



North Dublin Muslim National School
Ratoath Road
Dublin 7

Special Educational Needs Policy
September 2019

Introductory Statement

This Special Educational Needs (SEN) policy was discussed and agreed by the staff of the North Dublin Muslim National School in March 2019. This policy is under constant review taking into account changes in relation to the education of pupils with special needs.

Rationale

The North Dublin Muslim NS is a co-educational mainstream primary school. The purpose of this SEN policy is to provide practical guidance for all staff, parents and other interested parties on the procedures in place for the identification of the special educational needs of individual pupils. In addition, we hope to set out clear guidelines regarding the provision of effective learning support/ resource teaching to pupils experiencing low achievement and / or learning difficulties. Finally, as we have a high number of pupils for whom English is an additional language, we also hope to clarify the procedures in place for supporting these pupils.

The school currently employs a Special Class Teacher, Special Education Teachers and Special Needs Assistants who cater for children with Special Education Needs in the school.

Relationship to characteristic spirit of the school

The North Dublin Muslim National School aims to provide a holistic approach to education taking account of individual needs, abilities, interests and social and cultural backgrounds. We strive to create a positive and caring, inclusive environment conducive to learning, enabling each child reach his /her full potential with confidence and enthusiasm. We promote an atmosphere where staff and pupils respect themselves and others and where each person takes responsibility for his/her actions.

Aims

Through the implementation of this policy, we aim to:

- Ensure all children gain access to a broad and balanced curriculum and have opportunity of access to an appropriate education.
- Outline our whole school approach to teaching/learning in relation to pupils with special educational needs.
- Set out procedures for the enrolment of children with special needs in the school.
- Assist parents in making an informed decision in relation to the enrolment of their child in our school.
- Establish communication structures for the involvement of all the partners in the education of pupils with special educational needs.
- Develop positive self-esteem and positive attitudes about school and learning among pupils with special educational needs.
- Enable pupils to monitor their own learning and become independent learners.
- Monitor early intervention programmes designed to enhance learning opportunities for children with special educational needs.

This SEN policy encompasses the following sections:

1. Roles and Responsibilities
2. Integration of Children with Special Educational and/or Physical Needs
3. Special Education Teaching
4. English as an Additional Language

1. Roles and Responsibilities

The implementation of our policy will be supported as follows:

A. Co-Managers

The role of the Co-Managers is to support the principal in:

- Overseeing the development, implementation and review of the provision of Support in the school
- Ensuring adequate classroom accommodation and teaching resources are provided for the Support Teachers
- Providing a secure facility for storage or records in relation to pupils in receipt of Support
- Budgeting for ongoing support for Professional Development in Support for staff.

B. Principal

The role of the Principal is to:

- Co-ordinate teaching and special needs services within the North Dublin Muslim Natinal School in liaison with the In-School management team.
- Assume overall responsibility for the development and implementation of the school's policy on SET in co-operation with the Co -Managers, teachers, parents and children
- Work with teachers and parents in the development of the school plan on learning support in the context of Special Education Teaching
- Monitor the implementation of the school plan on support on an ongoing basis
- Monitor the selection of pupils for support teaching, ensuring that this service is focused on the pupils with lowest levels of achievement
- Assume direct responsibility for co-ordination of learning support in the context of Special Needs Services
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need
- Keep teachers informed about the external assessment service that are available and the procedure to be followed in initiation referrals
- Help teachers increase their knowledge and skills in the area of support.

