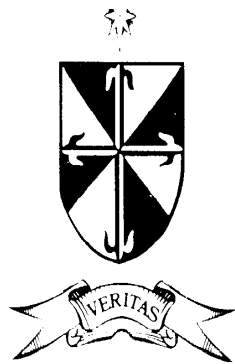


**Dominican College**  
**Sion Hill**



**Special Needs Policy**

**May 2011**

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## Section 1– Context

### Context.

**Dominican College Sion Hill aims to help each student achieve her full potential academically, spiritually, physically, emotionally and socially in a happy secure environment. A central theme of the mission statement is to provide a community environment in which each student can develop to her full human potential. Furthermore the school supports the principle of inclusiveness, particularly with reference to the enrolment of children with a disability or other special educational needs. Our policy on special needs supports these aims and is written in the context of recent legislation particularly the Education Act 1998, Equal Status Act 2000 and the Education for Persons with Special Educational Needs Act 2004.**

Sion Hill strives to provide equal educational opportunities for students with Special Education Needs that are relevant and appropriately challenging at each stage of their development in accordance with the EPSEN Act 2004.

“Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.” EPSEN SCT 2004

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.”

**The Education Act, 1998** states that its function is:

*“..to make provision in the interests of the common good for the education of every person in the state, including any person with a disability or who has other special educational needs”*

This document is drawn up in the context of this act and to ensure that students with special educational needs are given the opportunity to achieve their full potential in the school.

## Section 2 – Aims and Objectives

### **Definition**

(See appendix 1 for DES glossary of terms)

*“Pupils with special educational needs include all those whose disabilities and /or circumstances prevent or hinder them from benefiting adequately from the education which is normally provided for pupils of the same age, or for whom the education which can generally be provided in the ordinary classroom is not sufficiently challenging. Such pupils have special educational needs arising from their disabilities and / or circumstances and will require educational provision to be made for them.”*  
(Dept of Education and Science)

The **aims** of this policy are that clear guidelines are set out for

- ✓ **The identification of students with special educational needs at all stages of their progress through school.**
- ✓ **That there is an adequate, co-ordinated and continuous response to the special educational needs identified.**
- ✓ **Educating the students in an integrated and inclusive environment, ensuring that they share with their peers as complete an education as possible.**
- ✓ **Procedures to be followed once students are identified**

The quality of provision for children with special educational needs is maintained and improved wherever it is delivered, by:

- Creating a supportive learning environment that will help pupils to develop their own learning strategies in relation to their interests and capabilities
- Allowing pupils become involved in their own learning and having opportunities to discuss their own difficulties
- Encouraging pupils to move from a passive to a responsive and interactive role in which they initiate activities and communication
- Supporting staff in setting targets for children and young people with special educational needs to ensure that progress is tracked and achievement identified and celebrated
- Providing staff with training, support and opportunities to share good Inclusive practice, so that they are confident in meeting the needs and securing the progress of all pupils

- Providing staff with the information they need to develop, monitor and review the provision and the progress of children and young people with special educational needs.

The **objectives** of the policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised
- To plan an effective curriculum to meet the needs of children with special educational needs to ensure that the targets set on Individual Education Plans are specific, measurable, achievable, realistic and time related
- To involve children and parents/carers in the identification and review of the targets set for individual children and where necessary those targets identified in their Individual Education Plans
- To work in close partnership with, and involve, parents/carers of children who have special educational needs
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
- That students receive the appropriate tuition within the classroom context or within a selected group or one-to-one
- That students are provided with all possible support as they need it throughout their time in the school
- Students are integrated socially in the school community.

## **Section 3 – Roles and Responsibilities**

### **Role of the Board of Management:**

- To approve the policy and ensure its implementation,
- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.

### **Role of the principal**

- To support the procedures of the policy and ensure its effective implementation.
- Prepare data for DES in support of requests for additional resource and personnel to meet the special educational needs of students.

### **Role of Guidance counsellor:**

- The SEN personnel in conjunction with the Guidance Counsellor apply for the Department of Education and Skills and Science for language exemption and special consideration in state examination on behalf of individual students – these special considerations involve a waiver from being examined in spelling and grammar in language subjects, assistance of a reader and/or scribe, use of a word processor.
- Liaise with personnel for the National Educational Services (NEPS) and the recently appointed Special Education Needs Organiser (NCSE)
- Screening all first year students. These students are assessed in Maths and English. Results are used to identify students who need additional help in Maths and English.
- Organise DATS testing/CAT testing.

