



## St Joseph's Adolescent School

Roll No. 20153N

### Education Policy

<b>Date Development:</b> August 2007	<b>Developed by: Policy Committee</b>
<b>Date of Approval:</b> 17 <sup>th</sup> September 2007	<b>Approved by:</b> School Board of Management and St Vincent's Hospital
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#### 1.0 Policy Statement:

The registered proprietor shall ensure that arrangements are made for the continuation of the adolescent's education from 16-18 years following admission to in-patient care

These arrangements should be in accordance with the adolescent's needs and age as indicated by his/her care plan and as deemed clinically appropriate.

#### 2.0 Aims of the Policy:

This policy aims to ensure the continued education of the adolescent who is resident in the St Joseph's Adolescent In-Patient Unit (AIPU) and/or in attendance at the Adolescent Day Unit, St Vincent's Hospital.

Every effort will be made to meet the special educational needs of the students.

This policy defines the roles of the multi-disciplinary team identified in addressing the educational needs of the adolescent.

### **3.0 Scope of the Policy:**

This policy addresses the educational needs of the adolescent while resident in the St Joseph's Adolescent In-Patient Unit (AIPU) and/or in attendance at the Adolescent Day Unit, St Vincent's Hospital.

The continuity of education will be ensured by supported re-integration to adolescent's mainstream school or appropriate training courses.

### **4.0 Definitions:**

#### ***"Special Educational Needs"***

Means, in relation to a person, 'a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition and cognate words shall be construed accordingly'. (EPSEN Act 2004).

The broad aims of education for students with special educational needs reflect those that are relevant to all students and include:

- ☐ Enabling the student to live a full life and to realize his/her 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 realize that potential.
- ☐ Enabling the student to continue learning in adult life.

### ***“Special School” / “Education in the Hospital”.***

Education of students will be provided by the Principal and teachers of St. Joseph’s Adolescent School. The school is recognized as a *“special school for pupils with severe emotional disturbance”*. (*Special Education Section, Department of Education & Skills*)

Currently, pupil-teacher ratio is 6:1 for this category

In common with all Special Schools, St Joseph’s Adolescent School comes under the Primary administration, Department of Education and Skills (D.E.S.) even though students attending are aged between 13 and 18 years old and are Second-Level students. The school operates as closely as possible within the DES guidelines while taking into account its position within St. Vincent’s Hospital.

### ***“Multi-Disciplinary Team” (MDT)***

The nature of the work entails close liaisons with many other disciplines, including consultant psychiatrist, psychologists, clinical director, speech and language therapist, occupational therapist, social worker, hospital chaplain, nurses and staff.

### ***“Curriculum” / “Individual Education Plan”***

The Individual Education Plan (IEP) for each student is based on the particular needs of the student in conjunction with the Second Level Curriculum prescribed by the Department of Education and Skills (DES).

For some students, the curriculum may include appropriate modules of Transition Year (TY), Leaving Certificate Applied (LCA) or Leaving Certificate Vocational Programme (LCVP).

Subjects, currently offered in the school, include English & Communications, Mathematics, Geography, Science/Biology, Home Economics, Woodwork/DCG, Art, Irish, French, German, SPHE (Social, Personal & Health Education), LCA Modules, LCVP, Religion, ICT, Music, Career Guidance, Study Skills, Social Skills Group and P.E.

Students may also be supported in courses (external) leading to FETAC awards.

## **5.0 Responsibilities:**

**The Proprietor** will ensure that arrangements are made for the provision of the educational services as required to meet the needs of the adolescents.

**The Patron** (Catholic Archbishop of Dublin) has ultimate responsibility for the school. The ethos is Catholic, but students of all religions and none are accepted through the team.

The Archbishop delegates some of his responsibilities to **The Board of Management (BOM)**, which is accountable to him.

Within the context and parameters of DES regulations and programmes, the inputs of the Patron, as set in the Education Act (1998), and the funding and resources available, the school supports the principles of:

- ☐ Inclusiveness, particularly with reference to the enrolment of children with a disability or other special educational need
- ☐ Equality of access and participation in the school
- ☐ Respect for the diversity of values, beliefs, traditions, languages and ways of life in society.

