

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.



The SENCo is Mr James Graham



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 him via the school office on 02887 722710

You can also email him at: rgraham302@c2kni.net



SEN 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.

We have a dedicated and considerate staff who constantly endeavour to create a caring and supportive classroom environment and who value all students equally..

Our aims for SEN provision are:

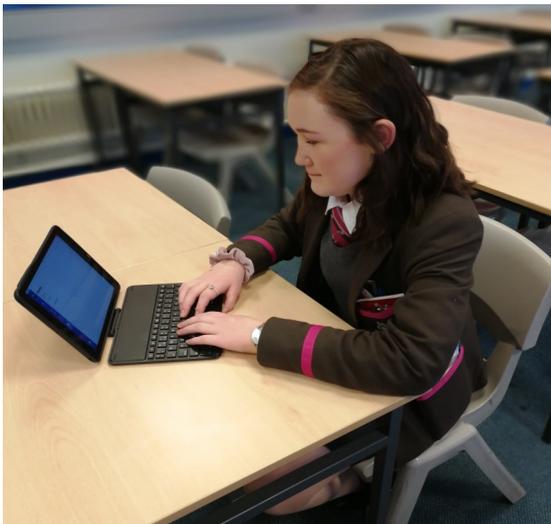
- to develop a range of flexible teaching approaches
- to encourage students at all times to strive towards their true potential in their physical, social, emotional and intellectual development
- to encourage all SEN or disabled pupils to develop self-confidence and positive self-image
- to work in partnership with parents and external agencies
- to provide assessment for identification of significant need
- to provide aids to support different types of learner



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. To this end, 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, swan-necked pens, option to snapshot boardwork and, when feasible, keyboard enhanced iPads
- 1:1 supervision with a dedicated Teaching Assistant as directed by a pupil's statement
- a supervised room for use during recreational time with a variety of games to enhance pupils' social skills
- a "chill-out" room where pupils can come for quiet time
- extra time, supervised rest breaks, readers, scribes, prompters 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 SENCo 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.

