

Who do we work with?

It is crucial to us that we provide our pupils with the most appropriate level of support throughout their time at RSD. To this end, we endeavour to make effective use of the skills and expertise of a variety of external agencies. RSD currently works closely with, among others:

- Child and Mental Health Services
- Autism Advice and Intervention Service
- Hearing Support service
- Literacy Support Service
- Occupational Therapy
- Educational Psychology Service
- Careers Advice Service
- Transition Services
- Behavioural Support Service

If a pupil decides to pursue a career in further education or third level education, we work closely with Student Support Services at FHE colleges and University Disability Services teams to ensure that each pupil finds the move to a new educational phase as seamless as possible.



Learning Support Coordinator

Mr James Graham



Assistant Learning Support Coordinator

Mrs Claire McCormick



If you would like to discuss any concerns, organise a tour of the school, receive a copy of our SEN policy or just chat further about our special education and disability provision, please contact us via the school office on 02887 722710.



Learning Support in The Royal School Dungannon



What can RSD offer?

Here at RSD we take great pride in the support we provide for our pupils who have a Special Educational Need and/ or Disability. Our dedicated and professional staff seek to promote the inclusion of all pupils through our policies and practices.

Our aims for SEN provision are:

- to ensure our students are supported within a mainstream school setting to reach their full potential
- to encourage students at all times to strive towards their true potential in their physical, social, emotional and intellectual development
- to support students to experience success in all aspects of school life
- to enable pupils to discuss and contribute to decision making regarding their provision
- to work in partnership between school, home and external support agencies to secure student success.
- to provide assessment for identification of significant need



What practical support do we provide?

The type of support provided varies according to the needs of the child. We aim to help our pupils become as independent as possible and we encourage them to take control of their own learning as far as possible. Learning Support takes a variety of formats including; in-class support, small group intervention provision and differentiated whole class provision.

Some of the support we provide is:

- coloured paper provided for handouts and examinations and coloured file paper; enlarged papers and photocopies
- use of assistive technologies e.g. we provide spellcheckers, voice recorders, option to snapshot board work and, when feasible, keyboard enhanced iPads
- 1:1 supervision with a dedicated Teaching Assistant as directed by a pupil's statement
- a supervised pupil support hub for use during recreational time with a variety of games to enhance pupils' social skills
- a de-escalation room where pupils can come for quiet time, supervised movement breaks
- extra time, supervised rest breaks, readers, scribes, prompts and other access arrangements in line with the criteria set by the Joint Council for Qualifications (JCQ)



Tracking and Meeting Needs

The regular assessments we carry out in school help us to keep track of each child's progress and are part of the criteria we use to set targets for IEPs. We also make use of staff input and pupil input through informal chats and formal meetings. Parents are always supplied with a copy of their child's IEP. Pupils who have an IEP will have their progress towards their targets tracked through each term by their teachers. This information is then shared with the LSC at the end of that term and is used to inform the pupil's interview and subsequent IEP targets. If we have concerns, we will invite you into school to discuss these. Pupils with a Statement will have an Annual Review which parents are invited to attend.

