

# **LORETO SECONDARY SCHOOL BALBRIGGAN**

## **Special Needs Assistant Policy**



## **School Mission Statement**

Loreto Secondary School Balbriggan is a Catholic girl's secondary school under the trusteeship of the Loreto Trust Board. In the spirit of Mary Ward we aim to develop all the abilities of our students in order that they realise their full potential and use their talents for the service of others. We also aim to encourage self – confidence and self-esteem in a happy atmosphere and structured environment. The school community, collaborating together in mutual respect, strives for holistic excellence.

## **SEN Mission Statement**

We aim to encourage self confidence and self esteem among all our pupils. The whole school, The Board of Management, Parents and Staff are committed to the creation of an inclusive, supportive learning environment for all pupils. All pupils who are recognised as having Special Educational Needs are enabled and empowered to:

- Participate fully in the school community
- Acquire the basic personal, social and literacy and numeric skills needed for life
- Experience success
- Develop a positive self-image and encourage self esteem

## **Introductory Statement**

Special Needs Assistants are recruited specifically to assist Loreto Balbriggan in providing the necessary non teaching services to students who have been granted access to an SNA as well as those students with assessed special educational needs.

In particular, SNA's play a very important role in the health and safety of the pupil(s) and in her/their social and emotional development.

The duties of the SNA have been delineated by the Principal/Deputy Principal on behalf of the Board of Management.

Their work is assigned and supervised by the SEN department.

The SNA's are part of the SEN team.

This is a statement of school policy for the role of Special Needs Assistants (SNA) working with pupils with Special Educational Needs (SEN) in Loreto Secondary School, Balbriggan.

## **Roles and Responsibilities**

The SNA acts in a care and support role that is non-teaching in nature and works under the guidance and supervision of the Principal and/or class teacher. The role and duties of the SNA are outlined in DES Circular (0030/2014). The SNA should:

- Support the needs of students in effectively accessing the curriculum
- Contribute to the quality of care and welfare of the students
- Support learning and teaching in the classroom
- Attend, where possible, training courses/workshops provided by the BOM
- Liaise with SEN team regularly
- Liaise with Deputy Principal responsible for SEN
- Attend student support plan meetings and/or meetings with relevant professionals, when necessary
- Maintain an observation record/ record of support provided to their SEN student
- Assist and escort students on school trips.
- Facilitate sensory breaks and maintain a record of such

- Carry out, other appropriate duties as may be determined by the needs of the students and the school
- Be re- assigned to other appropriate work when special needs assistants are absent or when particularly urgent work demands arise
- Recognise their role in the health and safety of the student and in their social, emotional and educational development, without developing a culture of dependency
- Engage with parents of students with SEN as required and directed by school Management
- Treat all matters relating to school business and their work, as strictly confidential

### **Meetings**

Where possible, the school's complement of SNA's will meet on a monthly basis with the SEN team and on a weekly basis with their co-ordinating SEN teacher to discuss and develop any SEN related matters. These meetings aim to encourage commitment, team spirit and provide an opportunity where the SNA's combine their skills and talents for the overall benefits of the pupil(s) and school.

On occasion to meet with the student and her/their parents to discuss the student's progress.

### **Ratification and Communication**

This revised policy was ratified by the Board of Management in November 2018

### **Implementation and Review**

This policy will be implemented from November 2018. It will be reviewed in June 2019 by the Special Education Team and relevant stakeholders pending a proposed review of the New SEN Allocation Model by the Department of Education and Science in 2019.

This policy was reviewed by the Board of Management on 18<sup>th</sup> October 2021.

Signed:



Chairperson, Board of Management

Signed:



Principal/Secretary, Board of Management

Date: 18<sup>th</sup> October 2021