

Special Educational Needs Policy – Gaelscoil Moshíológ

Introduction:

Gaelscoil Moshíológ is an interdenominational, co-educational Gaelscoil under the patronage of An Foras Pátrúnachta. The following paragraph from our school Mission Statement affirms the guiding principles of this policy.

The school is committed to a holistic approach to education.

We recognise the uniqueness of each child in our care, and we strive to develop his/her full potential, in a nurturing and mutually respectful atmosphere.

To this end, we work in partnership with parents and the wider community.

Enrolment:

The enrolment policy of the school governs enrolment of all pupils and is available to all staff and parents in the school porch.

Policy Guidelines:

These guidelines provide practical guidance for teachers, parents and other interested parties on the provision of effective learning support to pupils experiencing low achievement and or learning difficulties as well as to fulfil our obligations under the Acts below;

Education Act (1998)

Education Welfare Act (2000)

The Equal Status Act (2000)

Disability Bill (2002)

E.P.S.E.N. Act (2004)

It is the policy of this school to include all children particularly those with Special Educational Needs, as a valued part of the school community.

The population of Special Education Pupils in school are as below

- Pupils on the autistic spectrum;
- Low incidence Special Needs Pupils;
- High incidence Special Needs pupils;
- Emotional/ Behavioural Needs.

We do this by inclusion which has the following core principles:

1. Early intervention;
2. Suitable learning challenges;
3. Responding to children's diverse learning needs;
4. Overcoming barriers to learning and assessment;
5. Ensuring 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.

Inclusive Practice:

- **Buddy System:** To enable the school to fulfil its policy with regard to the integration and inclusion of all pupils, a buddy system will be operated according to the needs arising. This is to establish a welcoming and tolerant attitude towards difference within the school community.
- To recognise that the SPHE programme can play a valuable role in supporting inclusiveness when effectively delivered to all pupils.
- Circle time will be used to integrate and include all pupils with Special needs.
- All pupils are entitled to their breaks and playtimes. Special Needs Pupils are supported and monitored by the Teacher on duty on the yard. Special arrangements and management programmes will be supported by all staff.
- **The Health and Safety Policy, available to all members of staff, is applicable to all school staff and pupils. Should the question of the administration of medication arise refer to this policy.**
- Special Needs Pupils who have needs with regard to hygiene, toilet training and self-care issues are provided with a private toilet room and shower facility.

Current Provision:

The school currently has the following provision for pupils with Special Educational Needs.

Staff:

Two full-time teachers and one staff member is shared between our school and another. This staff member is present on Mondays, Wednesdays and Fridays in our school.

Timetabling;

- The provision of Special Education Support may include withdrawal of pupils from their class and /or team teaching in the classroom.
- Class Teachers make an effort to ensure that pupils do not miss out on the same curricular area each time they are withdrawn for support.
- It is desirable to adopt a flexible approach to timetabling whilst at the same time ensuring that class disruption be minimised.
- Time for consultation and collaboration is essential for all personnel involved in Special Education Support. Whilst it is recognised that informal daily contact is of value, meetings will be

arranged by organising relief for the Class Teacher to allow him/her to liaise with The Special Needs Teacher, prior to each team-teaching session and upon completion of the session.

Student support file:

A Student Support File Template has been developed by Gaelscoil Moshíológ to enable the school to plan interventions and to track each pupil's pathway through the Continuum of Support. It facilitates teachers in documenting progress and needs over time and assists them in providing an appropriate level of support to pupils, in line with their level of need. Following a period of intervention and a review of progress, a decision is made as to the appropriate level of support required by the pupil. This may result in the discontinuation of support, the continuation of the same level of support or provision of a higher or lower level of support.

Identifying Pupils with Special Needs:

Children needing supplementary teaching from the Special Education Teacher are identified by:

- Information from the enrolment form;
- Input from parents;
- Teacher observation;
- Teacher designed tasks and tests;
- Checklists;
- Standardised tests;
- External Reports.

Standardised tests can be used to screen and identify pupils' performance in reading and mathematics. Those pupils performing below the 13th percentile are prioritised for support in literacy and numeracy.

