



Hospital School CHI at Temple Street

Temple Street, D01 YC67, Ireland

Phone: (01) 878 4630 Email: school@cuh.ie www.templestreethospitalschool.com

SPECIAL EDUCATIONAL NEEDS POLICY

Signed:

Robert O'Connor, Chairperson BOM

Signed:

Ann Higgins, School Principal

Date:

20th February 2024

Date of Next Review:

As required



SPECIAL EDUCATION NEEDS POLICY

1. Introductory Statement

This Policy has been informed by the current legislation and relevant literature pertaining to schools, including the following:

- Education Act, 1998 including Education (Admission to Schools) Act 2018
- Education Welfare Act 2000
- Equal Status Act 2002
- Education for Persons with Special Educational Needs (EPSEN) Act 2004
- Disability Act 2005
- Children First Act 2005

This Policy is drafted in the context of:

- The Department of Education and Skills (DES) Circular Letters 07/02, 0051/2007, 0030/2014, 00123/2017, 0014/2017 and 0058/2019.
- National Council for Special Education (NCSÉ)(2024) An Inclusive Education for an Inclusive Society & (2011) Inclusive Education Framework
- Special Educational Needs Support Service (SESS) Inclusion of Students with Special Educational Needs: A Checklist
- Report of the Special Education Review Committee (SERC) (1993)

Education within a hospital setting is informed by an awareness of Maslow's Hierarchy of Needs, Pupils educated in a hospital setting have distinct biological, safety, belongingness, self-esteem and self-actualisation needs; which may need to be addressed as an integral part of the learning and teaching programme.

2. Rationale

Our Admission Policy states the enrolment procedures for children with special educational needs (SEN). The purpose of this policy is to outline respective roles in relation to SEN provision with a view to providing optimum learning opportunities for students and the effective use of all available resources.

The Education of Persons with Special Educational Needs Act (EPSEN, 2004) defines a special educational need as a *“restriction in capacity to participate in and benefit from education due to an enduring physical sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition and cognate words shall be construed accordingly”*).

3. Relationship to Characteristic Spirit of the School (as stated in Admission Policy)

3.1 Within the context and parameters of DES regulations and programmes, the rights of the Patron as set out in the Education Act, 1998 and the funding and resources available, the Admission Policy of Hospital School CHI at Temple Street underpins the principles of inclusiveness and equality.

3.2 Hospital School CHI at Temple Street is a hospital school whose ethos is to provide an education in a caring and compassionate way ensuring that resources are in place to facilitate access to patients with a variety of abilities and disabilities.

4. Aims

By introducing this policy, the school will:

- Enable pupils of all abilities to access, avail of and benefit from an appropriate education.
- Employ a whole-school approach to SEN provision to promote a strong inclusive culture.
- Establish communication structures for the involvement of all the partners in the education of students with SEN
- State the whole school approach to teaching/learning in relation to students with SEN
- Define procedures and practices in relation to supporting the learning of students with SEN
- Enable students with SEN to share with their peers as complete an education experience as possible based on their individual needs
- Inform school self-evaluation in relation to SEN provision.

5. Roles and Responsibilities in respect of Special Educational Needs

5.1 Board of Management

The Role of the Board of Management (BOM) is to:

- Oversee the development, implementation and review of the SEN provision in the school
- Ensure adequate classroom accommodation and teaching resources are provided for students with SEN in so far as is practicable
- Provide a secure facility for storage of records in relation to students with SEN
- Budget and facilitate for ongoing support for Teacher Professional Learning (TPL) for school staff

5.2 The role of the Principal is to:

- Assume overall responsibility for the development, implementation and monitoring of the school's SEN in co-operation with the BOM, teachings,

parents/guardians, students and relevant professional from both the hospital community and externally.

- Keep teachers informed about the external assessment services that are available and the procedure to be followed in relation to referrals.
- Seek additional supports for pupils and enlist professional opinion, advice and reports from relevant agencies
- Support the Professional Development of staff in the area of SEN
- Seek support from other outside/relevant agencies including the NCSE, NEPS, Oide
- Provide in-school support for staff.