C. Special Class Teacher

The role of the Special Class Teacher is to:

- Collaborate with the principal, class teachers and parents to support the progress and promote the integration of pupils, and to consider the level and format of integration.
- Oversee, guide and support the work of SNAs in the special class.
- Be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs.
- Maintain weekly/fortnightly planning for each individual or group of pupils in receipt of SEN teaching
- Liaise with class teacher on individual pupil's needs and progress
- Conduct diagnostic assessment
- Maintain and review pupil assessment records
- Liaise with the principal, teachers, parents and outside agencies to support the progress of pupils in the special class.
- Contribute to the development of policy on Special Educational Needs at whole school level

D. Special Education Teacher

The role of the Special Education Teacher is to:

- Assist in the implementation of a broad range of whole school strategies designed to enhance early learning and to prevent learning difficulties
- Develop Student Support File for pupils in receipt of resource hours
- Maintain weekly/fortnightly planning for each individual or group of pupils in receipt of SEN teaching
- Deliver an intensive early intervention programme to pupils in junior classes
- Meet with parents to discuss pupil's progress
- Provide teaching in English and/or Mathematics to pupils who experience low achievement
- Contribute to the development of literacy and numeracy policies at the whole school level
- Liaise with class teacher on individual pupil's needs and progress
- Maintain a list of pupils who are receiving support teaching and special educational needs teaching
- Conduct diagnostic assessment
- Maintain and review pupil assessment records
- Liaise with Principal, teachers, parents and outside agencies.
- Develop a Student Support File for each pupil who is selected for withdrawn learning support in consultation with the Class Teacher.
- Provide teaching in English and Maths to pupils in the school who experience low achievement, in accordance with the school's selection criteria
- Contribute to the development of policy on Special Educational Needs at whole school level
- Provide advice to the Class Teachers in such areas as individual pupils assessment and programme planning, as well as approaches to language development, reading, writing and mathematics for pupils experiencing difficulties

- Contribute at school level to decision making regarding the purchase of learning resource books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the support room
- Co-ordinate the provision of Special Educational Needs and support services in the school
- Liaise with external agencies such as NEPS to arrange assessments and special provision for pupils with special needs.
- Work with the principal and class teacher in the development of assessment tests to identify children in need of support.
- Maintain a list of pupils who are receiving support teaching and special education support.

E. Class Teacher

The class teacher has primary responsibility for the pupils' learning needs within his / her class. Their roles include:

- Making parents aware of the concerns of the school about their child's progress
- Outlining the schools practice with regard to diagnostic testing and follow up procedures
- Where possible attending meeting between SET Teacher and pupil's parents
- Consulting and co-operating on Student Support Files
- Being alert to the possibility that some children may have a specific learning difficulty/ other special educational need and bringing this to the attention of the Principal or designated person of the In-School Management Team
- Modifying class programmes to suit the needs of pupils
- Outlining SNA duties where applicable.
- Take responsibility for the progress of all pupils in his/her class, including those selected for support teaching. In supporting the development and implementation of the school plan on Special Educational Needs, the class teacher should:
 - Implement teaching programmes which optimise the learning of all pupils
 - Implement the school policies on screening and selecting pupils for support teaching in English and Maths by co-operating and assisting with the administration and scoring of appropriate screening measures
 - For each pupil who is in receipt of withdrawn English/Maths support, to collaborate with the SET teacher in the development of a Student Support File by identifying appropriate learning targets and by organising classroom activities to achieve these targets
 - For each pupil who is in receipt of withdrawn English/Maths support, to adjust the classroom programmes in line with the agreed learning targets and activities
 - To provide the support teachers with a monthly outline of work to be covered in the mainstream class for English and maths
 - With regard to teaching pupils with low achievement, the following general approaches and methods are recommended:
 - Such children should be prioritised when accessing information from previous class teacher
 - Group teaching
 - Modify presentation and questioning techniques to maximise the involvement of pupils with low achievement in class activities
 - Placing emphasis on oral language development across the curriculum

- Providing pupils with extra tutoring in the key basic skills in literacy and numeracy
- Setting learning targets at an appropriate level
- Providing learning activities and material which are suitably challenging but which also ensure success and progress
- Carrying out error analyses of a pupil's work to pinpoint specific areas of difficulty
- Setting up 'buddy systems' in class (high achievers collaboratively working with low achievers, e.g. peer tutoring / paired reading)
- Applying assessments and tests which offer challenge and opportunities for success to children of all levels of achievement.

