



Coláiste Iósaef Community College

Roll No. 76070A

Draft Special Education Needs Policy

School Community:	Consultation Timeframe:	Action:
Staff		
Parents		
Student Council		
Board of Management		

Ratified by Board of Management:

Date:

Date of Review/Amendments:

Date:

Date of Next Review:

Date:

Signed: *Rev. William Fitzmaurice*

Signed: *Noel Kelly*

Chairperson of Board of Management

Principal

Date:

Date:



Introduction

The purpose of this policy is to provide practical guidance for teachers, students and parents/guardians on the provision of Special Educational Teaching (SET) in Coláiste Iósaef Community College.

Circular 0014/2014 'Special Education Teaching Allocation' introduced a revised model for allocating Special Education Need Resources (SEN) to schools from September 2017. This document and the 'Guidelines for Post-Primary Schools Supporting Students in Mainstream Schools', produced by the DES in May 2017 are now the guiding principles that form the basis for support for students with SEN in Coláiste Iósaef Community College.

School Mission Statement

The Board of Management and staff of Coláiste Iósaef are committed to addressing, in a creative and consultative manner, the educational needs of the college catchment population.

Our college ethos fosters the development of the whole person through the provision of a broad education tailored to individual needs within a Christian community.

Inclusion in Coláiste Iósaef Community College

Special Educational Needs (SEN) are defined in the Education for Persons with Special Educational Needs Act 2004 as, "a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability or any other condition which results in a person learning differently from a person without that condition..."

As per our school admission policy, Coláiste Iósaef Community College welcomes students with Special Educational Needs (SEN) and endeavours to "provide that the education of people with such needs shall wherever possible take place in an inclusive environment" (Education for Persons with Special Needs Act 2004). The application process for a student with special educational needs will be the same as that of any other applicant. However, in order to assess the needs of an SEN student, the school authorities will meet with the parents/guardians to discuss the student's needs and the school's ability to meet those needs. A copy of the student's educational, medical, or where appropriate psychological reports will be requested prior to enrolment.

Coláiste Iósaef Community College will strive to ensure that an education appropriate to their needs is provided for students with special educational needs and will seek to: identify the needs of students in advance, acquire the necessary resources, and do all that is reasonable to accommodate the needs of a person with a disability by providing special treatment or facilities if required. All students with additional educational needs are supported in the use of ICT and any assistive technology being used by them.

We aim to ensure that the school provides an inclusive and supportive environment for all our students supports the acceptance of diversity and will take proactive steps to guard against unfair treatment as a consequence of disability or special need.

Additional school policies and supports that are also relevant to the area of special educational needs and advocate inclusion include our:

- Admissions Policy
- Anti-Bullying Policy
- Code of Behaviour
- Guidance and Counselling Policy
- Student Support Team
- Wellbeing

Categories of Special Educational Needs

The various categories of special educational needs, the definitions of these categories, and the criteria for the allocation of additional resources and the procedures for application are set by the Department of Education and Skills (DES) and the National Council for Special Education (NCSE) and are as follows:

- Physical disability
- Hearing impairment
- Visual impairment
- Emotional disturbance and/or behaviour problems
- Severe emotional disturbance and/or behaviour problems
- Mild general learning disability
- Borderline general learning disability
- Specific learning disability
- Moderate general learning disability
- Severe or profound general learning disability
- Autism/autistic spectrum disorder
- Pupils with special educational needs arising from an assessed syndrome
- Specific speech and language disorder
- Multiple disabilities

Rationale of SEN Policy

Our SEN policy aims to outline our commitment to creating an inclusive and supportive learning environment for all our students. This commitment is underpinned by the ethos, characteristic spirit and mission statement of the school and are guided by relevant legislation.

- The Education Act (1998)
- The Equal Status Act (2000)
- The Education (Welfare) Act (2000)
- The Equality Act (2004)
- The Data Protection Acts (1988, 1998 and 2003)
- The Freedom of Information Acts (1997 and 2003)

- The Education for Persons with Special Educational Needs Act (2004)
- The Disability Act (2005)

This policy is a reflection of our current practice in Coláiste Iósaef Community College in relation to facilitating and promoting a whole school approach to special educational needs.

