

# ST KILLIAN'S SCHOOL SEN POLICY 2021-2024

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## **Policy Statement**

This document sets out the SEN Policy for St Killian's School.

## **Scope**

This policy has been drawn up in consultation with the Board of Management and Staff of St Killian's School and has been approved and adopted by the Board of Management. The policy applies to all staff/parents/pupils within the school.

## **Relationship to the School's Mission Statement**

"If this child doesn't learn the way we teach, can we teach him/her the way he/she learns, and can we extend his learning options?"

Dr. Harry Chasty

## **School Philosophy**

Each child's uniqueness is valued within the school, which fosters a secure, caring and positive environment, to enable each child to develop to their full potential.

## **Introduction**

St. Killian's provides a co-educational, inter-disciplinary educational service to children who experience moderate to severe educational disability.

The school depends on grants provided by the Department of Education and Skills and the school operates within the regulations laid down, from time to time, by the Department.

Within the context and parameters of the Department regulations and programmes, the rights of the patron as set out in the Education Act (1998) and the funding and resources available, the school supports the principles of:

- Equality of access and participation
- Parental choice in relation to enrolment
- Respect for diversity of values, beliefs, traditions, language and ways of life.

The Department of Health and Children currently provide the services for Speech and Language and Occupational Therapy.

The psychological services are provided by National Educational Psychological Services.

## **Rationale**

The rationale for this policy is to ensure compliance with the Education Act (1998) the Education Welfare Act (2000), The Equal Status Act (2000), Disability Bill (2002), and the E.P.S.E.N. Act (2004).

## **Vision**

St Killian's School values the uniqueness of all individuals within our caring school community. We recognize that children with complex needs need higher levels of support in order to reach their full potential. Through our SEN programme and the ethos of the school, we wish to assist children to

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develop feelings of self-worth and self-confidence while encouraging children to become independent learners within their own ability.

### **Objectives**

- To ensure that our duties, as set out in The Education Act 1998, Equal Status Act 2000, Education Welfare Act 2000 and Education for Persons with Disabilities Act 2004 are fully met.
- To ensure that all children gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our children.
- To provide a graduated approach in order to match educational provision to children's needs.
- To develop a partnership with parents/ carers in order that their knowledge, views and experience can assist us in assessing and providing for their children.
- To ensure collaboration with the DES in order to take effective action on behalf of children with special needs.
- To ensure that all staff are aware of their responsibilities towards children with special needs and are able to exercise them.
- To monitor our effectiveness in achieving the above objectives.

### **Aims**

When due account is taken of intrinsic abilities and varying circumstances, the SEN policy should :

- optimise the teaching and learning process for children with complex needs.
- foster the personal development and well-being of all the children in our care.
- help children develop positive attitudes to school and learning.
- help them to create and maintain positive and supportive relationships.
- Involve parents in supporting their children's learning
- Promote collaboration among teachers.

### **Selection of Pupils For Additional Interventions:**

St Killian's is already designated a Special School, and within this a highly differentiated curriculum is already in place for all students, including an IEP and pupil support plan.

In order to identify pupils for further intervention the following sources of information may be used:

1. Recommendations by OT/SLT for Specific Interventions
2. Recommendation by NEPS/Educational Psychologist
3. Recommendation by CAMHs or other MDT agencies.
4. Class Teacher

As additional support time is a valuable intervention, interventions will be individuals or small groups and will be time bound with review procedures in place to ensure the interventions are positively benefitting the child. Much of the SEN intervention will focus on the delivery of specific programmes as recommended by Professionals/MDT/OT/SLT.

### **Provision of Additional Interventions:**

Due to the level of complex needs in our school community including many pupils who find self-regulation and the development of appropriate social skills challenging, additional interventions provided by the SEN team will include but will not be limited to :

- Talk and Draw
- Weaving Well Being
- Zones of Regulation
- Zippy Friends
- Friends for Life
- Socially Speaking
- Social Programmes
- Wilson

In order to effectively manage the complex needs of our pupils additional support will:

- Consist of specific interventions tailored to the needs of the child as outlined by the individuals Educational Psychology report timetabling and staffing permitting.
- Be offered on a rota basis consisting of blocks of support spanning 4 , 6, 8 , 10 , 12 weeks depending on the requirements of the specific tailored intervention offered and level of support required by individual pupils.
- Depending on the nature of the intervention children will be taken by the SEN team on a 1:1 basis and / or in a small group not to exceed 4 pupils.
- Literacy - The Wilson programme will be offered daily on a small group basis.
- Numeracy Support – Will be offered subject to timetabling and staff availability in addition to class maths on a 1:1 basis 2 to 3 times a week.