F. Parents

The North Dublin Muslim National School acknowledges the central role played by parents of all pupils and particularly of SEN pupils. We value strong communication links between home and school and identify support for and participation in their child's learning as key parental responsibilities. Specifically, parents contribute through:

- Regular communication with the Class Teacher and Support Teacher
- Endeavouring to create a home environment where the child can develop in a holistic and academic way.
- Fostering positive attitudes about school and learning in the child
- Participation in shared reading programme (Oxford Reading Tree books)
- Encouraging the child to visit library
- Developing the child's oral language
- Developing the child's social mathematics

G. Pupils (Pupil roles and responsibilities are dependent on their age and ability)

The school considers pupil input into the development, implementation and review of their own learning as important. Our aim is to enable our pupils to:

- become more independent as learners
- become aware of different learning styles
- become aware of their own strengths and weaknesses or needs
- enjoy success and evaluate their progress
- excel at and enjoy many curricular and extra-curricular activities which would not be practical in the mainstream class due to class size
- develop ownership of the skills and strategies taught during support teaching and apply these strategies and skills in their mainstream class situation

H. Outside Agencies

The school will endeavor to engage with professional outside agencies in order to fully meet the needs of the individual child.

2. Integration of Children with Special Educational and/or Physical Needs

Enrolment of children with a disability and/or special education need

Application for all children, including children with a disability and/or other special education needs, is governed at all times by the school's current enrolment policy and ASD Class enrolment policy. However, the attention of parents of children with a disability and/or other special education needs is also drawn to the following points:

- The North Dublin Muslim National School is a mainstream school with one Autism Spectrum Disorder (ASD) special class, and has higher pupil/teacher ratios compared to those that apply in special schools.
- The teachers in our school are trained and qualified to teach in mainstream education and may not have any Special Education Needs Teacher Training, experience, or qualifications, compared to the teachers in a special school.
- While pupils with special needs can be integrated into a mainstream class, and may be supported by a Special Needs Assistant and resource teaching, (as allowed by the DES) this is not the same as the intensive one to one teaching s/he would enjoy in a special school.
- An mainstream school does not have the same level of ancillary services enjoyed by special schools, such as speech therapy, occupational therapy, physiotherapy.
- Whilst the school has wheelchair access, it does not have additional facilities which may be required by pupils with a specific physical disability. The school is committed to providing any additional resources required by our pupils, subject to funding by the DES.
- A child with special needs integrated into a mainstream class will, by the nature of such integration, experience the normal day to day happenings, determined by the reality of school life, and the existing customs and practices. Every child in the school, including those with a disability and /or special educational needs is bound by school policies both in existence and those developed by the Staff and Co-Managers.
- A child with a disability and/or special educational needs who is integrated into a mainstream class may not have the full range of provisions put into place from their peers in the event of staff absences or whole school events.
- From year to year the allocation of teachers to classes is focused on the needs of the whole school, and consequently the school cannot guarantee long term continuity or predictability in personnel.

Notwithstanding the above points, the school is committed to providing the best possible educational service to pupils with a disability/ special educational needs. In coming to a decision regarding the enrolment of a pupil with special needs, the management group will consider the following-

(1) EPSEN Act 2004, Section 2 *“A child with special educational needs **shall** be educated in an **inclusive** environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with –*

a) The best interests of the child as determined in accordance with any assessment carried out under this Act, or

b) The effective provision of education for children with whom the child is to be educated"

(2) Education Act 1998: 15.-(2) d. A board shall publish... the policy of the school concerning admission to and participation in the school, including the policy of the school relating to.... the participation by students with disabilities or who have other special educational needs, and ensure that as regards that policy, principles of equality and the right of parents to send their children to a school of the parents' choice are respected

Parents seeking to enroll a child with Special Educational Needs in the North Dublin Muslim National School are reminded that it is a requirement on their part to:

- Inform the school at the earliest opportunity of the nature of the educational need.
- Advise the school of any resources / special equipment that may be required.
- Supply the school with all available assessment reports.
- Maintain informal contact with the school on an on-going basis.
- Attend formal Student Support File (SSF) meetings where applicable.
- Contribute to target-setting and SSF monitoring.

