

Additional Education Needs Policy

Scoil Fhionáin
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School provision plan for pupils with additional educational needs

School: Roll No: 17704H

Reviewed: (provisionally reviewed by Principal and SEN teachers on 16/10/18)

The following is a parent's/guardian's guide to the SEN policy of our school. The full version is available on request from the school. Here are a few answers to questions that parents and guardians may seek when concerned about their child's development

1. Enrolment: How do I enrol my child with additional educational needs?

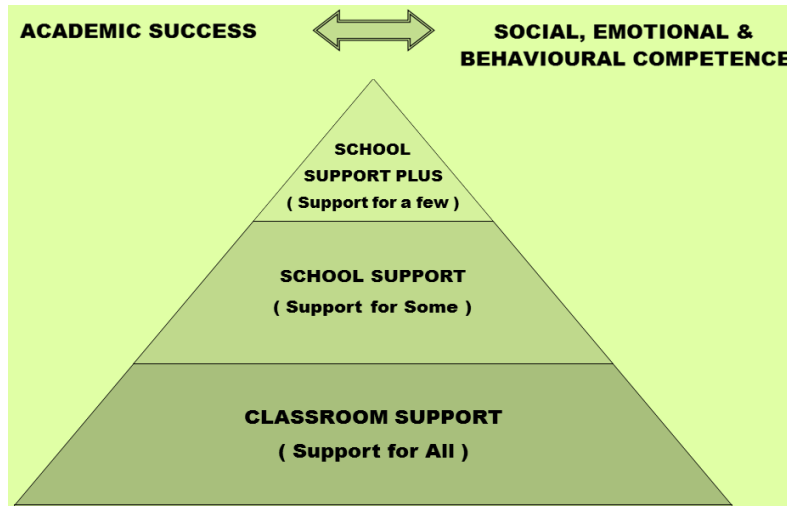
Scoil Fhionáin has inclusion at the heart of its mission statement.

If you have any concerns about your child's enrolment, contact the school at the earliest opportunity. The principal, AEN team will either arrange a meeting with you or address your concerns there and then.

- ❑ We encourage close level of co-operation between parents, the Class Teacher, and any other school personnel assigned to support the child.
- ❑ To enable us to provide the best services for the pupil, and to access any additional support/s that may be available, we require parents to supply the school with copies of the most recent psychological and medical reports prior to enrolment. These will be treated in the utmost confidence at all times
- ❑ Copies of all relevant assessments and reports should be supplied to the school as these become available, on an ongoing basis

2. Progress : I am worried about some aspect of my child's progress, what do I do?

Contact the school with your concern. The class teacher will explain the continuum of support i.e. classroom support, school support and school support plus, and collaboratively set out targets and strategies to address your concerns.



3. My child's teacher/ AET teacher has contacted me about my child's progress, what do I do?

If your child's teacher has contacted you, they are concerned about your child's progress and need your help to address the issue. Engage with the process. You have powerful positive influence on your child and the outcome. Do not underestimate it.

Parents

The role of parents supporting the Learning Support for their children is vital to its success. Specifically, parents contribute through:

- ❑ Regular communication with the Class Teacher and SET
- ❑ Creating a home environment where literacy can thrive
- ❑ Fostering positive attitudes about school and learning in the child
- ❑ Participation in shared reading programme
- ❑ Encouraging the child to do homework
- ❑ Developing the child's oral language
- ❑ Developing the child's social mathematics

4. My child's teacher has sent a pre planning questionnaire home to be filled out. What does this mean?

In Scoil Fhionáin, we focus on prevention and early intervention. To this end the infant classes are worked with more generally, where issues can be prevented or picked up early. The pre planning questionnaire is for planning purposes and helps the teachers form a fuller picture of the child.

Some Principles to guide the implementation process (Primary Guidelines, p. 5)

The school recognises that effective learning programmes are based on the following principles:

- Effective whole-school policies
- Whole school involvement
- Prevention of failure at infant level
- Provision of intensive early intervention up to and including second class

5. My child has complex care needs. How will the school deal with this?

Children with Complex Care Needs - School Support Plus Plan

The SET helps to provide an education which meets the needs and abilities of children assessed as having difficulties. In addition, the SET should advise and liaise with other teachers, parents and other professionals in the children's interests. More specifically, the SEN Teacher has responsibility for:

- Developing an individual Support Plan for each pupil in consultation with other partners in education
- Assessing and recording the child's needs and progress
- Setting specific, time-related targets for each child and agreeing these with the class teacher and principal
- Direct teaching of the child, either in a separate room or within the mainstream class
- Team teaching when the child concerned will derive benefit from it
- Advising class teachers in regard to adapting the curriculum, teaching strategies, textbooks, ICT and other related matters
- Meeting and advising parents, when necessary, accompanied by the class teacher as necessary
- Meeting with other relevant professionals, in the child's interests, eg psychologist, speech and language therapist, visiting teachers.

6. My child has limited English. Will he/she receive extra help with this?

Yes, supplementary teaching of English as an additional language is included in our additional educational Needs remit. Contact the school and set up a meeting to discuss your child's needs.

7. My child is very able. I am concerned that classwork is less challenging for him/her. What should I do?

Contact the school. We can discuss the best way to address your child's additional needs, which may include joining the book club, the chess club, the student council, the green schools committee, or more challenging classwork.

