

Kilbirnie School

Special Needs Procedures



Purpose:

All children are given the opportunity to fulfil their potential, regardless of behavioural, learning, physical, emotional, and cultural or health needs.

Scope:

This procedure applies to students requiring additional support in the behavioural, learning, physical, emotional, cultural or health areas

Responsibilities:

SENCO

All school staff, including teacher aides

Parents

Resource personnel

Guidelines:

The school will follow the inclusive principle ensuring all learners with special education needs are engaged and achieving through being present, participating and learning.

These programmes are dependent on funding from the appropriate sources e.g. ORRS, ESOL, SEG Grant, Reading Recovery.

All teachers of students with special needs given professional personal support.

The Principal shall keep the Board of Trustees informed about resourcing, planning and staff training.

Students requiring special needs assistance are identified by parents and staff and are listed in the special needs register (eTap), to ensure that they are specifically monitored. Class teachers will confer with the team leader and/or SENCO regarding the identification of apparent problems. The syndicate leader and/or SENCO will arrange for any special assessing to be undertaken in consultation with the Principal.

Special Education Services are notified of any special assistance required.

Students who have specific learning needs are identified and monitored school wide. Teacher aide support is allocated and delivered appropriately to those with the most significant learning needs. In all cases they will be students working outside their expected level of achievement in essential areas of learning.

After discussion and reviewing options an outline plan will be written into the eTap system. Teachers will write a comment relating to current achievement, pre-data, description of need, goals, teaching strategies and resources may be used to support the individual. This could be a small group, individual or whole class type intervention, with or without the support of Special Needs Services. The support may be given in a classroom or a withdrawal room.

At the end of a teaching period (as identified by class teacher – usually one term) Post-data and recommendations are to be recorded. Time of allocation and duration of support will be dependent on teacher aide availability, class programme and the progress achieved.

Children referred to outside agencies i.e.: RTLB, RTLit, Speech and Language Therapy etc. will have a collaborative action plan, CAP/IEP, written in consultation with the parents, class teacher, Principal, Special Support Services and other resource people as applicable. The class teacher is responsible for implementing the programme with teacher aide support as available.

The special needs coordinator and class teacher are responsible for communicating with the parent/caregiver. This can be done orally, email or with a note being sent home.

A school wide analysis is done at the end of term 3. This is to identify school wide trends, as well as learning and teaching needs. Year 6 transitions are also taken into account. These results may impact on future professional development and budgetary matters.

The principal and SENCO are jointly responsible for reporting to the board on aggregated data and the resources allocated – personnel and budgetary.

Acronyms:

SENCO	Special Education Needs Coordinator
ORRS	Ongoing Reviewable Resourcing Scheme
SEG	Special Education Grant
ESOL	English for Speakers of Other Languages
eTap	Student Management System
RTLB	Resource teacher Learning and Behaviour
RTLit	Resource teacher of Literacy
CAP	Collaborative Action Plan
IEP	Individual Education Plan