- Liaise with Principal, SENCO, Year Head in identifying students with special needs. (See Section 4).
- Screening students identified as potentially dyslexic.
- Advising students, where appropriate, on DARE and HEAR schemes.

### **Role of the SENCO**

*The Special Educational Needs Coordinator (SENCO) is responsible for co-ordinating the provision of special educational needs throughout the school. This involves:*

- Advising school management on current legislation in relation to special needs provision.
- Act as a resource for management in responding to questions or demands from parents in relation to such provision.
- Advise on class placement.
- Informing all new teachers as part of their induction of the SEN policy and providing resource pack where necessary.
- Advising management on relevant CPD and resources for staff.
- Applying, in consultation with Principal, for resource hours.
- Maintaining records relating to Special Needs in Resource Room. (See Section 8 – Administration)
- Organising ,where appropriate , the provision of assistive technology.
- Co-ordinating the process of identifying students with special needs. (See Section 4)
- Meet with parents in October/November and April/May of students identified with special educational needs and maintain records of such meetings.
- Liaise with personnel for the National Educational Services (NEPS) and the recently appointed Special Education Needs Organiser (NCSE)
- Day to day operation of the SEN policy.
- Providing advice to staff, supporting and liaising with them, and where necessary the completion of Individual Education Plans.
- Working alongside staff in all departments to assist them in identifying, assessing and planning for children’s needs and ensuring that children make progress
- Short meetings with other professionals in the children’s interest– e.g. psychologists, speech and language therapists

### **Role of resource teacher.**

- Assessing and recording a child's needs and progress.
- Resource teachers should have individual folders for each student in which a copy of their work is kept.
- Meeting and advising parents, when necessary accompanied by SENCO.
- Create IEPs with parents and pupils which should include learning and behaviour targets which should be reviewed to ensure that they are being met.
- Teaching one – on – one or in small groups. Developing literacy and numeracy skills, life/study/organisational skills {preparation for exam revision, meeting project deadlines}.

### **Role of SNA;**

Special needs assistants help teachers in schools by providing classroom support to students with a wide variety of severe learning, physical and or behavioural difficulties. They work under the supervision of the class teacher helping students to achieve their goals. Duties include:

- Helping students to improve independent living skills.
- Supporting students in social activities and outings.
- Attending to students physical needs.
- Assisting in therapy sessions.

### **Role of the NCCA**

- The NCCA is responsible for leading developments in curriculum and assessment and supporting the implementation of changes resulting from this work.
- It advises the Minister for Education & Science on the curriculum and syllabus requirements of students with a disability or other special educational needs.

### **Role of NEPS**

The National Educational Psychological Service (NEPS) is a service funded by the Department of Education and Skills & Science. NEPS psychologists work with both Primary and Post Primary schools, and they are concerned with learning, behaviour, social and emotional development. The NEPS mission is to support the personal, social and educational development of all children through the application of psychological theory and practice in education, having particular regard for children with SEN.



## **The National Council for Special Education(NCSE)**

The National Council for Special Education (NCSE) is an independent statutory body established in 2003, as part of the EPSEN Act. Its remit is to improve the delivery of educational services for people with special educational needs. The general functions of the Council as set out in Section 20 of the EPSEN Act may be summarised as follows.

- Planning and co-ordinating provision of education and support services to children with special educational needs.
- Disseminating information on best practice concerning the education of children with special educational needs.
- Providing information to parents in relation to the entitlements of children with special educational needs.
- Assessing and reviewing resources required by children with special educational needs.
- Ensuring that progress of students with special educational needs is monitored and reviewed.
- Reviewing education provision for adults with disabilities.
- Advising educational institutions on best practice.
- Consulting with voluntary bodies.
- Advising the Minister for Education and Science on matters relating to special education.
- Conducting research and publishing findings.

## **Section 4 – Identification of Students with Special Needs**

### **Identification of Students with Special Needs**

*Students will be identified in the following ways*

#### ***New Students***

- By parents/guardians who contact the school directly
- Information gleaned from Application Form of new students.
- Information from a written report sent from the student's Primary school to the school by student's parent's/guardians
- Relevant documentation given to the Resource teacher by the Primary School teacher/ Resource teacher

- Informal verbal report from student's Primary School teacher received by the first year tutor.
- Visiting National School of SEN students where appropriate.
- Results of entrance assessment administered by the Guidance Counsellor.