Aims and Objectives of our SEN Policy

- To facilitate the social, emotional and educational (including literacy, oral literacy and numeracy) and physical wellbeing of students with special educational needs
- To ensure that Coláiste Iósaef is an inclusive learning environment that enables students with special educational needs to live a full life and to realise their full potential as a unique individuals through access to an appropriate broad and balanced curriculum
- To enable students with special educational needs to function as independently as possible in society through the provision of such educational supports as are necessary to realise that potential
- To help students with special educational needs develop the skills they need to continue learning in adult life
- To ensure that parents/guardians are involved in decisions about their children's education.

Section 4: Special Educational Needs Team

The overall responsibility for the provision of education to all students, including students with special educational needs, lies with the Board of Management and under current legislation the Principal of the school has the overall responsibility for ensuring that the special educational needs of students are met.

In order to facilitate the organisation and provision of education for students with special educational needs in Coláiste Iósaef Community College, we have identified both the internal and external SEN team members below.

Internal SEN Team

- Principal
- Deputy Principal
- Special Educational Needs Coordinators
- Learning Support Teachers
- Subject Teachers
- Subject Teachers with Resource Hours
- Guidance Counsellor
- Special Educational Needs Assistants (SNA)
- Students



External SEN Team

- Board of Management
- Parents/Guardians
- External Agencies
- External Support Services
- The Special Education Needs Organiser (SENO)

Communication

All communication is done in a respectful, timely and confidential manner and follows best practice guidelines in relation to data protection and school policies.

SEN Team

The SEN Coordinators and SEN team meet on a regular basis in order to ensure best practice in relation to the supports being provided to our students. These meetings can be formal or informal. In formal meetings, minutes are taken. There are also meetings with senior school management, meetings with external agencies, staff meetings, in-service training and staff training. Teachers will also have regular meetings with learning support teachers regarding students' in class support.

SEN Register

At the beginning of each academic year an SEN Student Register is compiled and circulated to all teachers and to the SEN team. This register includes details in relation to student's name, class and year, category of SEN, amount of support allocated, type of supports provided.

Record Keeping

All SEN records and individual SEN student files are kept in a secure file in the Coordinators office. Best practice guidelines in relation to data protection are followed.

Parents & Guardians

Communication to parents/guardians is facilitated through our open day and information evenings, letters/phone calls/VSware texts to parents, student journal, parent-teacher meetings, meetings with SEN team.

External Agencies

Communication and meetings with external agencies e.g. NEPS, NCSE are organised and attended as appropriate.

Roles and Responsibilities for SEN in the school

Role of the Board of Management

The Board of Management of recognised schools “shall provide for education to students which is appropriate to their abilities and needs and, without prejudice to the generality of the foregoing, it shall, as far as resources permit ensure that the educational needs of all students, including those with special educational needs, are identified and provided for.”

The Education Act (1998) section 15 states that the Board of Management shall publish “the policy of the school concerning admissions to and participation in the school and ensure that as regards that policy principles of equality and the right of parents to send their children to the school of the parents’ choice are respected.”

The Board shall also “within the resources provided to the school in accordance with section 12, make reasonable provision and accommodation for students with special educational needs.”

Role of the Principal

Under current legislation the Principal has the overall responsibility for ensuring the special educational needs of all students are met. The Principal has general responsibility for establishing and promoting whole-school policies and procedures that are supportive of the learning of all students including those with special educational needs.

- To ensure that a suitable and effective Special Educational Needs Policy is in place that reflects the ethos, characteristic spirit and mission statement of the school as well as legislative requirements.
- To ensure that this policy is monitored, reviewed and amended in order to address changes in legislation and the needs of students in our care.
- To ensure that adequate resources/facilities are sought and provided, well maintained and appropriately used.
- To keep teachers informed of new developments relating to SEN/LS and to provide staff with training and development in areas relating to special educational needs.
- To respond to appeals by parents with respect to decisions made at this level.