Communication

Prior to the child's enrolment, parents/guardians are requested to communicate the child's special needs and whether these are categorised as High Incidence or Low Incidence. The school acquaints itself with each child's needs through the following:

- Meeting between parents/principal/class teacher/special needs staff and Special Educational Needs Officers (SENO), as appropriate.
- Parents are invited to bring their own interpreter, where necessary.
- Obtaining copies/details of reports, assessments etc. from SENO, and parents.
- Contact with the SENO, NEPS Psychologist or other psychologist/speech therapist/ occupational therapist, referral from other Agency etc.

Transition

Efforts are made to ensure a smooth transition to school for both the pupil and the school through:

- Pupil/parent visits in advance, if possible.
- Making all school employees and pupils aware of the need for inclusion (EPSEN Act).
- Liaison with SENO to arrange for additional personnel, resources, training, if necessary.
- Health and safety issues arising from the child's mobility and care needs will be identified and where possible, strategies will be developed to address them. These may include access, toilets, supervision, administration of medicine, intimate care and access to courses for the SNA e.g. lifting techniques.

Inclusion

The school aims to ensure that pupils with special educational needs are included as fully as possible in the life of the school and the classroom. Class teachers facilitate the inclusion of pupils with SEN by

differentiating in all aspects of the curriculum. School staff will be made aware of the special educational needs of the pupils and of the strategies necessary to integrate them in all aspects of school life.

Deployment of staff

- It is school policy to ensure the most effective deployment of staff in meeting the overall SEN requirements of the school taking into account the experience/expertise of teachers, part-time teachers, newly qualified teachers and SNAs.
- Duties assigned to SNAs are in line with Circular 07/02.

Special Education Team

The Special Education Teacher Team (SET team) consists of the principal, special class teacher, special education teachers and special needs assistants.

Special Education Team Meetings

The SET team meets monthly with the relevant individual mainstream teachers. Mainstream teachers are asked to prepare topics to be taught in both English and Maths for the coming month prior to attending this meeting. This information is then shared and discussed during the meeting. Teachers can also discuss the progress of pupils currently receiving additional support from the SET team at this time. The dates for these meetings are arranged at the start of each school year and can be found in each teacher's information folder. A template is available for recording content to be taught and the assignment of teaching duties. Each teacher is responsible for storing notes taken at these meetings.

The Special Education teachers meet regularly throughout the year to discuss issues as they arise. This includes discussions around assessment, timetabling, continuing and discontinuing support teaching etc.

The SET teachers are encouraged to meet with parents at the parent teacher meetings each year. The SET teachers can request to meet with parents at any stage in the year if deemed necessary.

Special Needs Assistants

A special needs assistant may be appointed to the school to support a child. Parent's permission is sought before an application is made to the SENO for an SNA. The SNA works under the direction and supervision of the class teacher in order to promote effective learning and teaching. The principal has the sole responsibility of allocating SNA support throughout the school. The allocation will be reviewed annually.

Collaboration and communication

- Every effort is made by the school to facilitate collaboration between those involved in pupils' education, particularly in the case of a SEN pupil.

- Formal SSF meetings are arranged at intervals throughout the year. Parental requests for meetings with class teachers, outside of these, may be facilitated if suitable arrangements can be made for the supervision of the pupil's class. Informal consultations among involved personnel e.g. Principal, Class Teacher, SET team, SNA are facilitated when necessary within the school.

Transfer to post primary or to another primary school

We recognize that for pupils with special educational needs, the transition from one primary school to another or from primary to post-primary school can be challenging. We aim to support these pupils in making this transition, by communicating relevant pupil details regarding strengths, needs, likely targets and helpful strategies with the appropriate personnel in the transfer school. This is done with prior parental consent and SENO advice may be sought where desirable.

