

St. Paul's S.N.S.



SLD Enrolment Policy

SLD (Specific Learning Disability) Enrolment Policy

The Board of Management of St. Paul's S.N.S. has adopted this policy on 25/6/24, following consultation with all staff members.

Introduction

St. Paul's S.N.S. has a special class to cater for children diagnosed with a specific learning disability (S.L.D.) The class has a maximum number of nine pupils and the children attend on a full-time temporary basis for a maximum of two years. In exceptional circumstances, children may continue for a 3rd year.

The class caters for children from the Drogheda area, Louth and Meath as well as pupils from St. Paul's S.N.S.

The pupils in the S.L.D. Unit are integrated into mainstream classes by arrangement between class teachers and the S.L.D. teacher.

Aims of the S.L.D. class

To optimise the teaching and learning process in order to enable pupils with specific learning difficulties to achieve adequate levels of proficiency in literacy and numeracy skills before re-entering mainstream classes by:

- developing self-esteem in children
- providing a one/two-year intensive programme designed to support children
- enabling children to understand their learning strengths and difficulties and to develop strategies to deal with these.

All of the above aims to be achieved in consultation with:

- Parents/ Guardians
- Staff of St. Paul's S.N.S.
- Department of Education and Skills
- Other support agencies-NEPS, HSE-School Support Team, Speech & Language Therapists
- Occupational Therapists

Rationale:

This policy was formulated by the S.L.D. class teacher in consultation with the Principal and staff of St. Paul's S.N.S. It provides the staff, parents and pupils with clear guidelines on the organisation and operation of the class. The policy will provide a framework and guidelines admission into the class. It will also provide a starting point for the review of the children's progress.

The Policy

- 1) The Board of Management has responsibility for the enrolment of pupils.
- 2) Enrolment procedure shall be in accordance with the "Guidelines for Enrolment of Children with Specific Learning Disability (S.L.D.)" issued in June 1998 by the Department of Education & Science.

Criteria includes:

- Boys and Girls with a psychological assessment (dated within two years of application) which states that the child's general intelligence, or IQ, falls within the average range or higher, but who is experiencing significant difficulties in literacy.
- A recommendation in a psychological assessment for enrolment in a Reading Unit/Specific Learning Disability Class.
- Pupils must have completed Second Class.
- Children enrolling must not have evidence of a behaviour difficulty/behaviour problem.
- Pupils who satisfy the criteria are selected for enrolment in accordance with age.
- The level of disability shall determine precedence.

3) The child's school shall provide information on his/her progress, attendance, behaviour, social and personal development, attitude to school and school work, and the parents attitude to school and school work. The report will provide information on the level of competence in language, reading, spelling and mathematics from previous class teachers.

4) Pupils are initially enrolled for a probationary period of one month. Enrolment is then extended to one year, with an option of a further year if necessary. The child's present school must undertake to re-enrol the child at the end of the child's enrolment in the S.L.D. class, or if the placement is unsuitable.

- 5) The referring psychological report should be less than two years old.
- 6) At all times, evidence of behaviour problems shall be a determining factor in deciding on enrolment.
- 7) All applications must be received by February 28th in the year of enrolment

Procedure for enrolment:

Parents/Guardians are requested to make an appointment to meet with the Principal to discuss the application.

If the Psychological report meets the criteria and has a specific recommendation for enrolment in the S.L.D. class, the parents/guardians are requested to complete the relevant applications forms and supply the following documentation on or before the 28th February:

- Psychological Report less than two years old at the time of application
- Application form for enrolment in St. Paul's S.N.S.
- Birth Certificate
- Exemption from the study of Irish certificate
- Application for enrolment in Special Class National Council for Special Education (N.C.S.E.)
- Application for transport to Special Class National Council for Special Education (N.C.S.E.)
- School Progress Form from pupil's referring school.

The N.C.S.E. forms are submitted to the local Special Educational Needs Organiser (S.E.N.O.) after February 28th so that the enrolment/transport is sanctioned.

A letter of offer of a school place in the S.L.D. class is sent to parents once sanction is received from the S.E.N.O in relation to enrolment/transport.

Pupils are enrolled on the understanding that:

- Pupils are initially enrolled for a probationary period of one month. Enrolment is then extended to one year, with an option of a further year if necessary. The child's school must undertake to re-enrol the child at the end of the child's enrolment in the S.L.D. class or if the placement is unsuitable.
- At all times, evidence of behaviour problems shall be a determining factor in deciding on enrolment.
- Parents will support their child's learning at home by reading with the child and ensuring that all homework tasks are completed and signed by a parent/guardian. (We have found that children who get more support at home and engage in more literacy

activities make more progress.)

- Parents/guardians must promote excellent attendance through ensuring regular and punctual school attendance and refraining from taking holidays during school time.

Parents/Guardians and new entrants are invited to an Open Day in May/June prior to enrolment in the S.L.D. Class

Social Integration

- The importance of maintaining contact with peers from previous school is stressed prior to and on enrolment with particular emphasis on term one and the final term before transition back to mainstream.
- There is an emphasis on developing relationships in new class, particularly in the first term- SPHE lessons, team building exercises.
- Relationship building in the SLD class, through team teaching, buddy reading, movement breaks, library visits, class celebrations and rewards.
- Children are integrated into a mainstream class regularly for Religion, sports coaching, maths when appropriate, talks from visiting speakers and curricular tours.
- Children are a full member of the class and have their own seat when they arrive.
- Children are encouraged to build friendships in the mainstream class in order to extend their peer group and sense of belonging. Children join mainstream classes during yard time.


Gaeilge

- Children with S.L.D. may receive an exemption from the study of Irish, as laid out in the Department of Education Circular 12/96. This should be stated clearly in the educational psychologist's report. It can be applied for in school when the child is enrolled in the special class.
- However, please be aware: Students with dyslexia are still required to have Leaving Certificate Irish for some areas of employment (For example, the primary teaching profession) and for entry into some third level college /university degree courses.

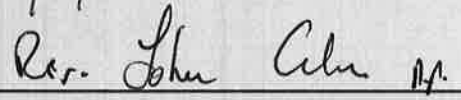
Adoption by the Board

This policy has been reviewed and updated by the staff of our school and will be available on the school website. The Board of Management reserves the right to amend this policy as needs arise.

Reviewed by staff on: 30/4/24

Signed: 
(Principal)

Date: 25/6/24

Signed: 
(Chairperson of Board of Management)

Date: 25/6/24