



The Teresian School

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Additional Educational Needs Policy

The Teresian School is a Catholic all-girls school run by the Teresian Association, women and men committed to living Christian values in their family and working life.

The Teresian School offers an education that is human in character and treats each student as unique and capable of developing her individual gifts.

The motto of the School is **Joy, Fortitude and Love.**

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Introduction

Context:

The Teresian School is a Catholic school under the trusteeship of The Teresian Association, a group committed to living Christian values in their family and working life. The Association was founded in 1911 by St Pedro Poveda in Spain and is a Private Lay Association of the Faithful.

In setting up the Association Pedro Poveda found inspiration in St Teresa of Avila as someone who embodied the Christian and human ideal, *“eminently human while belonging fully to God.”*

Teresian School Additional Educational Needs Policy

This policy aims to outline the approach of The Teresian School to the inclusion of students with additional educational needs.

Joy, Fortitude and Love are the foundation of the schools mission. There is a strong sense of community in the school with high levels of respect between students, staff and parents. All students are supported to develop their talents enabling them to reach their unique potential.

The Students with Additional Educational Needs policy below is developed in consistency with the School’s ethos, DES circulars and NEPS Continuum of Support Guidelines to provide good practise in meeting the needs of all our learners presenting with additional needs. The school will continue to move beyond compliance with DES Guidelines to exemplary practise.

Aims

- To provide a framework for a whole school approach to teaching and learning for pupils with additional needs
- To develop cohesive and inclusive practises which help us to embrace differences within the student population
- To develop and hone inclusive teaching strategies within the classroom, such as differentiation, team teaching and teaching support, to enable students with disabilities exceptionally able students share with their peers as complete an educational experience as possible
- To facilitate a team approach (subject teachers, SEN co-ordinator, learning support teachers, special needs assistants, guidance counsellors, Junior and Senior Dean) for all staff involved in supporting students with additional needs

- To provide a framework for frequent dialogue to encourage the involvement of parents of pupils with additional needs, as well as other professionals and agencies involved with students

Inclusion

Inclusion for The Teresian School means that the school will endeavour to ensure that students of all levels and abilities may access the curriculum through differentiated approaches to classroom teaching and through additional support programmes. Inclusion means that all students, irrespective of ability, will be given the supports insofar as is practicable that enable them to reach their educational potential

Enrolment

The Teresian School is an inclusive school which welcomes students from varying cultural and religious backgrounds, aspirations and abilities. Our school respects, values and accommodates diversity where all students belong equally and are educated within a framework in which differences are respected. These differences are evidenced particularly in relation to:

Children with disability
Children who have diversity of values, beliefs, traditions, languages and culture

Objectives

- To support the personal, social and emotional development of students with additional needs
- To identify and meet those needs through liaison with professionals and parents, screening, assessment and observation
- To develop positive self-esteem and positive attitudes about learning in students who may present with challenges in learning
- To develop a graduated approach of action and intervention
- To disseminate information about students with additional needs, with due regard to confidentiality
- To liaise with subject teachers, Form Tutors, Junior and Senior Dean's, Guidance Counsellor, School Management and External Bodies

- To prepare and apply for reasonable accommodation for certificate examinations for eligible students

Identification

The school will establish the learner's requirements and learning needs based on all available information. This information is inclusive of but not exclusive to psychological reports, occupational therapists reports, speech and language assessments, medical reports, primary school passport, SENO advice, teacher referral, school based psychometric assessment, tracking and monitoring resulting from school based assessment and teacher observation.

Providing Support

Core Principle:

The school strives to provide support to all students with school identified needs within the limited resources provided by DES. Additional support, subject to the constraints of finance and available personnel is provided via private funding by the Board of Management and at the discretion of the Principal.

Model of Additional Educational Needs Provision

In assessing and deciding which students need to be in receipt of supplementary teaching and which students may benefit from support within the mainstream context the following options are considered:

- Team Teaching
- Support Teaching
- Inclusion of SNA in specific classes
- Small group withdrawal
- Individual withdrawal
- Curricular reduction
- Where appropriate, use of WRAT-4 test to investigate literacy or numeracy needs

- At exam time (in-house and state), the school will endeavour to facilitate Shared or Separate centres for students qualifying for reasonable accommodations under the DES guidelines

The period of intervention recommended to each student depends on the nature and extent of their individual need. The duration of provision is reviewed at the end of every half term. There are cases where support is needed on a short-term basis, after which the student is in a position to re-engage with the regular curriculum. All decisions in this regard are discussed with parents/guardians, class teachers and student.

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Additional Educational Needs Planning

The objectives of the assessment conducted by the Special Education teacher are to identify the pupil's learning, behavioural, emotional and social needs. The information generated by this assessment process is essential for the completion of the Student Support Plan.

The Student Support Plan may include the following:

- Personal/Background details
- Education details (primary school details/assessment and learning support details)
- Nature & Degree of Special Educational Needs
- How those needs affect educational development
- Formal Test
- General profile based on formal/informal assessment eg
 - Literacy and numeracy skills
 - Social and Communication skills
- Abilities, Skills and Interests
- Learning Needs
- Priority Learning Needs
- Exam supports needed
- Support services involved
- Relevant documentation is also attached to the Plan

Roles

Supporting the education of students with additional needs is a responsibility shared by all: the Board of Management, the Principal, the Pastoral Care team, Learning Support teacher, Class teachers, Guidance Counsellor, SNA and Parents

Board of Management

The Board should oversee the development, implementation and review of the School's Additional Needs Policy

The Principal

The Principal has the overall responsibility for the operation and provision for students with additional needs

The Subject Teacher

The subject teacher has the primary responsibility for the progress of all students in his or her class

Special Needs Assistants

The SNA(s) has responsibility for the care and well-being of the student in a manner that values, respects and supports the student as well as promotes independence. The role of the SNA with the student includes to:

Assist; Model; Focus the student; Listen; Clarify; Read material; Encourage; Anticipate; Make note of home work; Support; Observe.

The role of the SNA in collaboration with the teacher includes to: Assist; Prepare materials; Communicate; Feedback observations; Free up teacher in the class; Maintain clear work areas; Support; Organise folders

The SNA is privy to confidential information pertaining to SEN pupils. As such confidentiality is of paramount importance. We recognise the enormous contribution the SNA(s) makes to the school and to the inclusion of students with complex needs in the school. The SNA(s) report to the Principal. The Principal oversees the rotation and management of the SNA timetables throughout the school year.

Parents/Guardians

Parents and Guardians are their children's primary educators. They can support the work of the school by ensuring support of the school policies, keeping in regular contact with the school, supervising homework and study in addition to praising student's efforts and achievements

Students

Students are encouraged to develop personal responsibility for their learning and are supported in the development of good learning habits. Good habits will help students to realise their potential

SEN Co-ordinator

Co-ordinates support classes in conjunction with the Deputy Principal

Gathers information regarding targeted student levels of attainment

Assesses students through the use of formative and informative assessment

Liaises with outside agencies, subject teachers, other school personnel and parents/guardians

Maintains student records

Provides learning support in accordance with identified student need and in collaboration with parents and subject teachers

Policy Ratified: January 2020

To be reviewed: January 2023

Chairperson of the Board of Management: _____

Principal/Secretary to the BOM: _____

Date: _____