**Policy document No. 13**

**St Oliver Plunkett National School**

**School Policy For EBD Special Class**

A Policy for the EBD Special class in St. Oliver Plunkett Primary School , was initially formulated by Margaret Maginn (Special Class Teacher) in 2006.

This policy was discussed and modified by Fergal Kelly, Principal, Deirdre Murphy, Special Education Department and Marie Flood (Special Class Teacher) in January 2012.

The Policy was further discussed by the Resource/Support teaching staff of St. Oliver Plunkett NS in Jan 2012.

The Policy was approved and ratified by the Board of Management of St. Oliver Plunkett Primary School in April 2012

This policy was updated and ratified by the Board of Management on the 17th June 2013.

The policy was further updated by the Board of Management on the 28th January 2016.

The policy was further updated by the Board of Management on the 22nd May 2019.

This policy should be read in conjunction with the school’s ***enrolment*** and ***Code of*** ***Behaviour*** policy.

There is currently one Emotional and Behavioural Disturbance Special Class. Historically, there have been 2 special classes but decline in need/lowering enrolment figures resulted in the closure of one special class in 2011. The class does not cater for children who are diagnosed with severe emotional disturbance – category 5 on the NCSE categories of Special emotional need. The class is a category 4 emotional and behavioural unit for children with emotional disturbance and behavioural problems.

Definition

The term emotional behaviour difficulty (EBD) is used to describe a very diverse range of difficulties. Generally, a student with such difficulties will present with behaviours which impinge on their learning and often on their social development.

The Emotional Behavioural Difficulties classes are set up for the students who present with most of the following behaviours:

 Aggressive or anti-social behaviour

 Inattentiveness, distractibility, impulsivity

 Impaired social interaction

 A general inability to cope with the routine of daily tasks

 Obsessive and repetitive behaviours

 Attention-seeking behaviour, such as negative interactions or a poor attitude towards work, peers or teachers

 Depressed behaviour, such as withdrawal, self-injurious behaviour or eating disorders.

Children on the Autism spectrum are not enrolled in the special class as there are Autism specific special classes in the locality.

Administration of the class:

The EBD Special class closes for instruction at 1.45pm. Children attending the EBD class and who are enrolled in senior classes will integrate in classes after this time with or without SNA support depending on individual need. Should children be unable to integrate they will be collected by their parents at this time or access school transport. If a child attends for a shorter period of time then arrangements will be put in place for (a) collection by parents or guardians at specified time or (b) go home via school transport or (c) collection by third party from residential facility as organised by HSE. These instruction times will be managed in consultation with parents.

The EBD class is the base class for students who attend on a fulltime basis. They integrate in to the relevant mainstream class where possible. Time is allocated according to each child’s needs. Children avail of a differentiated programme in class. This programme is devised by the class teacher in conjunction with the Special class teacher.

Management Team for overseeing EBD Special Class

Fergal Kelly, Principal

Special class teacher(s)

NEPS advisor Eleanor Cummins

Sp. Ed., co-ordinators Deirdre Murphy/Catherine Keane Faulkner

The team will meet twice yearly or more often if it is deemed necessary. The school Principal will organise these meetings.

Admission to the EBD special class.

* Children attending the EBD class must a have a psychological report with a written recommendation to attend the EBD class, be it on a fulltime or part time basis from an educational or clinical Psychologist. There should be evidence in the report that the behaviour has had significant impact on the pupils learning and socialisation.
* Children already enrolled in St Oliver Plunkett N.S. who have a diagnosis of EBD will have precedence of placement over those from outside the school.
* In the event of greater demand than actual available places preference will be given to an applicant within the school catchment area of the Navan Parish.
* In the event of greater demand than actual available places after the school catchment area is considered then the external catchment area of Co. Meath will be considered.
* The external catchment area for the Emotional Behavioural Difficulties class placements established in Meath is County Meath. This is in accordance with HSE policy, whereby students living in County Meath can access services under the auspices of the HSE in County Meath.
* When a family moves to County Meath from another part of the country or outside the country, proof of their Meath address and referral from the Health Service provider must be obtained in order to consider an application for a special class placement at St. Oliver Plunkett National School.
* Applicants from outside County Meath will not be eligible to a place in St. Oliver Plunkett National School.
* This class has a maximum capacity of 8 pupils. This includes children who may have been sanctioned for periods of time in the unit as behaviour can occur anytime and the children may need intervention outside of the allocated times.
* In line with our admissions policy a child must have reached the minimum age of 4 years by 01 June prior to enrolment in St Oliver Plunkett Primary School.
* It will be deemed compulsory that a child leaves St Oliver Plunkett Primary School at the end of the academic year in which he/she turns 13 yrs. He/She will then need to be offered a placement at secondary level. The onus will be on the parents to source and negotiate a suitable placement in secondary school. St. Oliver’s Primary School will facilitate all transfer of records/reports to the parent(s) for passing on to secondary school.

Academic Ability

The academic ability of the student will be taken into account when considering an application to St. Oliver Plunkett National School. An applicant with academic ability range in the average to mild range will in most cases be best placed in an Emotional Behavioural Difficulties class in St. Oliver Plunkett National School. An applicant with academic range in the moderate range or below will in most cases best be placed in an Emotional Behavioural Difficulties class in a special school. Therefore all placements are subject to review no later or before the end of the child’s first year at St. Oliver Plunkett National School. This review may be at the request of the parents/guardians and/or the Principal of the school. The review will include input from all relevant parties and will be chaired by the Principal of St.Oliver Plunkett National School. Following a review a recommendation and/or decision will be made. If the decision is that St. Oliver Plunkett National School can not cater for the child’s specific needs, a school that can meet the needs of the student must then be sourced by the relevant parties.

