



St Joseph's Adolescent School

Roll No. 20153N

Policy on Special Educational Needs [SEN]

The Board of Management, parents/guardians/carers and the multi-disciplinary team (MDT) at St. Joseph's Adolescent & Family Service School are committed to the creation of an inclusive, supportive learning environment for all students. We acknowledge inclusive education to mean that 'all students are entitled to equal access to learning, achievement and the pursuit of excellence in all aspects of their education' (Education for Persons with Special Educational Needs (EPSEN) Act, 2004).

The effectiveness of this policy relies on:

- Whole School Approach.
- Involvement of Parents/Guardians/Carers/MDT.
- Allocation of Resource Hours to facilitate the provision of extra specialist teachers, such as Art, Languages (French, German, Irish), Mathematics/ICT.
- Support of additional services, such as Special Education Needs Organiser (SENO), Special Education Support Service (SESS) and National Educational Psychological Service (NEPS).

Aims:

In adherence to the Guidelines of the Department of Education and Skills (DES) on Special Educational Needs (SEN), we acknowledge that the broad aims of education for students with SEN reflect those relevant to all students and include:

- Enabling the student to live a full life and to realize his/her full potential as a unique individual through access to an appropriate broad and balanced curriculum
- Enabling the student to function as independently as possible in society through the provision of such educational supports as is necessary to realise that potential
- Enabling the student to continue learning in adult life.

Assessment and Educational Planning:

The Individual Education Plan (IEP) is central to the education of our students with SEN. The student himself/herself is involved in the development of the IEP in addition to parents/guardians/carers, teachers, nurses, psychiatrist, psychologist and speech and language therapist. A 'student input form' and a 'parent input form' (appended) have been developed to facilitate this process.

The IEP for each student includes the following:

- Personal information
- School information/SEN/curriculum/subjects/learning/social aspects
- Diagnostic information on admission to St. Joseph's
- Key personnel involved in the IEP
- Impact of SEN on educational development
- Formal and informal assessments
- Interests and strengths
- Learning needs and behavioural needs
- Actions to be taken
- Subject / targets with teaching methods / resources
- Start and review dates
- Progress and outcomes.

In relation to the IEP, every effort will be made to set appropriate short term goals for the student. These will be reviewed on a regular basis. The allocated teacher will oversee the transition from school to the next setting (as per the EPSEN Act, 2004).

Strategies to meet the needs of students with Special Educational Needs:

We offer a variety of teaching strategies and approaches to a wide range of specific special needs. We endeavour to be open to new ideas, new teaching approaches and try to treat each student as an individual with individual needs and rights.

Assessment and Evaluation:

Summative assessment of learning (AoL) and continuous assessment for learning (AfL) are essential. Assessment information may be gathered in a number of ways:

- Student's evaluation of his/her own learning
- A continuous informal record of teachers' observations of the students learning and work
- Observational checklists
- Teacher-designed tasks and tests
- Work samples, portfolios and projects completed by the students as part of the learning process
- Records of periodically administered standardized tests
- Diagnostic tests, usually used to identify learning strengths and difficulties.

Certificate Examinations:

Applications are made for students deemed in need of 'Reasonable Accommodation' in Certificate Examinations. The procedures of the DES and the State Examinations Commission will be strictly adhered to.

Review: This policy will be reviewed on a regular basis.

Policy completed: May 2012

Ratified by Board of Management:

Signature: _____

Chairperson Board of Management

Date: _____

Review Date: _____