

Special Educational Needs Policy

St. Kevin's College

“St. Kevin’s College is a Catholic Boy’s Second-Level School under the trusteeship of the Edmund Rice School Trust. In keeping with the religious and educational philosophy the school seeks to foster the spiritual, moral, intellectual, social, cultural and physical education of all its pupils in a safe, secure and caring environment”

(Mission Statement)

Introduction

St. Kevin’s College strives to provide equal educational opportunities for students with Special Educational Needs in accordance with the Special Education Needs Act 2004. St. Kevin’s College welcomes students with Special Educational Needs and it is the schools policy to make reasonable provision for the needs of such students; to facilitate their participation in the life of the school in so far as is reasonably practicable; and to treat them differently only in the extreme circumstances of their disability being a source of potential harm to themselves or to others, or of the disability having a serious detrimental effect on the school’s provision of its services to other students.

St. Kevin’s College aspires to provide a just and caring environment in which students can grow and learn to their full potential. The school’s policy aspires to offer this provision to all students.

Aims

- St. Kevin’s aims to offer student’s with special educational needs access to an appropriate education.
- St. Kevin’s aims to operate a policy of inclusion, where possible for all students with special educational needs, unless this inclusion is contrary to the individual students’ needs or the needs of the cohort of students.

- St. Kevin's aims to offer all students who have a full psychological-educational assessment access to learning support/Resource teaching, if the report meets the criteria laid down by the National Council for Special Education.
- St. Kevin's aims to integrate student needs, the needs of current legislation and the needs of the curriculum in order to allow students with special educational needs an access route to meet their full potential.
- St. Kevin's aims to work in partnership with parents/guardians in order to assist them in helping a student with a special education to reach his potential.
- St. Kevin's aims to offer students who may have a learning difficulty, access to informal testing, with the purpose of obtaining a more formal assessment, in circumstances where it is deemed appropriate.
- St. Kevin's aims to integrate fully students with a physical disability. Every effort is made to ensure that these students participate as fully as their disability allows. Both the main school building and the playing areas in the gym are single storey. A ramp has been constructed at the front door. The particular needs of each student with a physical disability are assessed on enrolment and carefully monitored thereafter.
- St. Kevin's is aware that exceptionally able students also have special educational needs. We endeavour to identify such students and commit to do everything possible to ensure that there needs are met.

Provisions

- Assessment: Prior to entry: St. Kevin's College welcomes students with Special Educational Needs. The Enrolment Policy confirms this openness. All students are assessed carefully before admission using a number of tests administered to assess general ability and performance. The aim of these assessments is to prepare for a student's entry to the school and plan for additional support teaching either Resource or Learning Support where indicated.

- St. Kevin's aims to foster a policy of early intervention for students at risk of having a special educational need through:
 1. Consultation with feeder primary schools
 2. Analysis of entrance test results
 3. Reports from parents and outside agencies
 4. Informal and diagnostic testing
 5. Offering professional advice to parents on the possible range of assessment options available for their child
 6. Observation of class teachers, resource teachers and year heads
 7. Offering access to the school's educational psychologist, within the limitations of the service available to the school.
 8. Applying for additional resources, resource teaching hours and/or applying for Special Needs Assistant, depending on whether the student has a care need.

- St. Kevin's intends to offer student's with special educational needs access to resource teaching in the subjects of English and Mathematics. Other subject areas may also be included, depending on the nature of the educational need or care need of the student.

- St. Kevin's aims to produce a resource timetable every September, targeting the needs of each student.

- St. Kevin's endeavours to use Individual Educational Plans (IEP's) for students with special educational needs with the purpose of:
 1. Meeting the needs of current legislation in the area of Individual Educational Plans.
 2. Assessing the needs of the student based on current needs, rather than outdated targets from the recommendations of old assessments.
 3. Devising, when feasible, specific, measurable, achievable, realistic and timed targets for students with special educational needs.
 4. Offering the students differentiation of access and learning, in order to meet the targets set.

An IEP is drawn up for the student, with the collaboration of all the partners involved in the student's education; his parents, his form tutor, learning support teacher, subject teachers and the students himself.

Role of the SEN Co-ordinator

- Consultation with primary feeder schools regarding students with special educational needs.
- Consultation with the student support services team (SSST)
- Consultation with class teachers
- Consultations with parents, in-school services and outside agencies with regard to special educational or care needs.
- Applying to the NCSE for resource teaching hours
- Making applications for Special Needs Assistants to the NCSE
- Preparing resource timetables
- Attending in-service training
- Offering in-service training to class and resource teachers
- Implementation of plans
- Reviewing SEN provision
- Reviewing roles of SNA's
- Informal and Diagnostic testing of students at risk of having a learning difficulty
- Offering parents advice on their child's educational need
- Consultation with the educational psychologist
- Attempting to plan provisions based on educational reports
- Facilitating differentiation of access for SEN students.
- Applying for Reasonable Accommodations in state examinations
- Appealing decisions of the State Examinations Commission

Role of the Resource Teacher

- Works with students with diagnosed difficulties
- Assesses the student's needs and progress
- Sets achievable targets for the students
- Engages in team-teaching in order to meet the targets of the student
- Consults with parents and other outside agencies, where appropriate
- Willingness to attend in-service training to assist students
- Exercise due discretion in matters of a confidential nature

Role of the Special Needs Assistant

- To work with students that have care needs
- Works under the supervision of the class teacher in a non-teaching capacity
- Accompanies individuals and small groups of students, who may be withdrawn from class for short periods of time
- Accompanies students from class to class
- Assists supervising teachers during break times, assembly or on school trips
- Records students behaviour and reports serious incidents to Year Head or SEN Co-ordinator
- Attends some reviews of student progress and need
- Exercises due discretion in matters of a confidential nature

Implemented following ratification of BOM in September 2011.
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