

St Mary's CBS The Green

Special Needs Assistant Policy



As an Edmund Rice School, our vision is about promoting full personal and social development in a caring Christian community of learning and teaching. CBS The Green is dedicated to the pursuit of excellence in all areas of education. Our aim is to generate and maintain an inclusive climate of learning within which every student is enabled to develop and fulfil his own unique potential.

Our School Motto is

"Our Tradition, Your Future"

The Special Needs Assistants (SNAs) policy of CBS The Green with reference to relevant legislation such as The Education Welfare Act 2000, the EPSEN (Education for Persons with Special Educational Needs) Act 2004 and D.E.S Circulars 07/02, 08/03, 24/03, 13/04, 02/05 is formulated so that

- All SNA (Special Needs Assistant) staff have clear guidelines on procedures within the school.
- Each SNA can see themselves as contributing positively to the learning experiences of the children and the overall efficiency of the school.
- We endeavour to provide a culture of fairness, transparency, and equality throughout the school.
- CBS The Green promotes a policy of inclusion for all stakeholders.

Aims:

- To outline the role of the SNA in a whole school context.
- To ensure the effective deployment of SNAs to meet the identified needs of students with special needs.
- To enable the SNA to effectively support the children in their care.
- To enable the SNA to effectively support the class teacher in matters relating to SEN (Special Educational Needs) students.
- To provide optimum learning experiences for all SEN students through judicious use of the skills and talents of the SNA.
- To clarify the tasks and duties to be undertaken by the SNA.

Staff Roles

The principal, through the SEN Coordinator (SENCO), has:

- Responsibility for assigning role-specific and child-specific tasks to the SNA.
- Responsibility for co-ordinating the timetable of the SNA.
- Responsibility for monitoring the effectiveness of the SNA's contribution to the needs of the students.
- Responsibility for managing areas of conflict which may arise.
- Responsibility for coordinating meetings with SNAs. The SENCO will hold minutes of these meetings.
- Assume responsibility for the Student Support Plans for students with SNA access in consultation with all the relevant people, including SNAs

The Teachers

- The subject teacher has a key role in bringing about the successful inclusion of students with special educational needs in a mainstream class.
- Collaborate with the SNAs to ensure that the student support plan is implemented.
- The subject teacher has primary responsibility for the educational progress of all students in their class.
- To acknowledge the SNA's role of supporting the care needs of the student in class.

The Special Needs Assistant

- The SNAs are considered an intrinsic part of The Green team.
- The SNA always works under the direction of the SENCO.
- Each SNA must maintain confidentiality.
- Each SNA has a duty of care to the student who has access, supporting the care needs of the student.
- The teacher is responsible for planning lessons, setting educational targets and outcomes and directing learning. The SNA provides support to the teacher and the SEN students, thereby facilitating the teaching of the curriculum.

The role and responsibilities of the SNA in CBS The Green are as follows:

- Assistance with clothing, feeding, intimate care, toileting, general hygiene, general care, and observation.
- To foster the participation of assigned students in the social and academic processes of the school. This is done by supervising and assisting SEN students in activities set by the teacher, promoting the inclusion of these children in work, and keeping them on task. It may also include tasks such as accompanying teachers and SEN students to activities outside the classroom, assisting students boarding and alighting from buses when required and assisting SEN students in Physical Education and all practical classes.
- The SNA will help supervise SEN students during break times. Those with the greatest need are prioritised.
- The SNA may bring any observations to the attention of the class teacher or a member of school management.
- The SNA can also play an essential part by supporting the work of other agencies and professionals, such as the Speech Therapist, Physiotherapist, Behaviour Therapist and Occupational therapist under the guidance of the SEN coordinator.
- The SNA will also assist teachers in supervising students during assembly, recreational and dispersal periods, college visits, walks and similar activities.
- To fully participate in the life of CBS The Green.
- The SNA will participate in relevant ongoing CPD.

Classroom Procedure

- The SNA must be aware that the class teacher is responsible for all matters on curriculum, classroom management, discipline etc.
- Recording sheets may be required by the principal on individual children on a case-by-case basis.
- Information received on children and classroom observations must be handled sensitively, carefully and with the utmost confidentiality per school policy and GDPR (General Data Protection Regulations) legislation.
- Parents with questions or issues about school policy or practice should be referred directly to the Principal or SENCO.

Staff Meetings

The SNA team will meet regularly during arranged department meetings. The minutes of the meetings are given to the Principal and the SENCO.

Reporting Procedures

1. All SNAs are expected to report directly to the SENCO. If the SENCO is absent, then to the principal or, in his absence, to a Deputy Principal.
2. All SNAs must immediately inform the teacher on duty of incidents/accidents/injuries/observed bruises. An incident report form must then be completed.
3. The exception to this reporting procedure is in the case of concerns re Child Protection. In this instance, report directly to the Designated Liaison Person, the principal and in the absence of the principal, the Deputy Designated Liaison Person in his absence - the Deputy Principal.

Training

- A member of the SEN team will assist in the induction of a new SNA for familiarisation with school procedures and policies following the commencement of employment.

Success Criteria

This Policy is focused on making a difference in the inclusion of and teaching and learning of students with additional needs in our school. To ensure that:

- Students are experiencing a safe and stimulating environment
- The students with SEN are becoming more independent learners and acquiring life skills.
- The student with SEN is reaching the targets set out in the Student Support Plans.

Implementation and Review

The plan will be implemented by the SNAs and teachers and supported/ratified by the Board of Management.