

Special Educational Needs

Practices and Procedures 2015-2016

Mission Statement

St. Nathy's College was established to act as a centre of learning. We strive to achieve this within a fostered Christian environment, which equally provides for the faith and personal development of each student. All our school endeavours and activities are directed towards these objectives. Mission Statement, St Nathy's College

The Special Education Needs team works to help realise the mission of St Nathy's College and under the direction of College management provides support to students who experience Special Educational Needs so that they can develop their full potential and participate in school life to the greatest possible extent.

Procedures for the Identification of Students with Special Educational Needs

Students with Special Educational Needs are identified in multiple ways. Sources of information about student achievement and need include:

Communication with parents

Communication and liaison with feeder primary schools

STEN results from feeder primary schools

Results from the Cognitive Ability Test carried out during First year.

Educational Psychological reports.

Reports from and liaison with external agencies (including HSE, CAHMS, NEPS, Visiting Teacher Service for the Hearing Impaired, Brothers of Charity Services, Occupational Therapy, Speech and Language Therapy services).

Standardised tests and criterion referenced tests.

Curriculum based assessment.

Communication with class teachers and tutors.

Pastoral care meetings.

School assessments.

A register of Students identified with Special Educational Needs is drawn up as well as a Provision Map, outlining support to students.

The Core Team 2015-2016

Members of the Core Team 2014-2015 are:

Ruthanne Cawley

Niamh Fitzpatrick

Bernadette Jordan (co-ordinator/ Resource/ Learning Support)

Tom Ronayne (Learning Support/Resource)

The Core Team meets each term and the Co-ordinator/Resource and Learning Support teacher meet on a weekly basis.

Other staff members involved are:

Mrs Nancy Beirne, SNA.

Michael Thomsson, SNA.

Teachers providing additional support 2014-2015:

Mr Curran – Speech and Language support/ resource teaching

Mr Dolan – Learning support/resource teaching

Ms Herron - Resource teaching/learning support

Mr Howley – Resource teaching

Ms McCann – Resource/learning support

Record Keeping

An individual file is kept for each student identified with a Special Educational Need. These files are compiled by the co-ordinator and located in Room 15C as well as the SEN Register and Provision Map. Copies of Reports, STEN results and CAT results are kept on file in the main school office.

Minutes of core team meetings are kept and sent via email to the school Principal, Fr Surlis.

School assessment reports are reviewed and logs kept to track student progress. Copies of all referrals and applications made on behalf of students are also kept on file.

Support to Students:

Students are supported to access the curriculum and to develop skills and competencies. They are also supported to make transitions and to solve problems that may arise. They are affirmed and encouraged to be active participants in all aspects of school life and to develop skills of independent living and learning.

Assessment, planning, advocacy, access, teaching, and evaluation are some of the key supports provided to students with SEN.

Additional teaching is provided in small group and individual settings. It is student centred and focused on prioritised needs.

Personalised Learning Plans, identifying specific targets, are developed for students identified with Low Incidence SEN in consultation with the students themselves and their parents.

Referrals and applications are made on behalf of students and links maintained with external support agencies.

Support to Parents

Parents play a very important role identifying their children's needs and supporting their learning. Open lines of communication are established with parents and take the form of individual meetings, phone calls and emails.

Whole School Communication on SEN

Staff members are given an updated list of students' special educational needs by the School principal at the beginning of the year. The co-ordinator communicates additional information and updates throughout the year to teachers of individual students and posts information on an SEN notice board in the staff room. A subscription is paid to the SESS Book Borrowing scheme and all staff members can avail of this service.

Teachers communicate their observations, concerns and requests to the SEN team on an ongoing basis and provide valuable insight and data on student needs and progress.

The SEN co-ordinator is a member of the Pastoral Care team and attends Pastoral care meetings. The SEN co-ordinator is also a member of the Literacy Committee 2014-2015.

Close links are maintained with the Guidance counsellor.

Communication with the Principal and Deputy Principal is a high priority.

Actions identified for 2014-2015

- Review of assessment and decision making.
- Developing closer links and greater collaboration with whole school staff.
- Team and Co-teaching

SEN Core Team 2015-2016

Ruthanne Cawley

Niamh Fitzpatrick

Bernadette Jordan (Co-ordinator)

Tom Ronayne

August 2015.