



SEN NEW MODEL – July 2020

Dear Parent and Guardian,

In line with the Department of Education and Skills' [Circular 0014/2017](#), a new SEN model will be adopted in The Kings Hospital School from Sept 2020, under the guidance of the National Educational Psychological Service. NEPS recognises and supports best practice to ensure that all SEN students can be catered for. Students will be supported by a continuum of support appropriate to student need. Early intervention is promoted with the expectation that deliverance of specific support programmes will endeavour to eliminate difficulties as the student progress through their schooling and therefore thrive in this holistic educational environment.

On behalf of our SENCO Team, we felt it appropriate to inform you regarding the delivery of this model in our school whilst reassuring you that primarily, the students' needs are at the forefront.

What the new model will look like at The King's Hospital.

We will have a SENCO (Special Educational Needs Coordinator) leading the team coordinating support for each year group from 1st Year to 6th Year.

The Team will be as follows:

SENCO: Yvonne Mahady

Year 1: Rachel Tyner

Year 2: Grace Bill

Year 3: Yvonne Mahady

Year 4: Rebecca Gunn

Year 5: Pamela Smithwick

Year 6: Yvonne Duggan

Maths: Andrew Pomeroy

What will happen if a need is recognised?

All teachers, which includes classroom and special education teachers, will be observing students and will inform you, through the team, if we identify any needs.

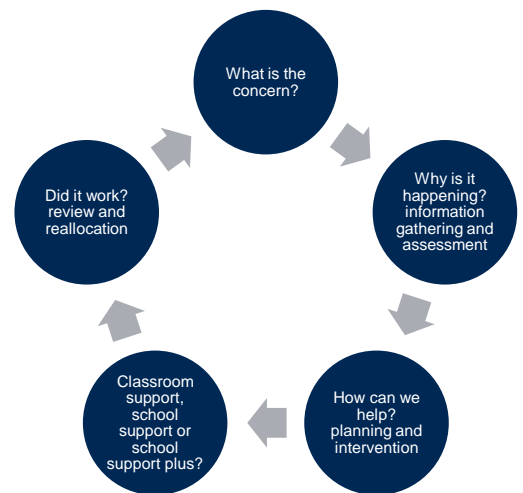


What is the continuum?

A student identified with a need will be placed on a continuum to receive a level of support according to their specific need. Students with the greatest need will get the greatest support.

The continuum of support recognises the needs of each student. The new model strives to support at all levels. Whether a minor or major need is being addressed, a time frame of support will be allocated according to the need of your child. We will cater for students with or without the diagnostic reports of external professionals in order to provide the best learning experience for all students.

	The Continuum of Support
Basic Needs Checklist and Classroom Support Checklist	Classroom teachers and/or SEN teachers will ask for assistance in completing documents which demonstrate possible reasons which may explain why a student is experiencing difficulties/differences in any area of their development.
Classroom support plan	The learning team may feel that students may benefit from implementing certain strategies which may assist students achieving their educational and/or holistic goals e.g. Team-teaching
School support plan	We will support students in a group in order to support them as we feel appropriate. A range of support is available at this level, literacy, numeracy, fundamental movement, fine motor control, social skill etc
School support plus	Students will benefit from some one-to- one teaching during support time. At this level, we may suggest external therapies in addition to what school can provide.



A student can move from any stage of this continuum to any other stage. Our goal is to ensure most students are progressed towards independence in their learning and schooling before they leave our school.



Further Additional Teaching Roles

Please keep in mind, a child may be supported in many ways in our school and we also advocate team teaching.

Where can I find more information/ Parent guide to the New Model:

Please find attached link to [Parents Guide on the New SEN Model](#):

If you have any questions please do not hesitate to contact myself, Yvonne Mahady (SENCO) or Siobhan Daly (Head of Academics).

Yours,

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