Record Keeping

The following records are kept for SEN pupils, in addition to the standard documents

- Student Support File (SSF)
- Copies of any assessment reports received from outside agencies
- Records of meetings
- Any other documentation pertinent to the child's learning.

Bearing in mind the child's entitlement to confidentiality, access to all records is on a need to know basis. Records will be kept as per the school's data protection policy. The school will be obliged under Section 28 of the Education Welfare Act 2000, to communicate the child's attendance and educational progress with any transfer school.

3. Special Education Teaching

Prevention Strategies

As a means of preventing the occurrence of learning difficulties as far as possible, the following strategies are implemented:

- The development and implementation of the school's English and Maths plans which outline agreed approaches to the teaching and learning for each class level.
- Promotion of parental understanding and involvement through their attendance at an induction meeting for the parents of incoming Junior Infants, the arrangement of formal and informal Parent-Teacher Meetings, regular school letters, the termly newsletter and through the monthly updates on the school website.
- The implementation of the Paired Reading Programme from First Class to Sixth Class, and other peer tutoring systems where appropriate.
- The implementation of the Shared Reading Programme from Junior Infants to Sixth Class, where pupils and parents are encouraged to read together using the Oxford Reading Tree series of books.
- The use of appropriate ICT software to engage pupils and enhance learning.
- Daily in-class support for Maths and English for Junior Infants to Sixth Class, where possible.
- Ongoing observation and assessment of pupils by the Class Teacher.

Selection of Pupils for Learning Support

- From Senior Infants upwards, all pupils are screened annually, using appropriate standardised tests.
- Senior Infants complete the MIST assessments in February of each year. Pupils identified as having difficulty in literacy are prioritised for receiving withdrawn learning support for the remainder of the school year. If these pupils are still having difficulty by June, they will also receive learning support the following year.
- First to Sixth Class pupils complete the SIGMA and MICRA tests in the Summer term of each year. Pupils who achieve results at or below the 10th percentile in standardised tests will receive learning support the following year. Pupils who achieve results at or below the 12th percentile, will receive learning support the following year, should places become available.
- Before any pupil receives withdrawn support teaching, consent must be given by their parents/guardians.
- *If there is any child whose progress is a concern, they can be considered for withdrawn support as per circular 0013/2017*

Provision of Support Teaching

- A system of in-class support currently operates in the North Dublin Muslim National School.
- In-class support takes places daily from Junior Infants to Sixth Class for the teaching of English and Maths.

- In most cases, the mainstream teacher along with one support teacher is present for in-class support. However, the situation may arise whereby it is deemed necessary for two support teachers and the mainstream teacher to be present for in-class support. This is particularly the case when there is a multi-grade class. This decision will also be based on the needs of the pupils involved.
- In addition to in-class support, withdrawn support for English and Maths also takes place.
- Provision for withdrawn learning support is based on the result of the previous year's standardised assessments in English and Maths.
- All pupils who score at or below the tenth percentile in the standardised assessments are entitled to some form of support teaching, be it in-class or withdrawn support.
- SET timetables are arranged in such a way that priority is given to the pupils in most need of support teaching.
- The Special Education Teacher will devise a Student Support File (SSF) for each pupil in receipt of withdrawn learning support.
- The SSF will be completed at the start of October and reviewed in February and June.
- The support teachers will maintain the following documentation in relation to pupils in receipt of withdrawn learning support:
 - Student Support File
 - Short term planning and programme record
 - Other records, e.g. tape recordings of oral work
 - Samples of written work
 - Assessment Folder

Baseline Testing

In September of each year, the support team will carry out baseline testing with all pupils who have been identified as in need of additional support in English and /or Maths. The results of the baseline test will be used, along with information from the class teacher and the results of the standardised test, to set targets for withdrawn learning support. Master copies of baseline tests are stored in room ten.

Student Support File

The Student Support File will be in accordance with the pro-forma as advised in the 'Student Support File Guidelines (NEPS)' published by the Department of Education in September 2014.

