



St. Multose National School Integration of children with Special Educational Needs

Date ratified by the Board of Management: 25/09/2012

Date of review: 22/10/2014

Introductory Statement

The definition of special educational needs is *'in relation to a person, a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition'*. (Sections 1 & 52 of Education for Persons with Special Educational Needs Act 2004)

This policy was formulated by the staff of St. Multose National School in consultation with parents and sanctioned by the Board of Management.

Rationale

Inclusion, early assessment, a team approach with specialist teachers and a multidisciplinary approach are recognised by St. Multose School as essential to the inclusion of children with special educational needs. St. Multose School asserts that the pupil with special needs has the right to acceptance in the educational community, with a child-centred pedagogy, which meets his/her needs, and to inclusion in mainstream classes.

This should be the case unless the nature or degree of those needs of the child is such that to do so would be inconsistent with:-

- a) the best interests of the child, as determined in accordance with any assessment carried out under the Special Educational Needs Act 2004, or
- b) the effective provision of education for children with whom the child is to be educated.

Pupils will be provided with equality of access and at a level appropriate to their needs. St. Multose recognises its duty in identifying pupils with special needs and making provision for them.

Relationship to the Characteristic Spirit of the school

St. Multose N.S. encourages the inclusion of all children in mainstream education, irrespective of their physical, emotional, educational and social needs. Our school cherishes all pupils equally and endeavours to aid them to reach their full potential.

Aims

- To outline procedures and practices to be followed in relation to pupils with special needs.
- To outline our whole school approach to teaching/learning in relation to pupils with special needs.
- To enable pupils with disabilities to share with their peers as complete an educational experience as is possible.
- To establish communication structures for the involvement of parents/guardians of pupils with special needs.

Enrolment of Children with Special Needs:

- In relation to applications for the enrolment of children with special needs, once a place has been offered, the Board of Management will request a copy of the child's most recent medical and/or psychological report or where such a report is not available, to request that the child be assessed immediately.
- The purpose of the assessment report is to assist the school in establishing the educational and training needs of the child and his/her teacher, relevant to his/her disability or special needs and to profile the support services required.

- Following receipt of the report, the Board would assess how the school could meet the needs specified in the report.
- Where the Board deems that further resources are required, it would, prior to enrolment, request the Department of Education and Science, to provide the resources required to meet the needs of the child as outlined in the psychological or medical report.
- These resources may include for example, access to or the provision of any or a combination of the following: resource hours, visiting teacher service, special needs assistant, specialised equipment or furniture, access to school building, classroom, toilets, transport services, administration of medicine or other.
- The school would meet with the parents of the child to discuss the child's needs and the school's suitability or capability in meeting those needs.
- If necessary, a full case conference involving all parties would be held, which may include parents, principal, chairperson of the Board of Management, class teacher, learning support teacher, Special Education Needs Organiser (S.E.N.O.), Resource Teacher, Special Needs Assistant, or Psychologist as appropriate.

In the event that a child, already enrolled in the school, should show signs of having special educational needs, then the following measures will be used:

- When the principal, having been advised by parents/guardians/teachers or otherwise, forms an opinion that a child has special educational needs, the principal shall take such measures to meet the educational needs of the student.
- If the principal is of the opinion that the student concerned is still not benefiting from the education programme provided, the principal shall arrange for an assessment of the student to be carried out.
- The assessment is to be carried out by people such as a psychologist, a medical practitioner, Occupational or Speech Therapist, the principal of the school, a teacher of the school, a qualified social worker, a play therapist and/or other suitably qualified therapist.
- The assessment is to be carried out with the consent of the parents/guardians.
- If the assessment establishes that the student has special educational needs the principal shall cause a Continuum of Support Student file to be prepared.
- The principal shall ensure the parents of the child, the S.E.N.O. and such other persons as are appropriate are consulted and that the involvement of the parents/guardians is facilitated.
- When the plan has been prepared the principal shall ensure that it is furnished to the parents/guardians and they have an opportunity to discuss it.

A continuum of support student file shall include:

- (a) the nature and degree of the child's abilities, skills and talents
- (b) the nature and degree of the child's special educational needs
- (c) the present level of educational performance
- (d) test results or other assessment results
- (e) special education and related support services to be provided and the goals the child is to achieve for the term/period.

- The principal of the school shall ensure the educational plan is implemented and ensure that the school will apply to the Department of Education and Science for the necessary monies and support services.
- Biannually, the resource teacher and/or learning support teacher shall review each I.E.P. for those children attending the school who have been assessed and granted resource hours.
- They will meet with parents/guardians and the class teacher to discuss the I.E.P. Outside agencies may attend I.E.P. meetings as necessary.
- Parents, the resource teacher and the principal will sign the I.E.P.

Success Criteria

Recording and Reporting - Opportunities are provided for the parents to meet regularly with the resource/classroom teacher. Positive teacher-parent communications are promoted. If children with special educational needs feel valued and fulfilled in their interactions with peers and teaching staff, the policy will be seen to be working. In addition, if teachers, involved in the education of children with special educational needs, feel that all children in the class are benefitting and learning from the experience, they will deem it successful. Finally, if parents are happy with the progress of all children in the classroom, they will deem it successful.

Roles & Responsibilities

Teaching staff in conjunction with the resource teacher or the learning support teacher as appropriate, parents and a psychologist from N.E.P.S. or other approved Educational Psychologist are responsible for assessing pupils and providing them with the best help available. The resource teacher or learning support teacher, in consultation with the principal, will make referrals to speech therapists or make requests to parents to access occupational therapy or CAMHS through their local G.P. The Department of Education & Science is responsible for providing necessary equipment to make it possible to provide the best care available. The principal/resource teacher is the designated teacher to liaise between N.E.P.S. psychologist, parents and all teachers. Parents have a responsibility to inform the school of any assessments or support services accessed either by completion of the Confidential Form before entry to the school or as things arise following registration in the school.

Timeframe for Implementation

Immediate

Timeframe for Review

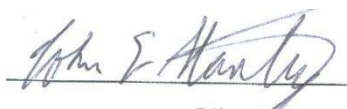
The inclusion of specific children will be discussed annually in November when enrolment is normally decided and when Confidential Form is returned by parents. The next review will take place in November 2016 or as legislation changes.

Responsibility for Review

Class teachers, learning support teacher, resource teacher and principal will collate the findings and amend the policy as necessary.

Ratification & Communication

The Board of Management has ratified this policy on 25th September 2012. The policy is provided to all parents following a successful application to the school.



John E. Hanley