



Dilseacht don Fhíor agus don Dúchas

Scoil Ailbhe Naofa



St. Ailbe's School

Policy Document

On

Special Education Support

Dilseacht don Fhíor agus don Dúchas

Scoil Ailbhe Naofa

St. Ailbes School

Special Education Support Team

This team is set up to facilitate the organisation and provision of education for students with special educational needs. The purpose of this support team is to provide a suitable organisational structure to enable teachers in specialist education roles related to inclusion, to collaborate with one another and with mainstream teachers in an efficient and effective manner, for the benefit of the students in their target groups. The members of the team will work together in the development, implementation and review of policies and procedures for identifying and meeting the special educational needs of individual students.

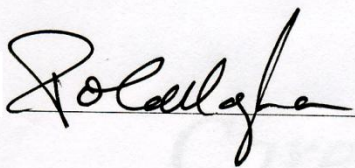
The membership of this core team to consist of John Kelly Co-Ordinator –(School attendance) , Noreen Ryan, Home School Community Liaison Officer, Deirdre Clifford , Learning Support Teacher and Tony Nolan , School Completion Programme Co-Coordinator.

The members of this core team will meet at least once a week and record their meetings. This core team will also work closely with mainstream teachers and where appropriate with other specialist teachers and relevant staff members in providing inclusive education for students with Special Needs. The core team will also work with external bodies eg. Travelling Teacher for Travellers, Special Education Needs Organiser (SENO) etc. The team will keep the Principal at all times informed of various decisions and recommendations in relation to students of Special Needs. The core team will function under the guidance of the various education acts concerning : the special education needs and welfare of the student . The reference book for “Inclusion of Students with Special Educational Needs –Post Primary is to be consulted in drawing up policies.

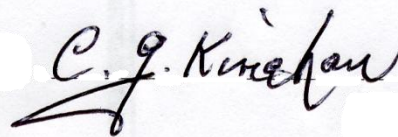
This policy was ratified by the St. Ailbe’s School Board of Management on Tuesday the 3rd of June 2008

This policy is to be review in June 2010 or as the need arises.

Signed:



Mr. P.O'Callaghan (Principal)



Mr.C. Kihinan (Chairman B.O.M.)

A template for Resource Management in St. Ailbe's School

New Pupils:

Pre Post Primary School

1. The Entrance Test to identify students at risk
2. To make contact with National Schools to identify students
 - a. who have Psychological reports
 - b. who had blanket learning support in schools
 - c. who had SNA's
3. Contact to be made with parents of children who have reports
4. Permission sought to obtain copies of reports from schools from parents
5. Evaluate reports to see if there are current (3 year interval) and if not to seek permission from parent/guardian for psychological testing
6. To analysis entrances tests and identify students, who may need resources either in learning support or with an SNA, who have no such support.
7. Seek permission from parents and have such pupils psychological tested.
8. Process psychological reports and forward same to South Tipperary V.E.C. for consideration.
9. To discuss the psychological report with parents by learning support teacher where required.

Profiling of Students with needs:

1. To analysis and evaluate psychological report
2. To summarised the students needs and recommendations in a single page
 - a. Name, age various test results and date of such tests
 - b. The students learning difficulty
 - c. The students difficulties and recommendations
 - d. Any medical problems a child may have
 - e. Identify at least three manageable tasks or areas from psychological reports for teacher or resource teacher to observe and help student in.

Distribution of Student Profiles

1. Each year head to be presented with a profile package for all the students with learning difficulties in that year
2. The year head distributes a copy to class teacher who in turn gives a copy to subject teacher and teachers involved in learning support.
3. The package to consist of
 - a. Summary of all the needs of students in that year who have learning support and access to Special Needs Assistance (SNA's).
 - b. Profile of students.
 - c. Copy of resource booklet outlying learning difficulties in simple language and suggestions how to work with such a child
4. The Special Needs Assistants to be given
 - a. Class summary profile
 - b. Profile of student in their care
 - c. Copy of resource booklet outlying learning difficulties in simple language and suggestions how to work with such a child

Allocation of resources

It is the policy of the school to provide support to students of needs in their classrooms so that

- a) That student does not fall behind in their subject area when removed from class.
- b) That the withdrawal student is not labelled or isolated or made feel inferior to his / her's peers.

Resources can be provided to target students under the following guide lines

- a. Special class
- b. Shadow or team teaching
- c. Withdrawal from mainstream class in small groups

Special classes:

1. Students of similar learning disability who need a high level of support may be provided with a special class with small numbers and high support
2. The function of such class groups is to enable students through small numbers and intensive support to learn in a friendly positive environment.

Shadow / Team Teaching:

1. To provide extra support in class for student who have difficulties in following class content or who has a particular need.

Withdrawals:

1. This occurs where students have been granted Official Exemption from Irish by the Dept. of Education and Science.

General Body of Students

Students who have no psychological reports and who are identified by class teachers and year heads, who would benefit from additional support, are tested by the Learning Support Teacher. The L.S teacher recommends whether a student should be then assessed by a psychological expert. This appraisal would be needed for consideration in the following areas

- a. Irish exemption or exemption from all languages
- b. Additional Learning support
- c. Special Needs Assistant (SNA)
- d. Reasonable accommodation for State Examinations- Learning Support Teacher

Review and evaluate

- The review of the supported student is based on the “student’s profile”.
- The Year Head meets resource team at least once before Christmas and the last term.
- The Year Head’s knowledge of supported student is obtained from discussion with class teacher, subject teacher and learning support teacher
- The student’s profile can be amended to include new observations.
- Recommendations can be adjusted accordingly to the student’s progress and needs.

Special Education Support Team

John Kelly Co-ordinator, Tony Nolan School Completion Programme, Deirdre Clifford Learning Support Teacher & Noreen Ryan Home School Community Liaison Officer.

Time Table of Events

May – December

Term 1.

- Student Profiling- Year Heads, Class Teachers, SNA's
- Assessments –Learning Support Teacher
- Distribution of student profiles
- Targeting at risk –School Completion Programme and Home School C.L.
- Attendance –Home School Community Liaison
- Year Head meetings

January –March

Term 2

- Review of profiles
- Assessments of new students for further Psychological Testing-learning Support Teacher
- Year head meetings
- New enrolments/entrance assessment –Learning Support Teacher

April – May

Term 3

- New Psychological Assessments (6th class)
- New students at risk
- Information from primary schools
- Commence initial profiling
- Staff presentation
 - Overview
 - Review
 - Feedback