

Cedars School of Excellence

School Policy Statement on Additional Support Needs

Rationale

The aims of Cedars School, as stated in the prospectus, emphasise that each child should be provided with an education that will satisfy his/her needs and develop him/her as fully as his/her capacity will allow. Furthermore it is stated that the school aims to provide an environment in which each child feels secure and sure of being understood; and that equal opportunities for all children to participate in all aspects of the curriculum and in every aspect of school life will be exercised throughout the years of education in this school. To meet the above aims each child must be provided with an education which provides for the needs specific to him/her.

Educational Needs

“The aims of education are the same, whatever the advantages or disadvantages of the boy or girl concerned. The aims are, first, to increase a child’s knowledge of the world he/she lives in and his/her imaginative understanding both of the possibilities of this world and of his/her own responsibilities in it; and secondly, to give him/her as much independence and self-sufficiency as he/she is capable of, by teaching him/her those things he/she must know in order to find work and to manage and control his/her own life. Children have manifestly different obstacles to overcome in their path towards this double goal. and for some the obstacles will be so enormous that the **distance they travel will not be very great.** But for these children **any progress at all is significant**” (“Meeting Special Educational Needs” A brief guide by Mary Warnock).

To approach the twin goals of understanding and independence, a child must receive an education which provides for the needs specific to him/her so that he/she, individually, may make progress towards these goals. In the provision of such needs it may be possible that the child will require special help, either temporarily or permanently, to prevent or overcome the educational handicap.

Aims:

To identify the source/s of a child’s additional support needs and the degree to which his/her learning is affected by it/them.

To provide an appropriate education to meet the needs of the child so affected.

Principles:

1. Classroom organisation: The methodologies employed in a classroom should be differentiated according to the ability of the the children in the class. Small groups or individual learning would provide the context for differentiated methodologies.

2. Appropriate Curriculum: The curriculum content should be matched to the level of the pupils.
3. Appropriate Resources: Resources should be matched to the ability level of the pupils.
4. Hidden Curriculum: Language, attitudes behaviour and relationships must be positive to the child. All children must be treated fairly and equally.
5. Identification: Daily observation and continuous assessment will be done by class teacher. Assessment in P2/3 with MIST and in early Secondary using CAT.
6. Support: Levels of support will increase in intensity according to the needs of the pupil.

Management:

1. The main responsibility for the progress of children with additional support needs lies -
 - a) With the class teacher.
 - b) Between the two class teachers in a team-teaching partnership.
 - c) With learning support staff.
2. Class teachers will be released for consultation with the Head Teacher to ensure that Individual Educational Programmes are managed consistently.
3. The Head Teacher will contribute to the implementation of this policy.
4. Parents will be consulted and informed from earliest stages.

Procedures:

A detailed policy outlining this is kept in the learning support file in the Head Teacher's office:

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| Section 1 | Definition/Sources of Additional support needs |
| Section 2 | Methodology; Appropriate curriculum; Appropriate resources; Ethos. |
| Section 3 | Identification of children with Additional support needs. |
| Section 4 | Role and Deployment of Staff. |
| Section 5 | Consultation within School and with Parents and other Agencies. |
| Section 6 | Monitoring, support and record keeping. |
| Section 7 | Resources |

Monitoring, Evaluating and Reporting:

The Head Teacher will be responsible for liaising with staff and for the monitoring and evaluation of programmes set.

The regular evaluation of this policy will be carried out by the Head Teacher in consultation with staff as appropriate.

UPDATED: FEBRUARY 2012