

PRIMROSE HILL NATIONAL SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Rationale

The purpose of this policy is to provide practical guidance for teachers, parents and other relevant persons on the provision of effective teaching support for children experiencing a learning disability or any special needs and to fulfil our obligations under the Education Act 1998.

Definition of Special Needs

We understand Special Needs to be that as defined in D.E.S. circulars. Interventions with pupils will be delivered in a manner that best meets the needs identified, which may be through group or individual teaching.

Identification and Selection of Children with Special Needs

Concerns about children may arise in a number of ways:

- Parents inform the principal or class teacher of a concern they have regarding their child.
- Teachers may have a concern regarding a child in their class.
- Concerns may arise following standardised testing.

Procedures to be followed

- Having consulted with the teacher and parents involved, the Principal will seek appropriate assessment through the N.E.P.S. with a view to qualifying for support from the Resource Teacher.
- In the situation where parents refuse to grant consent for their child to attend for either a psychological assessment or learning support, a signed record of the offer and its rejection should be kept in the child's file.
- The Education Welfare Act 2000 authorises the Board of Management with the consent of the parent of a child to arrange for a child to be assessed as to his or her intellectual, emotional and physical development by such a person as may be determined by the Board with the concurrence of the parent.(Section 10-4)
- Where a parent refuses to give consent the Board may apply to the Circuit Court for an order that an assessment of the child be carried out.(Section 10-5)

Aims of Special Needs Teaching

The aims of the Special Needs Teaching are:

- To support as far as possible the integration of the child with special needs into the mainstream setting.
- To develop positive self-esteem and positive attitudes about school and learning in the child.
- To promote collaboration among the staff in the implementation of the whole school policies on special needs.

Role of the Resource Teacher

The role of the resource teacher is to provide support for children with special needs by:

- Developing an individual learning programme (IEP) for each pupil in consultation with other partners in education.
- Assessing and recording the child's needs and progress.
- Setting specific time-related targets for each child and agreeing these with the class teacher and principal.

- Direct teaching of the child, either in a separate room or within the mainstream class.
- Advising class teachers in regard to adapting the curriculum, teaching strategies, text books, I.C.T. and other related matters.
- Meeting and advising parents when necessary, accompanied by the class teacher as necessary.
- Meeting with relevant professionals in the child's interest e.g. psychologists, speech and language therapists and visiting teachers.

Timetabling

- The provision of special needs teaching is in addition to regular teaching.
- Time allocated per child will depend on the demands on the service and the hours authorised by the SENO.
- Every effort will be made to ensure that pupils do not miss out on the same curricular area each time they attend except where a pupil has been exempted from a subject by the DES.
- Likewise the school will endeavour to ensure that pupils do not miss classes they particularly enjoy such as Art, P.E.

Role of the Class Teacher, Parents, Principal and Board of Management

The role of all the above in the education of children who have allocated resource teaching is as in the preceding section, i.e. the section on Learning Support.

Signed

Signed

Chairperson, Board of Management

School Principal

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