The file will address the pupils' full range of needs and will include:

- Details from the Class Teacher
- Assessment Results
- Other relevant information, e.g. reports from other agencies
- Learning strengths and attainments
- Priority Learning Needs
- Learning Targets
- Class based Learning Activities

Each file will be monitored through teacher observation; the keeping of planning and progress records and through the pupil's own feedback.

A detailed review of the SSF will take place during February and June each year. The Support Teacher and/or the Class Teacher may meet with the parents to discuss the child's progress in the light of the review.

Timetabling

- In-class support for English and Maths occurs daily in all classes.
- The provision of withdrawn learning support is in addition to the regular class teaching in English and Maths.
- Effort is made to ensure that pupils do not miss out on the same curricular area each time they attend support.

Continuing and Discontinuing Support Teaching

- In general, children should not stay for more than 2 years in Support Teaching, unless they are still at or below the 10th Percentile.
- Following SSF review as detailed above, a decision is made to continue/discontinue the provision of Support Teaching.
- The decision making process involves consultation between the Class Teacher, the Support Teacher, and account is also taken of the overall support demands in the school.

The criteria on which the decision will be made include:

- SIGMA and MICRA testing results being above the 12th percentile.
- A consideration as to whether the pupil has achieved some/all of the learning targets set.
- A consideration as to whether the pupil will be able to cope independently/semi independently in the classroom learning context.
- A decision to continue the provision of support teaching will result in a revision of the pupil's SSF.

Referral to out of School Agencies

- The Principal co-ordinates the referral of pupils to outside agencies, e.g. Educational Psychologist.
- The Principal and/or Support Teacher and/or Class Teacher meet with the parents to discuss the need for the referral and to seek consent.
- The Class Teacher completes the necessary referral form in consultation with the appropriate school personnel.
- The external professional visits the school to meet with the pupil, parents, principal, Class Teacher and the Support Teacher as appropriate, and the assessment is conducted.
- This is followed by a return visit at which findings are discussed with appropriate school personnel, recommendations are considered and an appropriate response is agreed.
- Where concern arises regarding the manner of speed of the follow-through post assessment, such concern is pursued by the Principal with the out of school agency concerned.

Communication Strategies

The operation of an effective communication system between all the parties involved in meeting the learning needs of the child is considered essential. The various strands of the system include:

- Class Teacher and the Support Teacher following up on a low score on a screening test.
- Principal and/or Support Teacher and/or Class Teacher and parents following up on a low score on a screening test, including the seeking of approval of further diagnostic assessment and/or provision of support teaching.
- Regular communication between the Support Teacher and the Class Teacher, through the participation in formal monthly planning meetings and informal meetings as the need arises.
- Regular communication between the Support Teacher and parents.

Entitlement to Resource Teaching

- When a pupil continues to experience difficulty and is not making progress above the 10th percentile in literacy and numeracy, the pupil may be referred for psychological assessment, in consultation with parents. The pupil may then be allocated resource hours.
- Children who were previously granted Resource Hours as per the previous Department of Education circular are still entitled to these hours.
- Pupils who display major behavioural or emotional difficulties may be referred for assessment and may be allocated resource hours.
- Children who have physical difficulties, e.g. hearing impairment, sight impairment, cerebral palsy are usually allocated resource hours.

4. Pupils with English as an Additional Language

Principles

- Our school supports the principle of inclusiveness.
- Our school respects the diversity of values, beliefs, traditions, languages and ways of life of all its pupils which are legal and in keeping with school ethos and policies.
- All children have an equal right to education. In order to fulfil this right, differences will be respected and valued in our school.
- Our school will be pro-active in challenging racism.
- Our school is committed to the principle of inter-culturalism, and seeks to actively promote an environment in which cultural differences can be explored and respected, where pupils can learn from each other, and where cooperative learning activities are employed across the curriculum.