#### ***Existing students***

- By subject teachers and Class Tutors (SEN Referral form in handbook and sample work)
- By parents who contact the Principal, the tutor or the Resource teacher

#### ***Students transferring from another school***

- Present and previous professional assessments.

#### ***School based identification.***

- A class teacher, tutor and/or Year Head can refer any student they are concerned about to the SENCO. Referral forms are available to all staff. (See Appendix 2) Any referral made by a class teacher or tutor must be forwarded to the Year Head who will liaise with SENCO to complete a broader profile. It is during this initial assessment that learning, emotional, behavioural and social needs are established.

#### ***Preliminary screening***

- If it is deemed appropriate the SENCO in consultation with the Principal initiates a process of formal and informal assessment.

#### ***Informal assessment***

- Observations from mainstream teachers.
- Consultation with parents.
- Meeting with student

#### ***Formal assessment***

- Review of entrance tests
- Review of in-house exams and reports
- Behavioural record if appropriate
- Consultation with Guidance Counsellor
- Referral for psychological report if appropriate

Following this profiling process, the Principal in consultation with the SENCO, Year Head and Guidance Counsellor, will make decisions, as to appropriate support warranted. (See Section 5).

## **Section 5 – Follow-up action for students identified as having Special Educational Needs**

- Students who have received resource hours at primary level will continue to do so at secondary level, provided, an up to date report from an Educational Psychologist is received by the school (not more than three years old) and resource hours are sanctioned by the Department of Education and Skills and Science.
- Irish exemptions granted by primary schools will be duly noted and filed. Where an exemption has not been granted previously but is recommended by an educational psychologist, it will be granted using the criteria set out by the DES.
- Students who are identified as academically exceptional will be given information about the DCU Talented Youth Programme. (see policy for Gifted, Able and Talented Students)
- Students, identified by teachers, as having a possible learning difficulty will be given preliminary in-school tests, by the Resource teacher. If the tests indicate that the student may have a specific learning difficulty the parents/guardians will be advised and a psychological report sought.
- Following the psychological assessment, interventions required to meet the needs of the student's specific learning difficulties, will be planned by the Resource Teacher on the recommendations of the Educational Psychologist.
- The Principal in consultation with SENCO will apply to the DES for resource hours for a student where it is recommended by an Educational Psychologist
- If it is recommended that a student be withdrawn from class for individual or group teaching, a case may be made for reducing the total number of subjects taken.
- Individual Education Plan (IEP) developed for each student. These will be reviewed monthly.
- Some students may need additional help from visiting teachers and/or a Special Needs assistant.
- Some students may need to use assistive technology in the classroom.
- The SENCO will apply to the DES for funding for assistive technology for a student, if recommended by an Educational Psychologist or Health Specialist.

- The Guidance Counsellor will apply to the DES for special consideration for students with special educational needs in the Junior Certificate and the Leaving Certificate (Reasonable Accommodations).

## **Section 6 – Learning Support**

- Some students may **not** have a **Specific Learning Difficulty/ General Learning Difficulty** but may need some additional learning support as a short-term measure. These students will receive remediation from the Resource Teacher and/or Learning Support Teacher if deemed appropriate.
- Learning support is delivered predominately in small groups to students with less severe difficulties and who are not granted resource teaching hours - supplementary English is offered to students with special educational needs on a reduced timetable e.g. exempt from Irish.
- Resource teaching and learning support are on a withdrawal basis, liaising with colleagues and parents. SEN personnel can have a role in providing support in the mainstream classes.

## **Section 7 – Identification of Students requiring Learning Support**

### **Whole School Context**

Each first year group is formed with a deliberate mix of all ability ranges. Classes are taught as a homogenous unit for each subject, from first to third year. The school does however bear in mind that some subjects do not lend themselves to being taught as mixed ability and may have different requirements depending on the syllabus being taught. This can result in some classes within a small number of subject areas being banded.