The standardised used in the school are as follows:

Test	Class	Time of year
Belfield Screening Test	Naíonáin Bheaga	Márta
Áismheasúnaithe sa Luathlitearthacht	Naíonáin Mhóra	Márta
Drom Conrach don Ghaeilge	Rang 1 – Rang 6	Bealtaine
Sigma T	Rang 1 – Rang 6	Bealtaine
Micra T	Rang 1 – Rang 6	Bealtaine
NNRIT	Rang 2 & Rang 5	Bealtaine

The results of the Micra T, Sigma T and Drom Conrach are written in the end of year school reports with a bilingual explanatory sheet included. The Drom Conrach test for Senior Infants (if administered) is used for assessment for learning purposes only and consequently not included in end of year reports.

The Standardised Tests are administered and corrected by a teacher, other than the Class Teacher to ensure impartial testing. Approximate dates of testing are published on the school calendar to promote attendance on those days. When possible the Special Education Teachers will arrange another test date for children absent when their class is tested. This however cannot be guaranteed.

The school reports with test results are sent home up to two weeks before the summer holidays to facilitate any parent who would like to meet with the class teacher to discuss their child's test results.

Results of the yearly standardised tests such as Micra-T, Sigma-T and Drumcondra tests are useful in supporting other screening measures such as teacher observation. The professional opinion of the Classroom Teacher should be considered at least as important as the test results. He/she, along with the child's parents, knows the child best.

Sometimes a child can underperform on a test. They may need to re-sit a different standardised test to decide if the child's performance was a true reflection of his/her ability.

The following pupils are prioritised for Special Education

- Pupils who were previously in receipt of supplementary teaching from a Resource or Learning Support Teacher and who continue to experience significant learning difficulties.
- Pupils who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES, 2010). This will be evidenced through school-based assessment of attainment, behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. The school will also take into account needs set out in professional reports, where available.
- Pupils with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties. Pupils who have specific learning disabilities.
- Pupils with significant Special Educational Needs. For example, pupils with significant learning, behavioural, emotional, physical and

sensory needs. These pupils need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs.

· Pupils who have additional literacy or language learning needs including those pupils who need additional English Additional language Support.

The intensity of additional support provided for pupils with low achievement and pupils with Special Educational Needs should be based on their needs and should be provided differentially through the continuum of support process.

Teamteaching:

The school also provides support in class to both targeted children and groups of children who are performing at a similar level. For a set period, the Learning Support Teachers and Class Teacher will create stations based on a particular subject in each class for a designated amount of time. Children with difficulty in the relevant curriculum area (Literacy or numeracy) and gifted pupils will be supported by a teacher at each station during the sessions. In each class there is a variety of activities carried out during Team Teaching, depending on the needs of the children.

Examples include:

- Irish reading in groups (grouped by ability, to allow for differing levels of comprehension);
- English reading in groups (grouped by ability, to allow for differing levels of comprehension);
- Revising letter names & sounds (Infants);
- Maths in groups using concrete material;
- Problem solving strategies;
- Sight words in groups;
- Handwriting in groups;
- Hand muscle development (Infants).

From time to time we may need to assess a child to find his/her specific strengths and weaknesses and to monitor his/her progress outside of Buíonn Teagasc, with parental permission.

Roles and Responsibilities:

The support of Special Needs Education Pupils is a collaborative responsibility shared by all partners in the learning experience. This will include Board of Management, S.E.N.O., Principal,

Special Needs Co-ordinator, Class Teacher, Special Needs Teachers, Parents, Special Needs Assistants, Visiting teachers, H.S.C.L. officers

Board of Management:

The Board will fulfil its statutory duties towards pupils with special needs. It will be knowledgeable about the schools S.E.N provision i.e. funding, equipment and personnel.

Principal:

The role of the Principal is to:

- Assume responsibility for the development and implementation of the school's policy on Special Educational Needs in co-operation with the Board of Management, teachers, parents and children;
- Liaise and work with the Special Educational Needs Co-ordinators and the Special Education Team;
- Consult and liaise with the S.E.N.C.O and with the S.E.N.O. with regard to support hours and provision of support, personnel and resources;
- Monitor the implementation of the Special Needs Policy plan in School.

Class Teacher: Stage One (Class Support)

The Class Teacher has primary responsibility for the progress of all pupils in his /her class including those selected for supplementary teaching. A clear and detailed explanation of Stage One is shared and discussed with staff members at the beginning of each school year.