5.3 Teacher

The teacher has the primary responsibility for the educational progress of his/her pupils. In supporting the development and implementation of the school policy on SEN, the teacher will:

- Adhere to Health, Safety and Welfare Procedures including CHI at Temple Street's Infection Prevention and Control Procedures
- Implement Hospital School CHI at Temple Street Code of Behaviour
- Implement teaching programmes which optimise the learning of all pupils
- Differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles of pupils
- Teach pupils in appropriate locations including individual room/isolation room, ward/satellite classroom or the main classroom
- Communicate with base schools to identify assessments needs and current level of ability
- Devise a School Support plan in collaboration with parents/guardians and student (Support Plan – this is a general term. Many different types of plans can be support plans. A support plan can take the form of a general plan for support for all, School support Plan for some, School Support Plus for an individual, a behavioural plan or contract, an individual learning or engagement profile, an individual educational plan or a personalised student plan which school may wish to modify and adapt as appropriate)
- Complete an "All About Me" Profile alongside the child's family
- Set Specific, Measurable, Agreed, Realistic and Time-Bound (SMART) targets for students with SEN
- Adjust the learning programme in accordance with agreed learning targets and activities

With regard to teaching of students with SEN, the following general approaches and methods are recommended:

- Provide for education responsive to the needs of each individual pupil in so far as is practicable
- Maintain and plan a progress record or equivalent for each individual or group of pupils
- Modify presentation and questioning techniques to maximise the involvement of pupils

- Emphasis development of oral language and social skills across the curriculum
- Provide pupils with targeted tutoring at an appropriate level in the key basic skills in literacy and numeracy
- Provide learning experiences and resource which are suitably challenging but also ensure success and progress
- Use digital technology to support the learning and up-skill on same where necessary
- Facilitate the preferred method of communication where appropriate
- Assess and adapt the learning environment
- Contribute at school level to decision making regarding the purchase of relevant literature, resources and materials which will be made available to students with SEN
- Identify students to be considered for external assessment
- Request standardised test results from base schools, if necessary
- Facilitate standardised testing and state examinations when and where appropriate.

5.4 Parents/Guardians

The support of parents/guardians is essential to the students' educational success. Specifically parents/guardians contribute through:

- Regular communication and cooperation with school staff
- Fostering positive attitudes about school and learning
- Providing consent to access base school, Support plans and professional assessments where necessary
- Participation in shared learning programmes
- Encouraging and facilitating the pupil to attend school while in hospital
- Development the pupil's natural interest and curiosity

5.5 Special Needs Assistant/Classroom Assistant (SNA/CA)

The duties of an SNA/CA are of a non-teaching nature such as:

- Assist and accompany pupils to and from school
- Preparation and organisation of the classrooms/resources
- Adherence to Infection Prevention and Control Procedures
- Provide special assistance as is necessary for students with particular difficulties e.g. monitoring of seizures
- Monitor and report toileting if required
- Monitor and report fluid and food intake if required
- Monitor safety issues
- Support and assist access to education e.g. keep student on task, assist with digital technology etc.
- Assistance with mobility, clothing, feeding, toileting and general hygiene
- Assistance on out of school visits, walks and similar activities
- Assist the teachers in the supervision of pupils with SEN during activities such as music, art workshops, collection and dispersal from ward areas
- Accompany pupils if they have to be withdrawn temporarily from class

- Provide general assistance to the teachers, under the direction of the Principal, with duties of a non-teaching nature
- The duties are modified to support the particular needs of the pupil concerned
- This may involve the deployment of an SNA/CA to various locations within the hospital