### **Timetabling**

- Administration of the WRAT, for school leavers, will be prioritised and the month of September allocated to its completion.
- The provision of SEN support is in addition to regular class teaching.
- Timetabling of additional support will prioritise specific tailored interventions focusing on the emotional and social wellbeing of the child followed by Literacy and then Numeracy support.
- Timetabling will be in blocks of time from 4 – 12 weeks over 1 , 2 or 3 days a week depending on the specific intervention.
- Timetabling of all interventions will need to accommodate POD yard times across the whole school.

### **Roles and Responsibilities:**

Supplementary teaching is a collaborative responsibility shared by all partners in the learning experiences. It is important that partners contribute in the planning and implementation of our school policy on additional support for all .

### **Board of Management:**

The role of the Board of Management is to:

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- Oversee the development, implementation and review of the provision of Additional Support in the school
- Ensure adequate classroom accommodation and teaching resources are provided for the SEN team.
- Provide a secure facility for storage of records in relation to pupils in receipt of Additional Support.
- Budget for ongoing support for Professional Development in Learning Support for staff.

### **Principal**

The role of the principal is to :

- Assume overall responsibility for the development and implementation of the school's SEN policy in co-operation with the Board of Management, Teachers, parents and children.
- Work with teachers and parents in the development of the school SEN plan.
- Monitor the implementation of the school SEN policy on an ongoing basis.
- Monitor the selection of pupils for supplementary teaching, ensuring that each child's needs are met as far as practical.
- Assume overall responsibility for the coordination learning support in the context of Special Needs Interventions, a member of the SMT will be tasked with the day to day timetabling of SEN interventions.

### **Class Teacher and Class Team**

The class teacher has primary responsibility for the progress of all pupils in his/her class, including those selected for additional support. In supporting the development and implementation of the school's SEN policy, the class teacher should:

- Implement teaching programmes which optimise the learning of all pupils.
- In-line with the school's assessment policy and per NEPS recommendation to administer standardised testing in English and Maths and to record results of same on Aladdin.
- For those pupils unable to access standardised tests to administer the YARC or AFL's as appropriate.
- To administer the TOSWRF / WIST in Sept/October and again in May/June.
- To carefully record and store the results of the above tests with due care to GDPR, using the individual St Killian's Pupil Assessment record (stored in pupil pink file). Records should be factual and any diagnosis logged must be confirmed through reading reports, OT/SLT/Psychology/CAMHs etc. The class teacher is responsible for ensuring that the records are accurate and factually correct.
- To develop and implement an IEP for each child paying particular attention to recommendations from reports.
- To liaise with the SEN team to decide which intervention best suits the need of the individual child based on the recommendations / needs outlined by NEPS / Educational Psychologist/MDT.
- To maximise the effectiveness of supplementary teaching by photocopying the required materials as necessary.

### **SEN Team :**

The role of the SEN team is to:

- Administer the WRAT 4 ( as per NEPS recommendation ) to school leavers each September and

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to record and store results of same with due care to GDPR.

- Organise and distribute the Standardised tests in May of each year.
- Aid the class teacher in the administration of the standardised tests if necessary.
- Maximise the support available to a wider cohort of pupils by implementing a rota based approach to supplementary teaching.
- Liaise with the Class teacher to decide which intervention best suits the needs of the individual child based on the recommendations / needs outlined by NEPS / Educational Psychologist/MDT.
- Plan and implement a body of work tailored to the needs of the individual pupil / small group.
- Keep detailed notes to be made available to the Principal outlining work planned , implemented and learning objectives achieved for those availing of additional support.

### **Related Documents/Policies**

Assessment Policy  
SPHE Policy

### **Definitions / Acronyms**

SEN	Special Educational Needs
SPHE	Social Personal and Health Education
NEPS	National Educational Psychological Services
BOM	Board of Management
DES	Department of Education and Skills

### **Policy Approval**

This policy has been reviewed and accepted by the school Board of Management

Chairperson of BOM-Sean Oakes

Date-

### **Policy Review**

It is acknowledged and accepted by all parties that this policy may be revised/modified annually or more frequently as required in light of on-going evaluation of statutory requirements or situations that arise during the school year.

Next Policy Review Date March 2024



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*(Drafting Notes – Remove these lines when policy is complete)*

*(This section is used as required, delete if not required)*

Appendix A

Appendix B