- To initiate the three stage process in identifying and assessing a potential pupil for special educational resource;
 - To acquire knowledge of the educational difficulties of their pupils in collaboration with the support teacher to enable them to integrate and differentiate the curriculum for those with Special Education Needs;
 - To establish a support network between the class, and Special Education Teachers in implementing the programmes;
 - Will be involved in the drawing up and implementation of the I.E.P.;
 - Will be involved in the collaboration between outside professional agencies and parents in supporting this I.E.P.
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- Each Class Teacher has a folder outlining the stages of Learning Support, suggesting methods of class-based support and differentiation for general difficulties as well as specific conditions and learning difficulties. Enclosed is also information on the more common conditions and difficulties, presenting signs and specific supports. There are also suggestions for recognising and supporting development skills such as auditory, visual and fine motor. The schools standardised and diagnostic tests are also listed.

Special Needs Teacher: Stage Two (School Support) & Three (School Support Plus)

- To contribute to the three stage process of assessment with the Class Teacher.
Stage Two: School Support: An I.P.L.P. is drawn up by the Special Education Teacher in collaboration with the Class Teacher /parents / child and other personnel.
Stage Three: School Support Plus: The school formally requests a consultation with parents, teachers and outside agencies. A new cycle of consultation, assessment, and planning takes place. This is the stage at which a formal Educational Psychological Assessment of the child might take place. The support teacher working with the pupil after formal consultation and assessment will be involved in drawing up and implementing an I.E.P.in collaboration with outside agencies, the Principal, parents and the Class Teacher.
- To provide input to the Special Needs Pupil according to the diagnosis given and to coordinate information about a specific learning difficulty;
- To collaborate and liaise with the principal as well as parents and outside agencies in providing an Individual Education Plan (I.E.P.);
- To provide direct teaching and educational support to the individual pupil;
- To acquire an expertise and knowledge in the areas of a variety of special needs to enable them to give advice and support to class teachers;
- Liaise with the class teacher to implement the I.E.P.;
- To provide support to the Class Teacher by assisting with modifications to the curriculum content, developing alternative resources and setting up student support networks in the class.

Parents:

The role of the parents is vital in the success of support for pupils with Special Needs. Parents contribute by:

- Regular communication with the Class Teacher and Support Teacher;
- Fostering a positive attitude about school and learning in the child;
- Encouraging and supporting homework tasks.

Visiting Teachers :

- These teachers allocated by the DES provide support on specific learning difficulties such as Hearing Impairment and Visual Impairment.
- The Visiting teacher will liaise with the Special Education Teacher and Class Teacher in order to provide support and specific information and expertise in these given areas.

Collaboration with outside Agencies:

Príomhoide: Carol Scott

Príomhoide Cúnta: Caroline Ní Ghrifín

Leas-Phríomhoide: Niamh O'Sullivan

Príomhoide Cúnta: Caitríona Ní Mhurchú

These agencies could include any combination of the following;

- Speech and Language Therapists;
- Occupational Therapists;
- Psychologists;
- H.S.E. personnel;
- Doctors and Psychiatrists;
- Any other personnel involved with the individual child.

The school will facilitate and coordinate work with any of the personnel defined above, in order to establish the specific needs of and necessary resources for the pupil.

It is recognised that these agencies can deliver valued expertise and advice regarding the many and varied needs arising for the pupils.

The teacher will be in a position to coordinate this information and translate it into a consistent and practical application through the curriculum.

Transition:

- Pupils transferring at 6th class level will be included in all the routines and programmes put in place for the 6th class.
- Pupils with Special Needs may need extra support at this time as it is recognised that it could be a time of anxiety and change.
- Meetings will be set up in accordance with school procedure with the second level school teachers to discuss the pupils needs and to enable ease of transition.

Facilities and Resources :

- Resources include a variety of Textbooks, Reading Schemes, Library books, Oral Language Development materials, I.T. programmes and varied ancillary materials.
 - Assessment and Diagnostic Testing materials are also available.
 - Special Education materials will primarily be used in the Special Education rooms;
- These resources may be made available to the Class Teachers following consultation with the Special Needs Teacher.

Complaints Procedure:

Parents with any complaint should first contact the appropriate member of staff as follows:

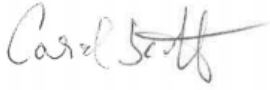
- Class Teacher;
- The complaint is investigated and if not resolved, is referred to the Principal;
- If the matter remains unresolved, it will proceed to the B.O.M. for consideration.

Síniú: *Melanie Ní Dhuinn*

Dáta: 02/06/2021

Cathaoirleach

Síniú:



Dáta: 02/06/2021

Príomhoide

Príomhoide: Carol Scott

Príomhoide Cúnta: Caroline Ní Ghrifín

Leas-Phríomhoide: Niamh O'Sullivan

Príomhoide Cúnta: Caitríona Ní Mhurchú