



Sligo Grammar School

Special Educational Needs **Department Policy**

2013

Index

- **Mission statement**
- **Students with special educational needs**
- **SEN management**
 - Flow of information between SENCO, class teachers, form teachers and other staff**
 - The flow of information between school and parents**
 - Procedure for effective collaboration**
 - Liaison with other educational institutions**
 - Seeking resources**
- **Curriculum provision**
 - Schools ability to meet the special educational needs of all students – policy**
 - The degree to which the school supports active involvement by parents in subject and level selection**
- **Learning and teaching in Special Educational Needs department**
 - The provision for monitoring review and evaluation**
 - The range of professional and material resources**
 - The physical environment**
 - Effectiveness of liaison**
- **Support for students**
 - Documentation of policies**
 - Encouragement and facilitation afforded to students with SEN**
 - Identification and provision for students with SEN**

Mission Statement

The Special Educational Needs department seeks to provide academic and pastoral support to students with SEN through early identification, specialist tuition and comprehensive liaison with parents, form teachers and subject teachers.

Students with Special Educational Needs

Students whose educational needs are provided for by the SEN department:

- Students who have been assessed by a psychologist and identified as having a Specific Learning Difficulty (SLD)
- Students who have general learning difficulties and who have an educational psychological report.
- Students who have a non-specific learning difficulty and who are identified by subject teachers as being unable to cope adequately with the demands of the curriculum

Students whose educational needs are the primary responsibility of other departments:

- Students whose learning difficulties are diagnosed as being caused by behavioural or motivational difficulties (form teacher)
- Students who are not native English speakers (EFL department)
- Students with physical difficulties (form teacher)
- Students who are exempt from learning Irish but do not have a special educational need.

S.E.N management

1) The flow of information between the SEN co-ordinator and the class teachers, the form teachers, the administrative staff and principal.

- The SEN coordinator (SENCO) will acquaint the staff annually with policies and procedures of the SEN department.
- The SENCO will maintain a list that identifies students who have SEN. This list will be made available to all staff at the beginning of each school year and updated throughout the year, if necessary.
- Subject teachers should familiarise themselves with the details of any SEN student they teach by liaising with the SEN department
- Form teachers should liaise with the SEN co-ordinator to familiarise themselves with details of the individual education programme (IEP) being followed by each SEN student.

2) The flow of information between the school and the parents of each student with Special Educational Needs.

- Parents are encouraged from as early as possible to contact the school regarding any special educational need their child may have.

- Parents are encouraged to pass on any assessment or report on their child's special need, to the school. In particular, parents of new students should furnish the school with reports as early as possible – for incoming first years the reports should be presented at the induction day.
- The SEN department will arrange any meetings which may be required, with parents prior to enrolment
- The SEN team will welcome meetings with outside agencies and parents of students new to the school.

3) Procedures for facilitating effective collaboration between the school and outside agencies such as NCSE, NEPs, etc

- The SEN team meets with the Special Educational Needs Organiser (SENO) at the beginning and end of each school year to ascertain how many resource hours the school has for that year and which students are entitled to resource.
- The SENO is in contact throughout the academic year with regard to new applications, which may be made, or to facilitate the application for grants for equipment.
- The National Educational Psychological Service (NEPS) undertakes the assessment of students. This is done by referral from the school and from parents.
- The NEPs psychologist has a year preview meeting with the SENCO at the beginning of the new year.
- The SEN department welcomes any intervention or advice from specific agencies, where appropriate, depending on the type of disability or special need specific to any student at a given time.

4) Liaison with other educational institutions to facilitate induction, progression and transfer of students with special educational needs.

- Where necessary, the student, parents and any outside agency involved will be welcomed to the school prior to starting, to make transfer to this school as easy and successful as possible.
- Where a student is transferring on to another institution then that transfer will be made as easy a transition as possible.
- It is the right of the parent to pass on the educational psychological assessment to other bodies. The SEN department will not pass on any students psychological reports without the consent of parents.

5) The extent to which the school seeks the necessary resources, both material and personnel, for all students with a disability or special educational need.

- Where appropriate, the Special Educational Needs Co-ordinator (SENCO) will apply for grant aid for assistive technology for the student. This is done through the SENO.
- The SENCO will apply on an annual basis for resource hours through the SENO.
- Where a student receives a grant for laptop, that laptop remains the property of the school. The student has the use of this equipment for the duration of their schooling here, unless that student is seen not to need the laptop or abuses it in some way. The student signs a form to such ends and this is kept on file.
- The school has 2 and a half special needs assistants (SNA) to assist with various tasks with specific students. This

SNA post is for the use of the school and not assigned to any one specific student. The role of the SNA is reviewed annually

- The SNAs work out their roles of responsibilities and communicate them with the SENCO
- Each year when the department of Education informs the school of the special arrangements available for the Junior and Leaving Certificate exams, parents of all students presenting for the state examinations will be notified by letter. In cases where parents wish to avail of the special arrangements an application will be submitted on their behalf by the SENCO

Ratified by the BOM 20th January 2014
Due for review September 2014