6. Inclusion

- 6.1 EPSEN (2004) requires that wherever possible “a child with special educational needs shall be educated in an inclusive environment with children who do not have such needs”.
- 6.2 NCSE (2024) explains that Inclusion can be viewed as part of a dynamic process of change to enable schools to increase capacity to respond to and accommodate the diversity of needs of all learners
- 6.3 NCSE (2011) described inclusion as a process of addressing and responding to the diversity of needs presented by learners. There are practical steps in place to ensure that pupils with SEN are included as fully as possible in the life of the school and the classroom. These steps involve removing barriers so that each learner will be enabled to achieve the maximum benefit from his/her schooling.
- 6.4 A whole school approach to SEN provision will be employed to promote a strong inclusive culture characterised by:
- A positive ethos and learning environment whereby all pupils, including those with SEN feel welcome and experience a sense of community and belonging
 - An emphasis on promoting pupils’ participation and active engagement in their learning and in the life of the school
 - A commitment to developing pupils’ academic, social and emotional skills
 - A focus on high aspirations and on improving outcomes for all pupils
- 6.5 To identify and enhance inclusive education practise, Hospital School CHI at Temple Street will engage with the Inclusive Education Framework (NCSE, 2011) and the “Inclusion of Children with Special Educational Needs: A checklist” (Appendix II)

7. Deployment of Staff

- 7.1 The deployment of staff is at the discretion of the Principal
- 7.2 To ensure the most effective deployment of staff in meeting the overall SEN requirements of the school, the Principal takes into account the individual needs of the students as well as the qualifications, experience, expertise of teachers and SNA/Classroom Assistant.

8. Transfer to Other Educational Settings (base schools, hospital schools, specialist schools)

8.1 The following procedures assist a smooth transition for pupils with special needs to other educational settings:

- Meetings between parent/guardians and relevant parties from the other school
- Meetings between representatives from each school
- Sharing of reports, document and other significant information between schools, following parental/guardian consent
- Inclusion of transition activities in lessons
- Support plan to include transition if deemed necessary
- School representation in attendance at hospital discharge meeting

8.2 (Under Section 28 of the Education Welfare Act 2000, it is a requirement of the BOM that information concerning attendance and the pupil's educational progress be communicated between schools.)

9. Record Keeping

9.1 The teacher will maintain the following documentation in the daily updating of individualised files on the school database:

- Support Plan and/or Learning Profile of current pupils
- Short term planning and programme record
- Evidence of learning e.g. portfolio, digital, report
- Sample of work
- Record of attendance

9.2 The Principal and teachers have access to these records. Note: Bearing in mind the pupil's entitlement to confidentiality, access might be on a need to know basis.

9.3 Records are made available to other agencies, including other schools when the pupil transfers (Section 28 of the Education Welfare Act 2000, Appendix III), information concerning attendance and the pupil's educational progress will be communicated between schools.

9.4 On discharge, records of attendance, work and pupil progress will be forwarded to pupil's base school and the parents/guardians as necessary or on request.

9.5 Maintenance of office records will be reviewed annually and managed in accordance with Hospital School CHI at Temple Street Data Protection Policy.

10. Other Related Policies

10.1 Some aspects of this policy may impact upon all other policies in the school as SEN is a vital component of the school and should always be considered when devising or reviewing school plans/policies.

11. Self-Evaluation/Success Criteria

11.1 The school wide implementation of this policy will result in:

- Clear procedures, practices and informed decision making
- Inclusion of pupils with SEN
- Pupils respond positively to school and are safe in the school environment
- Identification of pupils with SEN and assessment as appropriate
- Provision of adapted learning and teaching
- Effective communication and collaboration among relevant partners in education
- Positive progress of pupils with SEN
- Feedback from teaching staff, SNA/CA, pupils, parents/guardians, multi-disciplinary teams and base schools
- Informed school self-evaluation in relation to SEN Provision

12. Implementation Date

This policy will be ratified at the Board of Management meeting on 20th February 2024 and will be implemented with immediate effect.

13. Timetable for Review

The operation of the new Policy will be reviewed and amended if necessary.

14. Communication

The policy will be communicated to parents/guardians via Hospital School CHI at Temple Street's website: www.templestreethospital.school.com

SIGNED: _____ DATE: _____
Mr. Robert O'Connor
Chairperson BOM

SIGNED: _____ DATE: _____
Ms. Ann Higgins
School Principal

