

Special Needs Policy

Aims

- To support the general aims of the school and in particular to ensure that all students reach the highest level of personal, intellectual and academic ability of which they are capable.
- To address the needs of identified pupils in the school through its curriculum and Pastoral Care programme.

Rationale

- To ensure that the requirements of all students who may have special needs, either throughout or at any time during their school career are addressed.

Specific Objectives

- To identify pupils with Special Educational Needs.
- To recognise a continuum of needs and to clarify pupils' needs accordingly.
- To develop and distribute suitable programmes of work, including Education Plans.
- To support pupils having special educational needs by using a variety of appropriate strategies.
- To seek the views of pupils, teachers, guardians, external agencies and Education Library Boards in determining and evaluating provision for SEN.
- To liaise with feeder primary schools, other secondary schools and relevant third level establishments.
- To allocate available resources for monitoring and evaluating the progress of individuals in the most effective way.
- To maintain records for monitoring and evaluating the progress of individual pupils.

Guidelines

- All teachers should be involved in the identification of special needs.
- All students should be taught in the mainstream classroom for the majority of the time.
- All students should have access to the National Curriculum.
- A register should be kept of all special needs pupils.
- The needs of identified pupils should be addressed, as far as possible, through the school's curriculum and its pastoral care programme.

- There should be close liaison between the SENCo and the relevant external agencies when required.
- There should be regular academic monitoring of the academic progress of identified pupils through continuous assessment and the normal formative and summative assessment of the school.

Roles and Responsibilities

Role and responsibilities of:

Support staff:

- Assist with administration.
- Work with individual/group of students using Mentor system.

Principal:

- To oversee implementation of policy.
- To meet on a regular basis with SENCo.

Board of Governors:

- Maintains overview of school's Special Educational Needs Policy.
- Consults ELB, CCMS and other Board of Governors where appropriate.
- Reports annually to parents.

Subject Teacher:

- Responsible for delivery of the curriculum to pupils of all abilities.
- Responsible for identification of pupil learning difficulties and physical or behavioural special needs.
- Responsible for contributions to and implementation of Education Plans when necessary.
- Responsible for recording pupil progress.

Class Tutor:

- To look out for indications of special needs and report consistent recorded concerns to the Year Head.
- To liaise with subject teachers/Year Head on a regular basis about any problem areas.

Year Head:

- To follow up matters referred by Class Tutors concerning special needs.
- To report consistent recorded concerns to the SENCo.
- To liaise with subject teachers/tutors on a regular basis about any problem areas.
- To make contact with parents when necessary and keep a record of such contact. This includes sending letters/forms home concerning breach of school rules/punctuality or absence.

Procedures for Dealing with Special Needs

A. SUBJECT TEACHER identifies difficulty:-

1. Retains samples of work.
2. Records results and nature of difficulty. Supplies copy to Tutor.
3. In consultation with HOD, examines strategies relevant to the individual's needs, taking cognisance of known health and/or social problems.
4. Set short term targets.
5. Monitors and reviews strategies.

B. IF CONCERN CONTINUES:-

1. SENCo will require a written report on pupil's progress to date from all of her subject teachers.
2. SENCo will register the pupil on the SEN register. [STAGE 1]
3. Parents will be informed.
4. SENCo consults with subject teacher(s) regarding
 - a. Strategies already implemented
 - b. Alternative strategies
5. SENCo/Subject Teacher advises pupil of strategies.
6. Subject teacher(s) retain samples of work and records.
7. Subject teacher(s) monitors and reviews situation.

This process should last approximately 6-8 weeks.

8. Either a. Support is not required
Or b. New targets are set.
9. New targets are set for approximately 6-8 weeks.
10. Review situation,
Either a. Support is no longer required – pupil's name is removed from register
Or b. Proceed to STAGE 2.

C. STAGE 2

1. SENCo
 - a. Initiates assessment of specific difficulties
 - b. Liaises with subject teachers in drawing up an education plan.
 - c. Monitors and reviews provision for the pupil.
2. Subject Teachers consult with Heads of Departments in drawing up Education Plans in relation to specific curriculum requirements.
 - An Education Plan should set out:
 - The nature of learning difficulties.
 - The special education provision, including any specific programmes (e.g. withdrawal or in-class support).
 - Nature of parental support.
 - Targets to be achieved in a given time.
 - Pastoral or medical conditions.
 - Monitoring and assessment arrangements.
 - Review arrangements with date.

The plan should be limited to 6 weeks approximately.

3. Parents are invited to interview with Year Heads and SENCo.
4. Pupil is advised of Education Plan.
5. As a result of review:

- a. Stage 2 status remains with a revised Education Plan drawn up by subject teachers and SENCo. HODs and SENCo retain copies of the Education Plan (6 weeks approx.- then review)
- b. After review – pupil may revert to STAGE 1.
- c. If progress is very unsatisfactory the pupil moves to STAGE 3.

D. STAGE 3

1. SENCo, Year Head collate all relevant information.
2. Parents are interviewed.
3. A review meeting is called involving SENCo and Year Head.
4. SENCo seeks any necessary advice from external agencies and informs EA.
5. A new education Plan is drawn up with specialist advice from EA or other sources.
6. The pupil is advised of the plan.
7. Review takes place every 6 weeks.
 - Satisfactory progress means reverting to STAGE 1 or 2.
 - Unsatisfactory progress indicates that the Principal may request Statutory Assessment by EA.
8. Parents are informed of outcomes of reviews and consulted about strategies.

E. STAGE 4

1. Having collected relevant information the SENCo has responsibility for seeking the statement.
2. Relevant information is passed to the EA.
3. The EA make a decision about the progress of the statement.

F. STAGE 5

1. In liaison with the Pastoral team the SENCo has the responsibility for drawing up IEPS and carrying out annual reviews.
2. SENCo is responsible for liaising with all relevant outside agencies.

3. There are regular meetings and reviews of the targets throughout the year. The annual review is fed back to the EA.