# St. Francis Special School

Policy on Dual Attendance

| Date Developed:  07/05/2022  Reviewed October 2023/24 | Developed by:  Board of Management of St. Francis Special School |
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| Date of Approval: | 2023/24 |
| Authorised by: | Board of Management |

1. AIM OF POLICY

The aim of the policy is to inform Board of Management, Staff, Parents and Mainstream Primary Schools of Dual Attendance and its implications.

1. SCOPE OF POLICY

The policy will apply to Board of Management, Staff of St. Francis Special School, Boards of Management and Staff of Mainstream Primary Schools, Special Needs Education Needs Organisers, Parents of Pupils who may wish to be involved with Dual Attendance, Psychologists, Social Workers and other members of the Multi – Disciplinary Team.

1. DEFINITION

Duel Attendance is the process whereby a Pupil is enrolled in two schools, one being St. Francis Special School and the other being a mainstream primary school of the Parents’ choice. The Pupil attends each on a part-time basis.

This usually happens to allow the Pupil with Special Educational Needs to avail of specialist teaching and specialist therapies – preferably therapies to be available in both schools and to also integrate in his / her local primary school or a mainstream school of parental choice.

1. RESPONSIBILITIES
   1. It is the responsibility of the Parents, Special Education Needs Organiser, Boards of Management, School Principals, Schools’ Staff, Psychologist, Social Workers, Speech & Language Therapists and Occupational Therapists to be au-fait with procedures of duel attendance.
   2. It is the responsibility of all the above to fully co-operate with agreed procedures.
   3. It is the responsibility of all involved to keep appropriate records and reports and maintain good communication at all times.
2. PROCEDURES
   1. Requests for dual attendance may come from the following sources:

S.E.N.O

Parents

School Staff – Principal & Class Teacher

Psychologist

Social Worker

Early Intervention Service

Multi D Team

* 1. Parents will identify St. Francis Special School as their Special School option and identify, usually, their local Primary school or a pre school of their choice, as their mainstream option. They will be advised to make an appointment to visit each school (should the Pupil be a new entrant) or the second school should the Pupil be already attending school.

St. Francis Special School brochure will be made available.

* 1. Full details of duel attendance works and how it would benefit their Son / Daughter with Special Educational Needs are discussed.
  2. A meeting should be arranged as soon as possible between both schools. All key people involved with the Pupil should be present at this meeting i.e.

Special School Principal

Primary School Principal

S.E.N.O

Parents

Special School Teacher

Psychologist and Multi D Team

Resource Teacher

Social Worker

Speech & Language Therapist

Special Needs Assistant, where applicable

Visiting Teacher, where applicable

Minutes will be taken at this meeting and a copy to all involved.

RECOMMENDATIONS

* Recommendations will be made as to how many days the Pupils will benefit from attendance at the local school and St. Francis Special School. The week may break as follows: 4 & 1 or 3 & 2.
* Parents will sign “Release Form” to allow both schools release reports, oral information to each other and outside source when beneficial to the Pupil.
* A two way diary will operate between both schools.
* Transport requirements will be proposed and discussed with S.E.N.O
* Capitation as for full normal enrolment.
* Important information and contact numbers will be exchanged. This meeting will allow for an exchange of knowledge, experience and resources –

Progress of work

Speech & Language Therapy Reports

Social Skills development.

* Curriculum will be broken down appropriately.
* A date will be set for the initial joint Individual Education Plan meeting. Copies of Individual Education Plan will go to all involved with Pupils.
* Both Schools will take turns travelling to one another’s I.E.P or other meetings.
* Pupils’ behaviour management will be discussed, where applicable.
* Special Needs Assistant provision will be arranged.
* Training for Special Needs Assistants may be necessary and can be discussed.

Pilot Project Status

This dual attendance is to be set up for 1 year from Sept. 2007 and will be reviewed in Sept 2008. It is unlikely that Multi d support will be available in ST. FRANCIS SPECIAL SCHOOL for the duration of the pilot project unless more professionals are recruited in the interim to expand the existing service.

Appendix 1

PERMISSION FORM

FOR

RELEASE OF INFORMATION

# I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent / Guardian give permission

to St. Francis Special School, Beaufort, Co. Kerry and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary School to release all school / Psychological reports they presently hold on file

regarding my Son / Daughter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to each other or

an outside source where beneficial to my Son / Daughter.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent / Guardian.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DUAL ENROLMENT POLICY**

**To put Dual Enrolment into place**

When a parent approaches us or visa versa regarding integrating their son/daughter on a part time basis into his/her local national school, we

∙ Discuss with them in detail dual enrolment and how It works

∙ Make recommendations as to how many days we feel the child will benefit from integrating with his/her local national school.

∙ Have parents sign a release form which gives us permission to send psychological reports to the Principal of the local national school the child will be attending.

The parents then contact the local national school regarding their son/daughter and his/her possible integration. During this meeting the parents will pass on our phone number so that the local national school can contact us.

The local national school contact us (usually Principal to Principal) regarding the pupil. Both of the teachers involved with the child are introduced.

A discussion regarding the logistics of the pupils placement should then follow, when he/she should start, how often to begin with etc. Reports should then be sent on to the local national school.

A meeting should be arranged as soon as possible between both schools. All key people involved with the pupil should be present at the meeting- the special school teacher, our speech and language therapist, the national school teacher, personal assistant, FAS assistant (if applicable), visiting / resource teacher (if applicable).

At this meeting( which is recorded by one member of the special school staff present), we discuss the child, his/her progress to date and the future work for him/her under specific subjects heading which are:

∙ speech and language

∙ pre reading / reading

∙ pre writing / writing

∙ pre number / number

(see attached form)

The special school usually takes responsibility for such areas as toileting, feeding, dressing and hygiene, we also decide on a universal approach to teaching schemes etc. e.g. Letterland, Busy Beaver, (the special school usually adopts the national school reading scheme for the child). The speech and language therapist gives a full evaluation of the child’s communication and language skills, discussing the level of comprehension and expression that the child is currently capable of.

These meetings allow for an exchange of knowledge, experience and resources. Finally finishing up by setting a date and venue of next meeting, the meeting results in the drawing up of an I.E.P form for that child with is applicable to both schools.

The special school types this and sends a copy of the local national school, resource/visiting teacher and parents, whilst retaining a copy on file.

**N.B** It is important to maintain the contact with the local national school in this form. It is recommended to meet on a termly basis or at the very least twice a year (end of September and the beginning of February). In this way we constantly monitor and review the situation.

**Note**

We usually agree with all national schools we are involved with to take turns to travel to one another’s school, as it cuts down on time involved.

**MEETING REGARDING \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PRESENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SUBJECTS:**

**SPEECH AND LANGUAGE:**

**S.P.H.E.:**

**PRE READING / READING:**

**PRE WRITING / WRITING:**

**PRE NUMBERS / NUMBERS:**

**PERMISSION FORM**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent / guardian give permission to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_National School to release all school / psychological

reports they presently have on file regarding my son/daughter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal of St. Francis Special School.

Integration Schedule for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Integration / host class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Integration / host teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Integration Times/activities**  ∙ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ start  ∙  ∙  ∙  ∙  ∙ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ return to class. |
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| **SCHEDULE AND EVALUATION** |
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| (Day / Date  Details-support/equipment needed etc.) | (Brief description and evaluation) |
| --- | --- |
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