Enrolment of Pupils with English as an Additional Language

- The school's enrolment policy governs enrolment of all pupils.
- Pupils from all nationalities are welcome to enrol in our school, provided there is a place in the appropriate class, in line with our enrolment policy.
- Parents of pupils with English as an additional language will be afforded help in completion of enrolment documentation, should they require it.
- Every effort will be made to create a warm and welcoming environment for overseas parents who approach the school to enrol their children.

Education of Pupils with English as an Additional Language

- Pupils with English as an additional language will be placed in an age appropriate class as far as possible.
- Every effort will be made to help the pupils to settle socially in the class, and a 'buddy' will be appointed to help all new pupils to settle in. Every effort will be made by all school personnel to help the child settle in his/her new environment.
- Decisions based on exemption from Irish will be determined by the latest guidelines from the Department of Education.
- While we recognise that all new pupils need time to settle in and adjust, we require all pupils to adhere to the school's Code of Behaviour, in the interest of all. New pupils enjoy the same rights and privileges, and the same responsibilities, as all other pupils.

Provision of Language Support for Pupils with English as an Additional Language

- The school currently has a number of teachers to support the language needs of pupils with English as an Additional language.

- The amount of language support time allocated to any child will depend on his/her current command of the language based on formal EAL testing in reading, writing, speaking and listening using the Primary School Assessment Kit and other observations.
- In general, older pupils will be offered more language support, as there will be a higher demand on them to obtain the language skills needed for their class level.
- Language support will be offered mainly in a small group setting.
- The DES allows three years of language support for each child, and in general, the child's support will be phased out after this period.

Whole School Measures to ensure successful integration of pupils with English as an Additional Language

Schools with an inclusive curriculum, which reflects and affirms diversity of culture, and ethnicity, will help to ensure that children from ethnic minorities feel valued and accepted. To promote appreciation of diversity, our school is committed to:

- The delivery of an intercultural education to all pupils which is cross curricular, and which permeates the ethos of the school.
- The provision of books that give a world view from a variety of perspectives and that portray characters from different ethnic backgrounds.
- The provision of arts education experiences which reflects different experiences and cultures.
- The effective delivery of the SPHE programme.
- The affirmation of the languages and cultures which our overseas pupils bring with them.
- The annual celebration of an Intercultural Week and Intercultural Day.
- The school will make every effort to combat racism, and this will be underpinned by the schools Code of Behaviour.
- Provide for all minority and cultural groups.

Resources

The school seeks to acquire the best resources for use with SEN pupils, including books, physical resources and ICT equipment and software. These range from resources to teach literacy and numeracy to motor skill, social skill and speech & language development resources. These resources are stored either in centrally located areas or in the support rooms.

Resources for the provision of Learning Support include a variety of textbooks, library books and ancillary materials. A variety of testing materials are also in use which include standardised, diagnostic, reading attainment, phonological awareness and Maths attainment.

Support resources will be primarily be used in the support rooms. These resources may be made available to Class Teachers following consultation with the Support Teachers. Special Education Teachers are allocated a budget each year which can be used to purchase additional resources and games.

Success Criteria

The school wide implementation of this policy will result in enhancement of pupils learning in the following ways:

- Improved standards of academic achievement with the pupil's individual learning programme
- Enabling the discontinuation of the provision of special education teaching for pupils with identified needs based on positive assessment results
- Enhanced parental involvement in supporting their child's learning needs
- Increased opportunities for effective communication between school personnel in relation to pupil's progress
- Inclusion of pupils with SEN in our school
- Feedback from teaching staff, special needs assistants, pupils, psychologists
- Inspector's reports
- Children are enabled to monitor their own learning and become independent learners working towards the best of their ability.

Implementation and review

This policy will be implemented from September 2019 and will be reviewed in four years, or sooner if deemed necessary.

Ratification and communication

This policy was ratified by the Co-Managers on the date below and is available on the school website, the shared drive and in the office, by appointment.

Signed: _____

Date: _____

Signed: _____

Date: _____

Signed: _____

Date: _____