### **Anchor System**

Each year group has a Learning Support or Resource teacher acting as anchor. The anchor has overall responsibility for co-ordinating and allocating resources to SEN students in that particular year group. The anchor is a point of contact for parents, year head and students. This anchor system ensures a tight knit referral system and allows for comprehensive tracking of all students.

### **Identification Process**

An important role of the SEN department is to establish the procedures necessary for the preliminary screening of pupils by the class teacher and subsequent selection of

pupils for more detailed diagnostic assessment. Central to this process is the class teacher and the parent.

### **School Based Identification**

A class teacher, tutor and/or Year Head can refer any student they are concerned about to the SEN department. Referral forms are available to all staff from the Special needs Dept. Any referral made by a class teacher or tutor must be forwarded to the Year Head who will begin a broader profile. This information when complete is passed on to the relevant SEN anchor. This first step in the screening process allows the SEN team, in co-operation with Guidance / Counsellors, Chaplain and Year Heads, to identify the nature of SEN being experienced. It is during this time that the learning, emotional, behavioural and social needs of the students are established.

### **Parent Referral Process**

When a parent notifies the Principal that a student is not benefiting from the regular education programme provided by the school the Principal, with the parents' approval, initiates the administration of the preliminary screening process (as outlined above). Once the Principal forms the view that the student may have SEN, the Principal will advise the parent in relation to appropriate assessment. The Education for Person's with Special Education Needs Act (2004) states that where an assessment establishes that a student has SEN, the Principal must cause an educational plan to be prepared for the student within one month from the receipt by him/her of the assessment. An IEP is a process of consultation and collaboration. It identifies a student's current strengths and needs. It sets long and short-term goals, identifies the resources needed and available, sets time limits and evaluates progress at regular intervals. It should also contain an outline of his/her Individual Learning Programme (ILP).

### **Preliminary Screening**

If it is deemed appropriate the Principal initiates a process of formal and informal assessment to be conducted by the SEN department.

#### **Informal Assessment:**

- Observations from mainstream teachers.
- Consultation with parents.
- Student Journal.
- Meeting with pupil.

#### **Formal Assessment:**

- Review of entrance tests.
  - Review of in house exams and reports.
  - Behavioural record if appropriate.
  - Consultation with Guidance Counsellors.
- Following this profiling stage decisions are made as to appropriate support warranted.
- No need for further action.
  - Needs for monitoring/support in mainstream setting.
  - Purposeful Withdrawal.

All information / data gathered is recorded in the student's Individual Education Plan (IEP) which is kept in their file.

## **Model of SEN provision**

In assessing and deciding which students need to be in receipt of supplementary teaching and which students may benefit from support within the mainstream context the following options are considered:

- o Team Teaching
- o Support Teaching
- o Inclusion of SNA in specific classes
- o Small group withdrawal
- o Individual withdrawal
- o Curricular reduction

The period of intervention recommended to each student is dependent on the nature and extent of their individual need. The duration of provision is reviewed at the end of every half term. There are cases where support is needed on a short-term basis, after which the student is in a position to recommence with the regular curriculum. All decisions in this regard are discussed with parents/guardians, class teachers and student.

### **Staged Approach to Intervention and Support for Pupils with Special Needs**

#### **Stage 1: Whole-Class Stage**

The student's learning difficulties are noted, the parents are informed, and intervention is provided by mainstream teachers.

#### **Stage 2: School Support Stage**

In addition to the support provided by mainstream teachers there is a more formal involvement by support teachers, such as the learning support teacher or the guidance counsellor (or both)

#### **Stage 3: Consultation and Assessment**

Referral for formal assessment by an educational psychologist or other professionals is made, and an individual education plan is formulated in order to address the student's needs.

## **Section 8 – Follow up Action**

- Class Tutor and Resource Teacher agree on suitable time for Learning Support to take place.
- Meet with student and develop IEP specific to needs. (\*Note: full IEP only needed for resource students.)
- Set achievable goals within an agreed time-frame.
- Meet students on weekly basis to achieve these goals.
- After allocated time the student will be assessed to ascertain if goals have been achieved. If goals have been achieved the student no longer needs to see Resource/learning support teacher. If goals haven't been achieved, targets need to be re-set and time frame lengthened.

