning by the teacher so that children take part in all subject areas.

**Social Inclusion:**

“Nothing is more important to the development of the person than social competence, the understanding of self and others” (Carey 2005, p.65). Children with SEN very often need to be taught how to establish social relationships with other children, so the teacher puts opportunities in place for the SEN child where they can play games or do art in groups, work with a partner on an activity or go on a message for the teacher with a friend. Thus the child learns to take turns and use appropriate behaviour when dealing with others.

**Curricular Initiatives available to pupils with L.S. /S.E.N.**

* **Reading Buddies** takes place in junior infants for six weeks after Easter each year. Children from fifth/sixth class read books to the juniors, discuss the pictures and talk about what’s happening in the story.
* **Literacy Lift Off**  is run with Senior Infants and 1st class each year.
* **Team Teaching**

**Health and Safety issues for pupils with S.E.N.**

All staff is made aware of difficulties a child with SEN may have, so that everyone plays a part in ensuring the health and safety of that child during play times and around the school in general. All children take part in school tours, outings and sports days.

**Deployment of staff.**

Discussion takes place at the end of every year to ensure that the entire staff are deployed effectively in order to meet the overall SEN requirements of the school. At the meeting will be all members of the SET and the principal. SNA will assist and support the needs of the Special Needs pupils in as far as possible complying with Circular 13/2017.

**Resources**

We have 4 well resourced special education room in the school and equipment is available to all teachers (see list Appendix B ) The SETs are responsible for sourcing and acquiring additional resources and for tracking, storing and maintaining these resources.

**Transfer to Post Primary**

Consultation takes place between the post primary Special Ed teachers, principal, class teacher and SEN Team takes to assist a smooth transition for pupils with Special Needs to post primary education. The Principal oversees the passing on of the 6th class passport to the post primary school. Parents provide a copy of the psychological report to the new school.

**Success Criteria**

Identify some practical indicators of the success of the policy e.g.

* Inclusion of pupils with Special Needs into our school.
* Progress of pupils with Special Needs in our school (assessments).
* Feedback from Teaching Staff, Special Needs Assistant, Pupils, Psychologists.
* Inspectors Report etc.

**Roles and Responsibilities**

The following people have responsibilities for aspects of the policy e.g.

* AP 2 post holder (with responsibility for Special Education)
* Principal, SENO, Parents, DES, Psychologist, Teaching Staff.

**Timetable for Review**

The policy will be up for review in two years or if the need arises due to legislation.

**Ratification and Communication**

Parents are informed at the Induction meeting that policies are available for inspection

Ratified by the B.O.M officially on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix B.**

### Inventory of Resources.

1. **Reading Series.**

Oxford ReadingTree.

Oxford Reading Tree-First Story Rhyme Series.

New Reading Ginn 360.

Story Chest Readers.

I Wonder Stories.

Storyworlds.

Dandelion Readers.

Barrington Stoke Readers.

Sails Series.

1. **I. C. T. Resources.**

Clicker 4.

Wordshark.

Numbershark.

1, 2, 3, CD.

Computer Classroom G to K

Woodlands Junior School Web Page.

Storybook Weaver.

Websites used

Fun4thebrain

Woodlands Junior School

Starfall

Kent ICT

Coxhoedurham

Eyecanlearn(visual exercises)

Sparklebox

Bogglesword

1. **Phonic Programmes**

Alpha to Omega Stage 1 and 2.

The Pat Programme.

Jolly Phonics Book 1 and Flashcards, CD and story books.

Teaching Reading and Spelling to Dyslexic Children, Margaret Walton.

Toe by Toe.

1. **Diagnostic / Screening Resources.**

The Quest.

The Neale Analysis.

Jackson Phonics.

Sound Linkage.

Sounds Abound.

NRT-Non Reading Intelligence Test

Schonell Word Reading Text.

Schonell Spelling Text.

Sigma T.

MALT maths diagnostic Test

1. **Literacy Resources.**

Flip Charts – for Phonics..

Sequence Cards.

CVC Spelling Board Games.

4 Letter Blends Board Games.

Memory Game.

Reading for Comprehension Series – Card Boxes X 8.

Alphabet bingo.

Dolch Bingo.

Matching picture Boxes.

Phonic Cubes.

Starter Stile Books 1 and 2.

Stile Comprehension and trays

Stile Comprehension Extra.

