

Lanesboro Community College



Special Education Needs Policy.

Mission Statement

Lanesboro Community College is committed to providing superior services and academic programs that challenge the mind and body, instilling the joy of lifelong learning and responsible citizenship.

We recognise every member of our school community as a unique individual, each with the potential to grow academically, emotionally, spiritually and socially and it is our aim to provide an environment conducive to this development at all times.

Our school is a happy healthy place where everybody is welcome and where good learning and good teaching takes place in a safe and secure environment....no exceptions.

Rationale:

The purpose of this policy is to:

- Provide practical guidance to staff, parents and other interested parties about our SEN procedures and practices.
- Outline the framework for addressing additional needs in our school.
- Comply with legislation-The Education Act (1998), The Equal Status Act (2000), The Equality Act (2004), The Education Welfare Act (2000), The Data Protection Acts (1988, 1998 and 2003) and The Education for Persons with Special Educational Needs Act (2004).
- Fulfill DES circular 0014/17 -Circular to the Management Authorities of all Mainstream Post Primary Schools; Special Education Teaching Allocation and new 2017 Guidelines for Post Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools.
- Adhere to the information outlined in the following publications- "Inclusion of Students with Special Educational Needs-Post Primary Guidelines "(Department of Education & Science (DES) Inspectorate: 2007), "Exceptionally Able Students-Draft Guidelines for Teachers" (NCCA: 2007) and "Continuum of Support for Post-Primary Schools".

The aims of education for students with special educational needs as set out by the National Council for Curriculum and Assessment states that the broad aims of education for students with special educational needs reflects those that are relevant to all students and include

- a) Enabling the student to live a full life and to their full potential as a unique individual through access to an appropriate broad and balanced curriculum.
- b) Enabling the student to function as independently as possible in society through the provision of such educational supports as are necessary to realise that potential.
- c) Enabling the student to continue learning in adult life.

Aim:

To ensure that each child reaches their full potential at school and is enabled to partake in every aspect of school life.

Access to Special Education

The following students may be selected for Special Education in our school:

- A student who has had a psychological assessment which recommends Special Education teaching.
- A student who has a Specific Learning Difficulty or a Mild Learning Difficulty.
- A student who received Special Education in Primary School.
- A student identified from Primary Sten Scores.
- A student identified from CAT 4 Scores.
- A student identified by their teachers as having difficulty with one or more of their subjects.
- A student with emotional or behavioural difficulties.
- A student from a minority background (EAL; Cultural).
- A student with physical difficulties.
- A student with a visual / hearing impairment.
- Exceptionally able students

Procedures:

First year students.

- Get copies of psychological assessments from parents of incoming students. (On enrolment.)
- Make application to SENO for recommended supports if required. (SNA, extra hours, etc.)
- Meet with parents.
- Link with primary schools.
- Test incoming first year students with standardised tests to determine reading age (NGRT).
- Test first year students with CAT4 in September
- Monitor results in Term Assessment

Other students.

- Have psychological tests reviewed by NEPS as required.
- Refer students for psychological testing, when necessary.
- Arrange and facilitate consultation meetings with NEPS and parents as necessary.
- Test students, using CAT4, on transfer to senior cycle
- Monitor results in Term Assessments
- Apply for Reasonable Accommodation in state exams (RACE), as required.

Practices:

- All class teachers are made aware of students in their class who have Additional Education Needs (AEN). (Information given at beginning of year staff day.)
- All class teachers are made aware of recommendations in psychological reports for these students.
- Recommendations attached to VsWare
- All Subject Department folders have a section which relates to students with AEN and classroom strategies used to support these students.
- All psychological reports are kept on file in the office and are accessible for viewing by relevant staff. Parents give permission for this on Acceptance form.

- Access to psychological reports is monitored by the principal and the secretary.
- Students with AEN have access to resource teaching hours, with Co-Teaching being the current model of scaffolding and support
- Students with AEN are encouraged to participate in all areas of school life. This is facilitated by the Special Needs Assistants and often involves pre planning for trips/ extra- curricular activities.
- Results of Term Assessments are monitored to ensure that all students receive support when necessary

Roles and responsibilities:

- "The Guidelines for Post Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools" (page 27, 2017) outlined that the principal has overall responsibility for SEN procedures and practices in the school. It states that 'Under current legislation the principal of the school has overall responsibility for ensuring that the special educational needs of students are met. Consequently, the principal has the general responsibility for establishing and promoting whole-school policies and procedures that are supportive of the learning of all students, including those with special educational needs' (Inclusion of Students with Special Educational Needs: Post-Primary Guidelines; DES, 2007, p 67). The new allocation model states that the principal's leadership role is central.

The school principal should:

- Assume overall responsibility for the development and implementation of the school's policies and procedures relating to the inclusion of students with special educational needs
- Oversee a whole-school approach to assessment and screening to identify needs and to guide the allocation of appropriate supports
- Ensure effective engagement with feeder primary schools to support the transition of students with special educational needs

- In collaboration with the in-school management team, discharge a key function in the deployment of staff, allocation of resources, organisation of students and timetabling
 - Ensure that systems are in place for effective sharing of relevant information on students' needs with all subject teachers
 - Facilitate the continuing professional development of all teachers in relation to the education of students with special educational needs, and ensure that all school staff (subject teachers and special education teachers, guidance counsellors, special needs assistants) are clear regarding their roles and responsibilities in this area
 - Ensure that whole-school procedures are established to facilitate the effective involvement of parents, students and external professionals/agencies.
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- A Learning Support team is in place and includes Principal, Guidance, HSCL, Teachers who are Co-Teaching, SNAs. This team ensures that provision can be co-ordinated efficiently and flexibly to meet a range of needs
 - We adopt a whole school approach to AEN. To encourage this, areas of AEN such as linking with NEPS, SENO, SCP, Care Team and applications for RACE are not the responsibility of one teacher. This leads to a greater awareness and ownership among staff of AEN and a greater sense of belonging for students.
 - HSCL meets with parents of all incoming students who have reports, before the child starts in the school
 - HSCL meets with the parent and the child during the first term in the school
 - Student support plans are completed by nominated teachers after these teachers meet with individual students and discuss their needs with them
 - Co-Teaching plans are completed by teachers who are CO-Teaching. These plans are reviewed in line with the three Term Assessments
 - Learning Support provision is reviewed at regular intervals though out the year.
 - Student progress is discussed at staff meetings.
 - Class teachers make provision for students with AEN within their class, ensuring appropriate material is available.

Success Criteria.

- AEN students will be able to partake in school life and realise their full potential in keeping with our mission statement.
- The procedures laid down in this policy will function smoothly
- All members of the school community will understand and implement the whole school approach and ensure that students with AEN are included in all aspects of school life.
- Adequate information and training is provided to staff to fulfil their obligations under the EPSEN act.
- The Learning Support team will anchor and develop new supports in line with best practice. (e.g. Co-Teaching)
- The Gifted child will be supported and encouraged to be involved in co-curricular activities such as debating, SciFest, BTYS, competitions.

Monitoring and evaluation

This policy will be evaluated at the end of each school year.

Ratified by Board of Management:

Chairperson:

Willie Denny
6/3/24

Principal:

Nazel Shannon
6/3/24.

