



## **SPECIAL NEEDS PROCEDURE**

### **RATIONALE:**

- **God created all human beings as unique individuals.**  
Sin has caused a great variance in the ability of individuals to meet their fullest potential. It is desirable, wherever possible; to have mixed groupings of children so that students may have contact with a wider range of people as they will meet in society as adults, and therefore the children should, as much as possible, remain part or their peer group
- **We recognise that God has given every individual a unique set of talents and/or some specific human needs.**
- Students with special needs have the right as far as resources allow having access to learning programmes which meet their individual needs.
- Our school will provide a supportive and challenging, learning environment within which our students' social and physical skills, intellectual abilities, cultural appreciation and emotional growth can be developed to their full potential.

### **PURPOSES:**

- To arrange our teaching to include all students, as well as those who need greater challenges;
- To recognise that these students sometimes display challenging behaviours and as teachers to steer their energies into positive outlets;

### **GUIDELINES:**

#### **SPECIAL NEEDS FACTORS**

1. Identification of students with special needs will be based on a balanced range of information e.g. teacher observations, standard tests, classroom assessments, conferencing and self-evaluation.
2. Identified students will have their needs noted on the school special needs register.
3. Teachers will be responsible for developing programmes to meet the needs of the students with special needs they teach.
4. The school will ensure the principles of equity are considered and practised.
5. Needs will be continually monitored and assessed in consultation with parents/caregivers.
6. Curriculum leaders will be responsible for purchasing extension material for students with special abilities.
7. Teachers are encouraged to use other staff members, outside support agencies and the local community when and where

- appropriate to assist with programmes.
8. Consideration for the student's wellbeing is a factor.

**Identification:**

Classroom teachers will be primarily responsible for the identification of students requiring special education.

Any student who:

- Is not meeting his/her potential, academically, physically, socially or emotionally. Regularly inhibits their own learning and the learning of others.
- Is not performing at the level of their peers.

**Referral:**

On identifying a student who fits any of the above criteria:

- 1 Gather information on child's needs.
- 2 Notify school Special Education Coordinator (SENCO)
- 3 Notify parent of your concerns / intentions
- 4 Record identified student and needs in Special Education Register.

**Decision Making:**

The Special Education Coordinator and Classroom Teacher will decide if:

- Outside intervention is necessary and if so, refer to appropriate outside agency – R.T.L.B., G.S.E, SPELD, Reading Recovery, Child Adolescent and Family Mental Health Service or Public Health Nurse, Police.
- Teacher Aide assistance is required to work with student on a special Individual Education Plan. (I.E.P.)

**Programming:**

An I.E.P. will be written for every student who requires adaptations to normal classroom programme.

The Special Education Coordinator consults with classroom teacher, teacher aide, parents of identified child and any specialists required to work with or advise on this student. A meeting is set up to write the student's I.E.P. if full adaptation is required.

Copies are circulated to all concerned and a copy filed in School Special Needs File.

It is the responsibility of the classroom teacher in consultation with the Teacher Aide to write the specially adapted programme from the I.E.P.

**Monitoring:**

I.E.Ps will be written and reviewed in the first and third terms of each year.

They will be monitored by the SENCO in the second and fourth terms each year

Classroom teachers and Teacher Aides will meet with the SENCO to discuss suitability of programmes, necessary resources and progress made by students, during the review and monitoring process.

**Reporting:**

- ◆ Formal reporting to the B.O.T. on how funding has been used and progress of children on the Special Education Register will be carried out yearly.
- ◆ Parents will receive information at I.E.P. renewal, parent/teacher interviews and in the written reports sent home at the beginning, middle and end of year.
- ◆ Parents can receive additional feedback on their child's progress at any time by arranging an interview with the classroom teacher.
- ◆ When a child no longer needs an adapted programme, a notice of discharge will be included in the Special Education Register.

**Transition to High School**

- Those children who have been on our Special Needs Register are transferred on to High School after liaison with appropriate staff.
- Pre – entry I.E.P. meetings with Special Education staff at High School are set up for those children requiring total or near total curriculum adaptation.
- Children visit High School with their class and are welcomed and familiarised with new school surroundings and staff at the end of their final year of Primary Schooling.
- Extra familiarisation visits can be arranged as required.

**Procedural Steps:**

1. Accurate information will be sought from the previous school attended by the student.
2. A number of tests will be conducted to provide hard data for every student in the school.
3. The test results data will be carefully scrutinised to establish needs and abilities.
4. Placement in classes will be carefully done, using provided data from contributing schools to ensure appropriate placements.
  - (i) ESOL students
  - (ii) Mainstreaming/special education students
5. The school will take every opportunity to make application under the provisions granted by the Ministry of Education in each category as we consider we are eligible.
6. The school will make every effort to process all applications to Group Special Education.
7. The SENCO has delegated responsibility for maintaining the CWSN / CWSA Register, which is part of Classroom Manager.
8. On a regular basis class teachers identify students who require additional assistance or enhancement in any area. These identified students are entered into the register and appropriate programmes are planned for to help meet identified needs.
9. Students will be allocated additional resources on a needs basis from those available within the school.
10. Students may be referred to outside agencies e.g. RTLB, RTLit, RTM etc after consultation with the Principal and SENCO. The DP is responsible for coordinating special programmes, and outside agency referrals.
11. The Register is reviewed at the middle and end of the year.

**Special Education Needs Management Committee (S.E.N.C.O)**

- Will consist of the Principal, the Senior Management Team and the school's RTLB
- Will meet at least twice each school term.

**Purpose:**

- To manage IEP process
- To receive class referrals and parent requests for support
- To make decisions about matching resources.
- To monitor/evaluate progress of all students on register.
- To provide/suggest programmes or manage referral to an outside agency.
- To report to the Board of Trustees to comply with NAG 1(iii) and NAG 2a requirements.

**6. Special Needs Procedures and Role Descriptions:****The SENCO will:**

- organise and convene Special Needs meetings (usually twice a term)
- ensure implementation of the Special Education Needs Procedure
- oversee all applications for additional resourcing.
- coordinate other services supporting special education in our school
- advise parents of their child's inclusion in any special education needs programme.
- ensure programmes using the Special Education Grant (SEG) and Targeted Funding for Educational Achievement (TFEA) are implemented and evaluated.
- to oversee the collation, recording and storing of all relevant special needs documents, records and applications.
- attend all IEP meetings or arrange a substitute person to attend.
- be available to support staff.
- be responsible for the appraisal of teacher aides .

**CONCLUSION:**

Through careful identification and planning, teaching and support staff will provide effective learning programmes, which meet the needs of students with special learning needs.

**Review Responsibility:** *Principal, DP & SENCO*

**Date Confirmed:** 20 February 2020

**Principal:** *Karla Mitchell*