## **Section 9 – Administration**

### **Administration.**

- Ensure there is a staff room notice board for matters of a general nature.
- Create a SEN department plan containing guides to classroom level planning.
- Develop a student file on each student referred to the SEN department – containing student's needs, additional hours allocated to a student, the teachers and non – teaching staff involved, the models of delivery and the programmes of work being undertaken.
- Create IEP with parents and pupils which should include learning and behaviour targets which must be reviewed to ensure they are being met.
- SEN personnel keep a record of the results of all assessments and reassessments conducted.
- SEN personnel are responsible for the storage of all reports from external professionals and all correspondence from the Department of Education and Skills and parents.
- All reports relating to special educational needs of existing and incoming students should be made available to SEN personnel on request.
- SEN personnel maintain a register of all reports from external professionals and devise means of informing relevant personnel of the existence of such files.

### **Access to information policy**

- All results of tests are kept by learning support teacher and guidance counsellor.
- Psychological reports are kept in Principal's office.
- A copy of each report is kept in a locked filing cabinet in the guidance counsellor's office, to be accessed only by the special needs team.
- All information is managed in accordance with the directive of both the **Freedom of information and Data Protection Act.**

## **Section 10 – Continuing Professional Development**

### **Continuing Professional Development (CPD)**

- Through the monitoring and evaluating of our provision the SENCO, with the Principal will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan. Staff who attend further courses will provide feedback on courses attended through staff meetings or department/faculty meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEN provision. SEN staff should become members of ILSA (Irish Learning Support Association).
- Recommend all teaching staff consult the National Assessments Guidelines for teachers of students with general learning difficulties.
- Conduct an audit of staff training needs to help up skill on current methodologies.
- Encourage all staff to attend in-service/seminars. The SESS {Special Education Support Services} run online courses.

### **Resources**

- Most of the resources used by children having special educational needs are available within the classroom.
- A resource room to manage the support for special educational needs meets the objectives of this policy.

### **Ongoing assessment**

#### **Tests presently in use:**

- AH2 tests for all 1<sup>st</sup> years on entry.  
Nara Group reading tests 2 for all first years on entry.
- LASS Secondary computer test for those who may need extra support.



### **Partnership with Parents/Carers/Children**

- Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment.
- They are fully involved in the identification, assessment and decision-making process in the school.
- Parents/carers' contribution to their child's education is valued highly by the staff of the school.
- Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the Individual Education Plan.

### **Links with other schools/agencies**

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local primary schools. If necessary the school liaises with other agencies at this stage.

***Children with SEN who transfer from other schools are supported through their induction to the school by the staff, SENCO and by classroom buddies to ensure that they have a smooth transition.***

- the resource teacher liaises with parents by the most appropriate method, eg. Email, text, fax etc.
- Members of the special needs team are available for parent –teacher meetings and by appointment during school hours.
- All teaching staff are given a list of students on psychological reports, those who currently receive learning support or resource teaching.
- On the request of individual staff members, appropriate information on a student is made available with the consent of parents.

## **Section 11 – Process for Development and Review.**

- The school has an action to support the implementation of this policy with clearly identified monitoring and evaluation opportunities.
- This policy and the success of the schools' provision for special needs education will be reviewed annually by the Special Needs Co-ordinator and Policy Co-ordinator.

The policy has been ratified by the Board of Management on \_\_\_\_\_

It will be reviewed annually.

Signed \_\_\_\_\_ (Chairperson)

## Section 12 – Appendix 1

### Glossary of terms

Does the child concerned have special educational needs arising from one of the following disabilities?	Definition
Physical Disability	<p>Such children have permanent or protracted disabilities arising from conditions such as congenital deformities, spina bifida, dyspraxia, muscular dystrophy, cerebral palsy, brittle bones or severe accidental injury. Because of the impairment of their physical function, they require special additional intervention and support if they are to have available to them a level and quality of education appropriate to their needs and abilities.</p> <p>Many require the use of a wheelchair, a mobility or seating aid or other technological support.</p> <p>They may suffer from a lack of muscular control and co-ordination and may have difficulties in communication, particularly in oral articulation e.g. as in the case of severe dyspraxia.</p>
Hearing Impairment	<p>Such children have a hearing disability which is so serious as to impair significantly their capacity to hear and understand human speech, thus preventing them from participating fully in classroom interaction and from benefiting adequately from school instruction. The vast majority of them have been prescribed hearing aids and are availing of the services of a Visiting Teacher.</p> <p><i>This category is not intended to include children with mild hearing loss.</i></p>
Visual Impairment	<p>Such children have a visual disability which is so serious as to impair significantly their capacity to see, thus interfering with their capacity to perceive visually presented materials such as pictures, diagrams and the written word. Some will have been diagnosed as suffering from conditions such as congenital blindness, cataracts, albinism and retinitis pigmentosa. Most require the use of low-vision aids and are availing of the services of a Visiting Teacher.</p> <p><i>This category is not intended to include those children whose visual difficulties are satisfactorily corrected by the wearing of spectacles and/or contact lenses.</i></p>

