

POLICY NO: 30

<h3>POLICY STATEMENT ON STUDENTS WITH DISABILITIES AND OTHER SPECIAL NEEDS</h3>
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AIMS:

- To identify, assess and diagnose individual learning difficulties.
- To provide adequate resources to enable students with special needs to avail of an appropriate education.
- To enable the students to function independently in society by providing such supports as are necessary.
- To encourage the development of a positive self image.
- To keep up to date with legislation regarding special needs and to ensure that this legislation is put into action.
- To draw up IEP's for those students with special needs in accordance with current legislation and practice.

CATEGORIES OF SPECIAL NEEDS

1. General learning disabilities.
2. Emotional and behavioural disturbances.
3. Language and communication disorders.
4. Physical and sensory disabilities.
5. Specific Learning disabilities i.e. dyslexia.

FORMULATION OF POLICY

Special Education Policy shall be formulated by the Special Education Co-ordinator along with the Special Education Committee in consultation with subject teachers, parents and students with special needs.

IMPLEMENTATION OF POLICY

- Gathering and assessment of relevant information relating to students with special needs.
- To devise, implement and evaluate teaching programs for individuals with special needs.
- The learning support teacher should encourage a whole school approach to learning difficulties through liaising with subject teachers.
- Provision of specialist tuition in small groups.
- Work with support services and agencies outside the school.
- Communicate policy and procedure to parents of pupils with special needs.
- Keep accurate records of any and all provision made for each student with special needs.

MONITORING PROCEDURES

- Class Tutors and Year Heads will conduct ongoing monitoring through informal discussion with students and subject teachers and will note feedback from parents and teachers and pass such information on to the Special Education Co-ordinator.
- An individual education plan for each student who is receiving learning support should be devised by the teacher involved.
- Special Education Committee will meet and review ongoing procedures weekly.
- Principal and Deputy Principals will review procedures with relevant personnel and report to the B.O.M once per term.

SUCCESS CRITERIA

- That quality work is being presented to suit the special needs of each student.
- That parents and students are satisfied that the pupil is benefiting from these procedures.
- That each student's goals are being attained.

REVIEW PROCEDURES

- Policy is reviewed annually by Principal, Deputy Principals, Year Heads and Special Education Committee.
- Views and experience of teachers, students and parents will be sought by the Special Education Committee.
School records will be analysed to assess the impact on the special needs students all round progress.