

St. Brendan's National School

Special Needs Policy/ Learning Support Policy

This policy was formulated in consultation with members of the Special Education Team mainstream class teachers, the Principal and Parents' Representatives.

The broad aims of education for students with special needs in St. Brendan's reflect those that are relevant to all students and include:

- **Enabling the student to live a full life and to realise his/her potential as a unique individual through access to an appropriate curriculum.**
- **Enabling children with SEN to be motivated to continue their learning in adult life.**

Aims of this Policy

- **To outline our whole school approach to teaching/learning in relation to pupils with special education needs.**
- **To set out the procedures and practices to be followed in relation to pupils with special needs / learning difficulties.**
- **To enable pupils with SEN to share with their peers as complete an educational experience as is possible.**

Legislation

The following legislation has been referred to in the compilation of this policy:

- **The Education Act 1998**
- **The Education Welfare act 2000**
- **Child Protection Guidelines 2001**

Inclusion

Inclusion of children with a SEN / learning difficulties can be an opportunity for a school to educate pupils to respect people who are different to ourselves, and to value the contributions they can make. Our school endeavors to ensure that pupils with SEN / learning difficulties are included as fully as possible in the life of the school and the curriculum.

Examples of the practical steps we take to ensure this are

- **Making all school employees aware of the need for inclusion**
- **Other children in the school are made aware, where appropriate, of the needs of the child in question, where they may have an impact on the child's day-to-day interactions with his/her peers.**
- **Enrolment of children with identified Special Needs**
- **Buddy Club.**

Selection Criteria: for access to learning Support + Resource

Learning Support

1. **Pupils who are on or below the 10th percentile on the areas of Maths and/or Literacy.**
2. **Pupils who continue to experience difficulty despite stage 1 interventions by the class teacher, under the staged approach.**
3. **Pupils who are on stage 11 of the staged approach.**

Resource

Pupils diagnosed as having low incidence disabilities with hours sanctioned by the SENO.

Assessments and Timetabling

Under the new Numeracy and Literacy improvement plan Standardised testing will take place in June from 1st class – 6th class inclusive, these tests are used to facilitate the formulation of results for submission to the

Department of Education. These results will also provide valuable indicators for our improvement plan and for future planning.

In February the MIST Tests are carried out – for senior infant pupils. Reading and Phonic assessment are carried out in June to monitor children’s progress in Junior Infants and Senior Infants.

Assessments

**Drumcondra Reading Test
Sigma – T - Maths
N.R.I.T.(Non Reading Intelligence Test)**

M.I.S.T- (Middle Infant Screening Test)

Exceptionally able Students

We are committed to providing an environment that encourages all students to maximize their potential and this clearly includes students who display some form of exceptional ability.

Opportunities for extension and enrichment are built into all our schemes or work. We aim to:

- **Maintain an ethos where it is acceptable to be bright**
- **Encourage all students to be independent learners**
- **Recognize achievement**

Information is available from the school for parents who want to enroll their child in Gifted and Talented classes in DCU and where applicable the class teacher through differentiation of work challenges the gifted student.

Special Education Needs Officer

(S.E.N.O.):

**Paula Gormley SENO
N.C.S.E First floor**

**Block 3
Grove Court
Blanchardstown
Dublin 15
01 8235376**

Psychologists:

**Paula Dunne
NEPS
50 Tower Rd
Clondalkin
Dublin 22**

**Deirdre Hickey (Private)
4 Hunters Walk,
Hunterstown,
Ballycullen Rd, D 24
086-8486091//4949034**

**Mark Mulrooney
12 Rathbeale Crescent
Swords
Dublin 1
086-6021222**

**Child Mater Guidance Clinic – Bridge Street, Swords
8138260**

**Balbriggan Family Centre - Drogheda Street, Balbriggan
8414122**

Enhancement of Self-Esteem

Children with educational special needs benefit greatly from activities which help to promote and develop their self-esteem.

Self-esteem can be enhance through the following:

- a) **Circle Time**
- b) **R.S.E**
- c) **Alive – O**
- d) **Tasks**
 - *Classroom helper*
 - *Helping other children*
 - *Safety squad*

e) Displaying of work

- *Artwork displays*
- *Projects*
- *Sharing own achievements with other classes*

f) Importance of routine

- *Consistent routine*
- *Revision of class code*

g) Encouragement

- *Praise*
- *Positive notes in homework journal*
- *Use of stickers and stamps*
- *Certificates student of the week / Cert of Manners*
- *Class of the week and yard vouchers*

h) Social inclusion

- *Games on yard*
- *Games have been designed for classes where there are problems on yard with exclusion or problems with social skills*

j) Buddy Club and Chess Club run at break-times on Tuesdays in the hall

Success Criteria

The following will indicate the success of our SEN Policy in St. Brendan's National School.

- **Inclusion of pupils with special needs of our school**
- **Progress of pupils with SEN (assessments)**
- **Feedback from teaching staff, SNA's pupils, parent etc**

Roles and responsibilities

The principal, SEN co-coordinator, the SEN team and mainstream teachers have responsibility for all aspects of this policy in St. Brendan's National School.

The policy is reviewed yearly or when need arises due to changes in legislation or best practice.

Ratification and Communication

This policy was officially ratified by the Board of Management