

TERENURE COLLEGE JUNIOR SCHOOL



LEARNING SUPPORT & SPECIAL EDUCATIONAL NEEDS POLICY

AIMS:

We aim to develop what is best in each child, to develop their capabilities to their full potential, to help them to build up their confidence and a more positive outlook on their place and role in school, in their family and ultimately in society. Our special help programme is pupil-centered, taking the pupils' individual needs into account. Given the resources available, however, additional special needs assistance will be primarily designed to support literacy and numeracy development. We will promote positive attitudes and responses in pupils and to help them achieve quantitative and qualitative progress.

Meeting Needs:

Class teachers will work together with the learning support teacher to plan a course of action once a learning difficulty is identified. Individual Educational Action Plans will be drawn up for each child and reviewed appropriately. The special needs teacher may work in the classroom with small groups of children to support ongoing classwork in conjunction with the class teacher. Small groups will also be withdrawn for more specific, concentrated help in accordance with Educational Action Plans. Special Needs pupils will through their work contribute to the ethos of the school by presenting displays of work. The school will always aim to meet needs from within its own resources and with support from parents. However if the school finds its attempt to resolve a problem beyond its resources, assistance will be requested from external agencies. The Principal may make an application with the parents' consent, to the relevant agency for a formal assessment of a child's educational needs. It may be necessary for formal assessment to be requested without parents' consent.

Record Keeping:

Relevant information on children who have been identified as having specific learning difficulties will be kept. This will include workbooks, worksheets done in class and test scores. Records of behavioural patterns may also be kept where relevant. Information on dates and the outcome of meetings with parents or outside agencies will be recorded.

Involvement of Parents:

The school will expect the full support and involvement of parents of children with special needs. Through formal and informal contacts with the school they will be helped to make an effective contribution at home, complementing the school's programme of work. Children attending the learning support teacher may be given additional work which parents are expected to supervise. Parents may be invited to participate with their child in a Reading Partnership. A review of children receiving additional help shall take place at the end of each full term.

Reporting to Parents:

Formal school reports are completed twice a year and parents are invited to attend an annual Parent/Teacher Meeting. In order to report and advise as fully as possible, the learning support teacher will be present at the meeting. Parents may also make an appointment, through the Principal, at any time to see the subject teacher and/or learning support teacher, if they are concerned about any aspect of their child's education and progress.

Children with Special Educational Needs:

The statutory curriculum is intended for all children, though individuals will progress at different rates. Each teacher will provide a full programme of work for all the children in the class whatever their ability. Continual informal and formal assessment will indicate when a child is not progressing as well as his or her peers, and when resources permit, specialist help will be provided for children with special needs in the form of withdrawal groups and or/additional help in the classroom. If despite this assistance a child is unable to maintain normal progress advice may be sought from specialists with a view to initiating an assessment of needs which may then be met by the school either through extra assistance or by a placement in another appropriate school.

The process of determining that a child has special educational needs in accordance with the law is a lengthy one and involves close co-operation among the teachers, educational psychologists and the parents. The Education Officer (Special Needs) will make the final decision about the appropriate form of education. He will be pleased to provide information and guidance about the procedure to be followed after parents have discussed the child's needs with the Principal.

RESOURCES:

- Text Books.
- Worksheets and books dealing with spelling/grammar/comprehension.
- Cassettes and CDs and Videos/Games.
- Concrete and tactile learning materials.
- Two computers.
- Educational software for computers.
- Library of books for group reading.
- Literacy /Reading programmes including 'Toe by Toe', Alpha to Omega and PAT.
- Materials suggested by Psychological Reports will normally be acquired