Stile Phonics and Grammer.

Whiteboards.

Jolly Phonics Flashcards.

Jigsaws.

Easywords to sound Bingo.

Silly Syllables.

Sand Box.

Look and Match Alphabet Jigsaw.

Sandpaper Letters.

Sort and Sound Vowel Diagraphs.

Pig and Piglet Snap.

What’s Missing?

Word Families 1,2,3.

Vowel Sounds Directory.

Picture Writing Books 1,2,3.

Sequencing Basic Skills Book.

Nexus Transparent wipe off covers.

6. **Prim-ed Books**

Big Book of Phonics X 3..

Success with Syllables.

Phonic Work Sheets 1 and 2.

Cloze (8-10).

Cloze (5-8).

Reading Skills in Context – a whole story approach middle/upper.

Multiple Choice Comprehensions – Upper.

Reading Comprehension – Table with a moral lower/middle.

Reading Comprehension – Tables with a moral lower/middle.

Comprehension for Young Readers.

Comprehending Informational Text Books F and D.

Differentiated Cloze – middle.

Vocabulary Extension.

Problem Solving with Language.

High Interest Activities.

Visual Discrimination Early Skills Series.

Visual Discrimination Exploring and Solving Picture Patterns.

1. **Easylearn Books**

What’s it about?

Reading Roundabout 1 and 2.

Single Sentences

1. **Folens**

Sounds at Work A, B, C, D.

1. **Good Apple**

Reading Doodle loops.

Creative Activities for beginning Readers.

Spotlight on blends. Initial and End.

1. **Kickstart.**

Complete Comprehension First Class Onwards. Book A

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1. **Ramedia.**

The 5 W’s

Wonder stories Grade 1, 2, 3, and 4.

1. **Spelling / Writing**

50 Spelling Activities (8 – 12). Teodorescu Perceptuo – Motor Programme

Write from the Start.

Spelling Work Shop Education Company of Ireland.

Spellbound Folens.

The Essential Spelling List Schonell.

Word Perfect Spelling. Ronald Ridout.

My Spelling Work Book.

1. **Listening Skills / Reading and Thinking Resources.**

Reading and Understanding – Basic Skills Series.

Look Listen Think Lower / Middle.

Reading and Thinking 1,2,3,4, Learning Materials Ltd.

Looking and Thinking 1,2,3.

Developing Alert Listening Skills. Jean Gilliam.

Listening Comprehension Upper/ Middle / Lower.

Listening / Understanding / Remembering / Verbalizing Great Ideas for Teaching Inc.

Auditory Processing Activities by Jeffries.

Sequence Rummy.

What goes together?

Why / because LDA language cards.

1. **Social / Emotional / Language Resources.**

Socially speaking L.D.A. Alison Schroeder.

1,000 pictures for teachers to copy. Longman.

Bright Ideas Teachers Handbook.

Manual of Exercises for Expressive Reasoning Linguisti Systems.

From Sentence to Narrative.

Pragmatics Worksheets.

Helping Children to Build Self Esteem Deborah Plummer.

The Salt Programme.

Primary Movement Programme.

How to teach children with Challenging Behavior.....Veronica Burkett.

Cracking the Hard Class.....Bill Rodgers.

Words are not for Hurting.....Elizabeth Verdick.

Hands are not for Hitting.....Martine Agassi.

101 Games for Self Esteem.....Jenny Mosley and Helen Sonnet.

101 Games for Better Behavior.... “ “ “

1. **Mathematics**

Math Magic Selection books and shadow books.

Letts Numeracy Basics (5-6) (6-7) (7-8) (8-9).

Action Maths Matters.

Math Quest.

The Time Book 1 and 2. Ready – Ed publications.

(3-5) (5-7) (7-8) (8-9) (10-11).

Let’s Get Started. Peter Haddock ltd.

First Steps in Maths (5-6) (6-7) (7-8) (8-9).

Mathematical Beginnings – Problem solving for Younger Children. Claire Publications.

Table Talk. Niamh Ni Eachagan. NT.

Tangramables.

Number Quest.

Sand Paper Numbers.

Base 10 sets.

Clocks Large and Small.

Bingo 1 – 10.

Threading game – numbers.

Inside Out Math Problems (Upper)

Ratification and Communication

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Ratified by the B.O.M officially on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_