

GUIDANCE and SUPPORT For Students with Special Needs

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ACTION

1. To promote a broad-front approach in and outside the classroom so that identification of children needing special attention is accurate and as early as possible.
2. To give clear direction in terms of identification, monitoring, teaching methods, resources, programming and evaluation.
3. To provide suitable professional development and resources for all teachers and especially for teachers with special responsibility in this area.
4. To establish management systems needed to support Guidance and Support Programmes, including quality of documentation which ensures accurate tracking and continuous evaluation of individual needs.

GUIDELINES

1. The teaching staff will develop a credible, manageable and flexible structure to achieve the ends referred to above.
2. The SENCO in overall charge of the various programmes will be directly responsible to the Principal.
3. Appropriate training of, and in-class support for, classroom teachers to be able to meet the ongoing needs of such children will be important and provided.
4. Programmes and learning environments will be adapted to support children and teachers when required to meet the goals of the curriculum.
5. Both withdrawal and in-class programmes will be used to develop these children's potential and to meet their needs.
6. Our provision will be wide ranging and include all aspects of a child's development (e.g., physical, academic, aesthetic, social, leadership, ethnic background etc.).
7. Each year's budget round will take account of staff training needs and provision of resources.
8. Individual Education Plans will be devised for all ORRS children and other specific children where appropriate. These will be completed by the SENCO in consultation with classroom teachers, support teachers, teacher aides, AP, parents/caregivers, and any relevant outside agency/individual (e.g., RTLB's, SWIS, Therapist, etc.).
9. The SENCO will maintain an updated Guidance and Support Student Register.