

ACCOMMODATION OF STUDENTS WITH SPECIAL NEEDS

Introduction

In keeping with our Mission Statement, we make every effort, within the resources at our disposal, to accommodate students with special needs.

Rationale

- To promote learning for all students
- To support students at all times
- To value each child and his / her gifts and talents

Goals

- To care for the individual student and his / her needs
- To develop the gifts, talents and aptitudes of each student
- To provide a caring supportive environment
- To inform parents of our policy regarding the accommodation of special needs

Content

- Standardized testing is administered to all incoming First Year students to diagnose difficulties
- Diagnostic testing is administered to students who present with learning difficulties
- Every effort is made to get relevant information from the student's class teachers and from other teachers who help the student
- Extra english classes are provided for students who have reading, comprehension or spelling problems.
- Foundation classes in Maths is provided for a very small group in all years
- Provision is made for individual students to get extra help
- A creative approach is used in special classes with students who have learning difficulties
- The number of subjects is reduced for these students
- Students are referred for further testing to an educational psychologist
- Teachers seek support from the educational psychologist
- Relevant and up to date resources are provided for the area of special needs
- Application is made for special accommodation for SEN students in Junior Cert. and Leaving Cert. exams
- Every effort is made to regularly communicate with the parents of these students and provide regular reports to them
- The Leaving Cert. Applied course is available on demand and dependant on sufficient numbers, for these students at Senior Cycle if they wish to follow this course
- Students with physical disabilities are catered for within the resources available to the school
- Special Needs assistants are integrated into the general life of the school
- Students at risk because of behaviour, emotional, social or academic needs are often assigned to a mentor teacher who volunteer to encourage and "watch out" for the student

Roles and Responsibilities

Board of Management

- To ensure a policy is developed and evaluated regularly
- To ensure that resources are in place
- To approve the policy

Principal and Deputy Principal

- Make provision for special classes on the timetable

- Provide for withdrawal of students for extra help
- Encourage inservice and training of teachers

Year Head

Have knowledge of the student's needs, emotional development, progress and academic attainment

Subject Teacher

- Create a positive and supportive environment
- Be familiar with the needs of the students

Resource and Learning Support Teacher

- Liase regularly with individual subject teachers
- Be in regular contact with parents
- Liase with the school Counselor and Year Head
- With Principal and Deputy Principal, convene regular meetings of all relevant parties
- Liase with other relevant professionals eg psychologists, counselors, Health Board officials, visiting teachers

Parents

- Provide relevant information to the school
- Co-operate with school regarding the students testing
- Support the policy