Emotional Disturbance and/or Behavioural Problems	<p>Such children <i>are</i> being treated by a psychiatrist or psychologist for conditions such as neurosis, childhood psychosis, hyperactivity, attention deficit disorder, attention deficit hyperactivity disorder and conduct disorders.</p> <p><b><i>This category is not intended to include children whose conduct or behavioural difficulties are being adequately dealt with in accordance with agreed procedures on discipline.</i></b></p>
Mild General Learning Disability	Such children have been assessed by a psychologist as having a mild general learning disability.
Moderate General Learning Disability	Such children have been assessed by a psychologist as having a moderate general learning disability.
Severe or Profound General Learning Disability	Such children have been assessed by a psychologist as having a severe or profound general learning disability. In addition, such children may have physical disabilities.
Borderline Mild General Learning Disability	<p>Such children have been assessed by a psychologist as having a borderline mild general learning disability. A psychologist may recommend such children for additional teaching support or special class placement on account of a special learning problem such as:</p> <ul style="list-style-type: none"> <li>• Mild emotional disturbance associated with persistent failure in the ordinary class (disruptive behaviour on its own, however, would not constitute grounds for special class placement or additional teaching support);</li> <li>• Immature social behaviour;</li> <li>• Poor level of language development in relation to overall intellectual level.</li> </ul> <p>A recommendation to place such a child in a special class or to allocate additional teaching resources to support a school in catering for his/her needs should take into account the extent to which the child is making progress in his/her present learning environment and the other existing support available to the child in his/her school.</p>
Autism/Autistic Spectrum Disorders	A psychiatrist or psychologist will have assessed and classified such children as having autism or autistic spectrum disorder according to DSM-IV or ICD-10 criteria.
Specific Learning Disability	<p>Such children have been assessed by a psychologist as:</p> <ol style="list-style-type: none"> <li>1. Being of average intelligence or higher; and</li> <li>2. Having a degree of learning disability specific to basic skills in reading, writing or mathematics which places them at or below the 2<sup>nd</sup> percentile on suitable, standardised, norm-referenced tests.</li> </ol>

	<i>Children who do not meet these criteria and, who in the opinion of the psychologist, have a specific learning disability are more properly the responsibility of the remedial teacher and/or the class teacher.</i>
Children with special educational needs arising from an assessed syndrome	The level of additional support to be provided for children who present with a particular syndrome e.g. Down Syndrome, William's Syndrome and Tourette's Syndrome will be determined following consideration of psychological or other specialist reports which details the nature and degree of the child's special educational needs.
Specific Speech and Language <u>Disorder</u>	<p>Such children should meet <i>each</i> of the following criteria:</p> <p>Assessment by a psychologist on a standardised test of intelligence which places non-verbal or performance ability within the average range or above;</p> <p>Assessment on a standardised test of language development by a speech therapist which places performance in one or more of the main areas of speech and language development at two standard deviations or more below the mean, or at a generally equivalent level;</p> <p>The child's difficulties are not attributable to hearing impairment; where the child is affected to some degree by hearing impairment, the hearing threshold for the speech-related frequencies should be 40Db;</p> <p>Emotional and behavioural disorders or a physical disability are not considered to be primary causes.</p> <p>Children with speech and language <u>delays</u> and <u>difficulties</u> are not to be considered under this category.</p>



**Appendix 2**  
**Dominican College**  
**Sion Hill**  
**REFERRAL FORM FOR SEN DEPT**

Teachers Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Concern Expressed (learning/social/emotional/behavioural difficulties):

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Problem Defined:

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Observations in Class:

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Assessment Procedures (written exam/home-work/team Projects/presentations/practicals):

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Parental Concerns:

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Teachers Signature: \_\_\_\_\_

Date: \_\_\_\_\_