



Special Educational Needs Policy for Presentation Secondary School, Wexford 2016

Introduction

This policy aims to outline the additional support available for students with Special Educational Needs (SEN) in Presentation Secondary School, Wexford and the philosophy that underpins it.

The SEN policy of Presentation Secondary School Wexford has been drawn up in accordance with:

- The Education Act 1998
- The Education Welfare Act 2000
- The Equal Status Act 2000
- The Education for Persons with Special Educational Needs Act 2004

And with reference to the relevant Department of Education and Skills publications and guidelines.

Mission Statement

Presentation, Wexford, is a Catholic Secondary School for girls only, guided by the ideals of Nano Nagle, foundress of the Presentation Congregation.

The school is committed to the pursuit of excellence in a caring environment.

Rationale

To provide a framework for developing an inclusive learning environment where all students are supported and encouraged to reach their full potential.

Aims

- To ensure, as far as possible, that students with SEN are identified and provided for in a fair and equitable manner so that their learning potential and their sense of self-worth and dignity is developed and respected.
- To inform all members of staff of the identified SEN of students and to make them aware of best practice procedures for inclusion in the mainstream classroom.
- To increase the literacy, numeracy, social and emotional skills of students with SEN to the best of their ability.
- To ensure that SEN is not viewed in isolation but in the context of whole school inclusion.



- To offer students with SEN a broad, balanced, relevant, progressive, holistic and differentiated curriculum and provide for this in an inclusive manner.
- To enable students with SEN to access all aspects of the curriculum and to develop students' self-esteem, confidence and feelings of achievement and fulfilment in accordance with the schools mission statement and related policies.
- To encourage and foster positive partnership with parents and outside agencies in order to achieve appropriate support for students with SEN at school and at home.
- To regularly review and evaluate the effectiveness of practice in support of students with SEN, with a view to improving such practice.

Access to Support Teaching

The school, as a whole, practices a system of mixed ability teaching. Where required, in-class support is offered or students are withdrawn, on an individual or group basis.

The number of students receiving support in any one year may vary according to:

- The numbers of students presenting with a SEN as recognised by the NCSE.
- The number of students identified by the SEN Team as requiring support, with priority being given to students whose achievement is at or below the 10th percentile or at or above the 97th percentile on standardised tests of reading or mathematics in First Year or in any other year group where a need emerges.

Roles and Responsibilities

The Board of Management

The overall responsibility for the provision of education for all students, including those with SEN, lies with the Board of Management.

The Board of Management are charged with specific duties in legislation. A summary of these is contained in the Inclusion of Students with Special Educational Needs Post Primary Guidelines (2007).

The Principal / Deputy Principal

The Principal or Deputy Principal, through the legislation, has the overall responsibility for establishing and promoting whole school policies and procedures that are supportive of the learning of all students including those with SEN. They have the responsibility to inform the Board of Management of any issue relevant to SEN. A summary of these responsibilities and duties are contained in the Inclusion of Students with Special Educational Needs Post Primary Guidelines (2007) The P/DP are responsible for the delegation of duties and tasks to



the SEN Co-ordinators and to ensure that all available resources are appropriately allocated as per DES and NCSE circulars. The P/DP are responsible for the promotion of and provision for in-service training in SEN for all teachers.

The Guidance Counsellors

The Guidance Counsellors liaise, on an on-going basis, with the members of the SEN Team and the Student Support Team as matters relevant to students with SEN arise.

The Guidance Counsellors have a role in providing a range of services including study skills programmes, consultations with parents, provision of emotional support, self-management skills, referral services, advice and support on post-secondary school options, liaise with SEN co-ordinator to assist students in making applications to access supports at third level and support for students with subject choices or where a student may need a reduced curriculum.

Guidance Counsellors provide short-term/brief supportive individual counselling for all currently enrolled students of the school. Group counselling may also be provided according to students' needs. On average, a student is seen for 4 sessions, with a maximum of 6-8 sessions per term. Students who need long-term or more intensive services will be referred to community resources. Parents are responsible for the cost of these out of school services if a cost incurs.

SEN Co-ordinators

The role of the SEN Co-ordinators in the management of SEN provision is

- To work to create a whole-school ownership of inclusion/inclusive practices.
- To communicate to staff relevant information regarding SEN students.
- To be responsible for time-tabling and day-to-day management of the SEN Team, endeavouring to meet the needs of all SEN students, in so far as resources allow.
- To liaise with parents/guardians, teachers, school management, NCSE, NEPs, HSE, SEC and other relevant agencies regarding students with SEN.
- To co-ordinate Individual Student Plans for students in receipt of Low Incidence Resource Teaching Hours.
- To liaise with Guidance Counsellors and other staff members, in relation to the selection and implementation of tests and other means of assessing students' achievement and progress.
- To provide a Transition Programme for incoming First Years with SEN.
- To liaise with Special Needs Assistants and to co-ordinate their workloads and timetables.



Teachers with Learning Support and Resource Hours

The role of the teachers with Learning Support and Resource hours is

- To work closely with the SEN Co-ordinators and subject teachers of the students with SEN.
- To provide specific support for SEN students in collaboration with the SEN Co-ordinators and mainstream class teachers.
- To be involved, as required, in supporting SEN students, either individually, in small groups or through co-teaching with mainstream teachers.

Mainstream Class Teachers

Mainstream class teachers of students with SEN have responsibility for

- the progress of all pupils in his/her class.
- creating an inclusive classroom environment that enables all SEN students to access the curriculum and advance their learning.
- identifying students who may be at risk and referring these students to the SEN Co-ordinators through the appropriate referral procedures in place.
- attending available, suitable special education training courses, as appropriate, to maintain and improve their skills and knowledge to better enhance the educational opportunities of SEN students in their care.

Special Needs Assistants (SNAs)

SNAs are expected to

- Carry out their duties as assigned by the Principal, in accordance with Circular 14/0030 and the school's SNA policy.
- engage in assisting a student or a group of students in relation to a particular task, in accordance with the directions of the SEN Co-ordinators and the class teacher who has assigned the task.
- contribute to the capacity of the school to provide inclusive education for all students and to promote the independence of students with SEN.



Parents/Guardians

Parents and Guardians of students with SEN are expected

- To inform the school, prior to enrolment, of any SEN their daughter may have and to make available any reports, letters of diagnosis and assessments supporting this.
- To make the school aware as soon as possible if a student receives a new diagnosis of a SEN.
- To provide, on acceptance of a place in the school and well in advance of the NCSE February Deadline for applications, all relevant information where a student may be eligible to apply to the NCSE for Resource Hours, SNA support or Assistive Technology.
- To work in positive partnership with the school and other agencies, to support any programmes or plans that may be put in place.
- To ensure the appropriate use, maintenance and safe-keeping of any school-related equipment used by the student.

Students

Since all plans and programmes for students with SEN are student-centred, they are encouraged

- To contribute and cooperate with their plans and programmes of support.
- To approach the SEN Co-ordinator at any time if they have concerns or queries.

Signed: _____ *Sr Madeleine Ryan* _____

Chairperson of the Board of Management

Date: _____ **October 2016** _____

Policy due for review: _____ **October 2018** _____