**The Principal** will be part of the multidisciplinary team and will be responsible for the education of the students and the management of the school and teachers who deliver the educational programme. The Principal will take such measures as are practicable to meet the educational needs of students who do not benefit from the regular educational programme provided by the school. The Principal reports to the BOM on all issues concerning the education of students.

**The Clinical Director (consultant psychiatrist)** will be responsible for the overall medical/clinical management of the young person. In relation to the education of students, the mental health/clinical concerns take precedence.

## **6.0 Procedure:**

The student's involvement in the educational programme is determined following assessment of the student's needs and in consultation with the MDT members involved in the case. The level and extent of the student's involvement in the school/class is dependent upon his/her educational needs, mental state, risk assessment and the profile of other students in the group.

Students are referred for enrolment in the school/class by the MDTs at St. Joseph's Adolescent In-Patient Unit (AIPU) and Day Unit, St. Vincent's Hospital, subject to places being available. The Principal accepts referrals and informs the BOM at the next meeting.

The development of an 'Individual Education Plan' (IEP) is central to the education of each student, as outlined in the School Policy on Special Educational Needs (SEN). Initially, the Principal or Key-Teacher meets with the student for an 'educational intake interview'. The student is involved in the development of his/her IEP in addition to parents/guardians/carers, teachers, nurses and other members of the multi-disciplinary team. A 'Student Input Form', 'Parent Input Form' and 'School Input Form' have been developed to facilitate this process. The extent and duration of the student's attendance in school/class is decided at the weekly MDT meetings.

New referrals are accepted throughout the school year depending on availability of places. As this is a temporary school/class placement, students may simultaneously be on the school register of St. Joseph's and that of their school of origin.

The Case Manager/Principal will ensure that relevant external agencies are informed in relation to the student's placement, for example, The National Council for Special Education (NCSE) through the Special Education Needs Organiser (SENO) and the National Education Welfare Board (NEWB) through the Educational Welfare Officer (EWO).

Regular recording and assessment of the student's work will be undertaken. A daily record of work completed in each class and evaluation of the student's presentation will be maintained and recorded in the Student's Education File and the T-School Drive on the Hospital network. A progress report on each student will be written weekly and recorded in the appropriate section of their Care Plan. Reviews of the student's IEP will take place on a regular basis.

Students may sit their State Examinations (Junior Certificate and Leaving Certificate) at St. Joseph's Adolescent School, where appropriate.

Re-integration: As students approach the end of their stay at the Units, transition plans will be discussed to support them back into their current educational placement or to move on to a new placement, as appropriate. This re-integration process is normally phased over a short period, is negotiated with the student, parents/carers and staff from the mainstream or special school/college and a level of support, as required, is provided by the teachers and Unit staff.

## **7.0 References:**

Carey, D.J. (2005) *The Essential Guide to Special Education in Ireland*, Dublin: Primary ABC

CPMSA. (Revised 2012) *Management Board Members' Handbook*, Dublin: Veritas

Department of Education & Science, *Circulars 08-09, Sp Ed 24-03, M 14-05 and Sp Ed 02-05*

Department of Education & Science (2004) *Guidelines for Teachers of Students with Mild General Learning Disabilities*, Dublin: Langley Freeman

National Council for Special Education (NCSE)(2013) *Supporting Students with Special Educational Needs in Schools*

National Council for Special Education (NCSE) (2006) *Guidelines on the Individual Education Plan Process*, Dublin: Brunswick Press

The Children's Act, 2001

The Disability Act, 2005

The Education Act, 1998

The Education for Persons with Special Education Needs Act, 2004 (EPSEN)

The Education of Students with Challenging Behaviour arising from Severe Emotional Disturbance/Behavioural Disorders (NCSE Advice Paper No. 3), August 2012

The Education Welfare Act, 2000

The Equality Act, 2004

The Equal Status Act, 2000, 2004

The Mental Health Act, 2001

The National Disability Authority Act, 1999

The Teaching Council Act, 2001

## **8.0 Appendices**

1. Protocol for Admission of Students to St Joseph's Adolescent School (2015)

Policy Reviewed: 27<sup>th</sup> January 2017

Ratified by Board of Management: October 2007

Signature: \_\_\_\_\_  
*Chairperson Board of Management*

Date: \_\_\_\_\_

Review Date: January 2019