Criteria for discontinuing attendance at EBD Special class

The primary reason for attending the EBD Special Class is to develop skills, which will allow the child to be reintegrated into class as soon as possible.

Children’s needs are reviewed informally on a weekly basis, and by the class teacher. Each child’s IEP is reviewed twice yearly. If sufficient progress has been made in meeting the needs, and if long-term targets have been reached, a gradual programme of reintegration back into class will be drawn up and implemented.

Time spent in the EBD Special Class will be increased or reduced as the child’s needs dictate.

* Some children, by virtue of their background, or emotional difficulties, have difficulty in reintegrating into class. Where this occurs, the EBD team will liaise with the EBD Special class in second level schools, to facilitate the transition from primary to second level school.

In rare individual cases a child may present with such challenging behaviour that they pose a risk to the physical/mental health of the other students and staff, and the school may not be in a position to accommodate them. In such cases the school will implement the following welfare guidelines.

1 Consultation with Principal, management, parents and all agencies concerned to reach an accommodation where pupils and staff are not put at risk

2 Initial suspension for 3 days

3 Expulsion of child under NEWB Guidelines as a final and ultimate step.

(For points two and three, please see our code of discipline for further details)

Aims of EBD Special class

 To enhance opportunities for children growing up in circumstances of social or emotional disadvantage, with the objective of developing their innate potential to the greatest extent possible.

 To develop positive self-esteem and positive attitudes in pupils about life, school and learning.

 To develop and promote pupil self discipline.

 To ensure that vulnerable children receive appropriate help and support.

 To foster respect for oneself and for others.

 To foster an awareness of personal safety.

 To relate to others by learning effective ways of handling situations.

 To promote interpersonal skills such as listening, co-operation, empathy and sharing.

 To enable the students to function as independently as possible in society through the provision of such educational supports as are necessary to realise their true potential.

 To help develop literacy and numeracy skills to an age or ability level in consultation with resource/ learning support and class teachers.

Role of EBD Special class teacher

The teacher will:

• Collaborate with the class teacher, resource teacher, SNAs, parents and other involved professionals in the designing of a broad range of strategies to enhance the social, emotional and behavioural development of the child.

• Liaise with class teacher, principal, parents and SNAs on the implementation of the strategies.

• Deliver intervention programmes such as Anger Management and Self esteem programmes.

• Liaise with outside agencies and co-ordinate the implementation of their recommendations where possible.

• Contribute to the evaluation process by completing behaviour checklists and incident reports. (Refer to Behavioural, Emotional and Social difficulties, a continuum of Support - Guidelines for teachers).

• Monitor the efficacy of behaviour interventions and adjust if necessary in consultation with teachers, parents and/or professionals.

Role of Class Teacher

• The class teacher together with the EBD Special Class teacher will agree on and plan subjects for which each child will be integrated into class.

• The class teacher will use a differentiated programme for each child.

• The class teacher will devise an IEP for each child, in consultation with the EBD Special class teacher and special needs co-ordinator Deirdre Murphy.

Role of the Parents/Guardians

• Parents/guardians must fill in and return a St. Oliver Plunkett Primary School enrolment form.

• Parents/guardians must write an acceptance letter for the placement at

• St. Oliver Plunkett’s Primary School.

• Parents/guardians of the prospective student must have met the Principal and any other relevant parties before the pupil starts at St. Oliver Plunkett’s primary School. All relevant reports and assessments should be given to the Principal of St. Oliver Plunkett Primary School prior to the student enrolling.

Role of SNA

The SNA will;

• Assist with the delivery of social/emotional/behaviour and education programmes as laid out by the Unit teachers.

• Help with classroom organisation and cleaning.

• Help with recording of attendance, work completed and incident reports.

• Bring the children to and from the EBD Special class.

• Support the children with extra curricular activities such as school tours.

• Support the children who attend the units during break times.

• Assist with the intimate care needs of the child where needed. Please see Child Protection Policy and intimate care needs policy for further details.

• Administration of medicine will be carried out in conjunction with Administration of medication policy.

Assessment and Recording

 Teacher and SNA observations (ongoing)

 Discussion with children formally/informally

 Teacher designated Tasks and Tests. Checklists are drawn from attainment targets in social/emotional/behavioural programmes in operation.

 Diagnostic tests such as the “WRAT ”, “Salford”, “Schonell Spelling Test” are used where appropriate. This is done in consultation with the learning support teachers

 Tests recommended by psychologists.

 Folders with samples of work completed

 Communication with parents/guardians directly or via telephone.

 Monthly notes

Communication with class teachers

• Formally at least once a term to discuss social/behaviour plan.

• Informally, as necessary.

• Class teacher will fill in incident sheet when necessary and it will be kept with the behaviour file in EBD Special class.

Communication with parents

Parents’ involvement in the education of their children will be encouraged.

Parents will be supported as much as possible in their role as primary educators of their children.

 Special class teacher(s) will communicate directly with parents through meetings or by telephone.

Principal will be asked to attend a meeting of a concerning or sensitive nature.

The HSCL teacher plays a vital role setting up meetings with, and liaising with parents.

Meetings with parents can be arranged by appointment.

Review 22.05.2019

The management committee will review this policy annually.

Signature of Chairperson……………………………

Helena Gibbons

Date of review 22.05.2019.