



POLICY ON SPECIAL EDUCATIONAL NEEDS (SEN)

SPECIAL EDUCATIONAL NEEDS PROVISION – INFORMATION

1. Objectives

- to develop an inclusive school where all students feel welcomed, valued and become fully engaged in the life of The King's Hospital
- to provide an inclusive learning environment that will enable all students to maximise their potential
- to implement a continuum of support for students with SEN

2. Special Educational Needs Co-Ordinator (SENCO)

- A full-time Special Education Teacher will act as SENCO
- The SENCO will be responsible for:
 - o coordinating data gathering, screening and testing
 - o transition planning for students with SEN
 - o overseeing the planning, implementation and review of student support plans
 - o supporting the communication of information regarding students' needs to subject teachers, tutors, house persons and other support structures within the school
 - o liaising with NEPS, health care professionals, other agencies and parents
- colleagues may advise and assist the SENCO in areas where their professional knowledge and expertise are needed

3. Admission Arrangements for pupils with SEN

Pupils who apply to enter the school are accepted:

- a) if they meet the criteria set out in the Board of Management's admission policy and
- b) if the expertise and resources are available in the school to provide for their Special Education Needs and
- c) if applying for a boarding place, they are able to manage as independent boarding students

4. Specialist Provision

- fully trained Special Education Teachers are available
- Special Needs Assistants, if sanctioned by the Dept of Education and Skills (DES), will support specific pupils with SEN
- a career guidance service is provided
- one member of the Special Education team is a fully qualified counsellor
- a private counsellor visits the school on a weekly basis

5. Special Facilities to Improve Access

- a lift has been installed and now most areas of the school are accessible to students with a physical disability (e.g. wheelchair users)

6. Resources

- every effort is made to keep mainstream class size as small as possible
- dedicated SEN rooms for support classes
- computer facilities are available for pupils in the SEN Department

7. Identification of Pupils with SEN

Pupils with SEN are identified by the following methods:

- Information and documentation from parents

- Transfer of information from primary schools
- Standardised assessment tests prior to entry in Form 1
- Standardised assessment tests midstream in Form 4
- Observation by classroom teachers
- Screening tests and further investigation by Special Education teachers

8. Assessment of pupils with SEN

- Further assessment, often using diagnostic tests, is carried out by the SEN Department to identify strengths and particular areas of difficulty
- Tests in reading, spelling, comprehension, maths, oral language and writing may be administered
- An educational psychologist's report may be requested
- Further investigation by an occupational therapist, speech and language therapist or other specialist may be recommended

9. Student Support Plan

- A student profile and programme of support is drawn up for pupils with SEN by a Special Education teacher, in consultation with parents, pupil, relevant subject teachers and outside professionals
- The school is currently working towards the full implementation of Student support plans for all pupils with SEN, in accordance with the aims of the DES

10. Review of Pupils with SEN

- A review of the student's support plan is carried at regular intervals
- A student questionnaire is completed to provide feedback
- New targets are set in consultation with the students concerned
- Student support plans and reviews are kept on file by the SENCO
- There is close liaison with parents regarding progress of students with SEN

11. Access to the Curriculum for Pupils with SEN:

- Mainstream teachers endeavour to use inclusive teaching strategies and respond to the diverse needs of all learners
- All subjects that are available in the school may be taken by any pupil in the appropriate form, subject to the usual limitations imposed by recommended class sizes, such as practical subjects (e.g. Home Economics, Technical Graphics, etc.)
- A reduced number of subjects may be appropriate for some pupils with SEN (this will be decided by parents, relevant subject teachers, SEN Department and pupil, in consultation with the Head of Academics and the Career Guidance Department)

12. Inclusion of pupils with SEN within the school:

- The school aims to have a policy of inclusion of students with SEN
- Mixed ability classes are the norm in most subjects
- Groupwork strategies and co-operative learning are used in the classroom
- Subject teachers are notified of the strengths and needs of pupils with SEN and updated regularly
- Appropriate teaching strategies that would assist particular pupils with SEN are suggested to mainstream teachers
- Special Education teachers liaise closely with subject teachers and may provide in-class support
- Withdrawal of individuals or small group teaching is appropriate in certain cases and is provided after consultation with parents, pupil and relevant teachers
- If the pupil has an Irish or foreign language exemption, additional teaching is usually offered at this time

13. Evaluation of the success of SEN policy for pupils:

- Progress is monitored by testing/re-testing and by consultation with relevant teachers, parents and the students concerned
- It is the task of the Academic Council to discuss SEN policy and determine its success
- The staff seminars may be used to monitor SEN policy

14. Arrangements for Complaints about SEN policy:

- Written or verbal communication outlining the complaint may be made to the Principal
- A meeting between the relevant parties can be arranged for further discussion and resolution

INFORMATION ABOUT STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

15. SEN In-Service Training for Staff:

- opportunities are provided for interested staff to attend SEN courses, lectures and workshops, both in and out of school and staff members are encouraged to do so
- Continuing professional development, to enhance skills of all teachers in supporting students with SEN, is organised on occasions for all mainstream staff
- the SENCO acts as a conduit for informing staff about SEN issues
- the co-ordinator of each subject area is responsible for implementing SEN policy in that department

16. External Support Services for pupils with SEN

- A Special Educational Needs Organiser (from the National Council for Special Education) advises the school and parents on SEN issues and allocates resources to pupils with SEN
- An educational psychologist from the National Educational Psychological Service (NEPS) carries out some assessments and offers advice on SEN
- Parents can avail of assessments by private educational psychologists
- Pupils may attend courses run by the Dyslexia Association, Dyspraxia Association etc by arrangement
- Visiting teachers (provided by DES) support students with visual or hearing impairment
- Occupational therapists, speech and language therapists, and other professionals visit the school on occasions to advise the SEN Department on appropriate supports for specific pupils

17. Partnership with Parents of pupils with SEN:

- The SEN Department liaises closely with parents of students with SEN on all matters of concern
- Parents of pupils with difficulties are referred to the school's SENCO for consultation and follow-up
- Parents can take an active part in the formation of their child's profile and support plan
- Parents are kept informed by a Special Education teacher about their child's progress at parent:teacher meetings, via reports (verbal or written) and by consultation on request.

The SEN policy will be reviewed every two years.

This policy has been ratified by the Board of Management on Monday 25th February 2019.

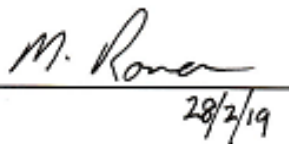
Signed: _____



Mr. Ken Peare

Chairman of the Board

Signed: _____


28/2/19

Mr. Mark Ronan

Principal