Role of the SEN Coordinators

- To oversee the day to day operation of our school’s SEN policy, including formulation, implementation and review
- To liaise with feeder schools, teachers & parents of incoming students
- To support our school’s management team in terms of management and responsibility for provision of SEN within the school
- To co-ordinate management and timetabling of the SEN team (resource teachers/learning support teachers/SNAs) in conjunction with senior management.
- To liaise with and advise colleagues in relation to SEN provision
- To co-ordinate the formulation, implementation and review of Student Support Files
- To monitor and track students with SEN

- To co-ordinate provision for students with SEN e.g. withdrawal of students for individual/group instruction, in class support etc.
- To monitor and evaluate SEN interventions/strategies
- To oversee the records/reports/register on students with SEN
- To liaise with parents/guardians of students with SEN
- To contribute to the in-service/upskilling of staff as appropriate
- To support the identification of Irish and 3rd language exemptions
- To co-ordinate the application for Reasonable Accommodations in State Examinations (RACE)
- To liaise with external agencies and support services as appropriate including:

Inclusion Support Service (Special Education Needs Support Service (SESS), National Behaviour Support Service (NBSS), Visiting Teachers Service); National Education Psychological Service (NEPS); National Council for Special Education (NCSE); State Examinations Commission (SEC); Psychologists, Speech & language Therapists, Occupational Therapists; Dyslexia, Dyspraxia Associations; Autism/Asperger Support Ireland; National Council for the Blind of Ireland; National Council for the Deaf

These duties are reviewed regularly and may change to ensure the priority needs of the department are met and as our school grows.

Role of the Guidance Counsellor

- To work with the Special Needs Team and other staff in the implementation and review of this policy.
- To liaise on an ongoing basis with the other members of the SEN Team and Student Support Team as relevant matters arise.
- To provide a range of services to all students, including careers information, study skills and examination techniques, consultation with parents, referral services etc. with an awareness of the SEN students.
- To work together with the SEN Team to conduct assessments of incoming first years and other students new to the school.
- To advise the Principal of any matters arising from such assessments.
- To support students who have been referred.
- To advise on supports available at third level for SEN students e.g. RACE, DARE and to assist students in accessing these supports.
- To act as an advocate for the SEN student ensuring that her/his voice is heard when decisions concerning SEN are being made.

Role of the Learning Support Teacher

The learning support teacher will support SEN students in the following way:

- By involvement in team teaching/teach and drift with mainstream teachers in the classroom setting
- By withdrawing students for additional classes in literacy or numeracy or both.
- By providing support for students in other areas e.g. social skills

Role of Subject Teachers

- Unless there is good reason for withholding information the subject teacher should have access to all information that is likely to be relevant to the education or supervision of a student that they teach.
- The subject teacher has primary responsibility for the progress and care of all students in the classroom, including pupils with SEN. The subject teacher has the responsibility of ensuring that all students including those with SEN are provided with a learning programme that enables them to gain access to the curriculum and advance their learning.
- The subject teacher may identify a student who may be at risk and may draw the attention of other staff members to the student. A teacher may become concerned at student's lack of progress and may make accommodations for the student within the class. If concerns continue the teacher should consult other teachers such as the resource or learning support teacher.

If these interventions are unsuccessful supports from outside the school may be sought e.g. from SESS, NEPS, HSE and other agencies (this should be done through the appropriate school channels). Teaching should be differentiated to meet individual needs and to facilitate the achievement of targets that are set in SEN Guidelines for teachers. Subject teachers may collaborate with the resource and members of the special education needs support team.

Subject teachers are required to make themselves aware of the special education needs of students in their classes and contribute to the setting of learning targets in the SEN Guidelines for teachers.

The teachers will provide suitable learning activities to enable students to attain their targets. They will contribute to the review of targets, by providing information on student's progress. The subject teacher can keep parents informed of their children's progress through parent-teacher meetings and school reports and by being available to meet parents.

Differentiation of instruction is an integral part of learning and teaching in Coláiste Iósaef.

The following support differentiation in Coláiste Iósaef:

- Setting learning objectives for all students in class, including SEN students.
- Providing learning activities and resources that will result in student progress.
- Providing individualised teaching and group teaching to support students with SEN
- Providing extra tuition for students with SEN in relation to basic skills in subject areas
- Based on individual needs, set clear learning targets for each student with SEN at each level of the Continuum of support.

Role of the Special Needs Assistant

Special Needs Assistants (SNAs) are allocated to post-primary schools to provide care assistance to named students who have special educational care needs. SNAs may be appointed to students who have a significant medical need for assistance or a significant impairment of physical or sensory function, or on behalf of students whose behaviour is such that they are a danger to themselves or other students.

SNAs make a valuable contribution to the capacity of Coláiste Iósaef Community College in providing inclusive education to students with SEN. They work closely with teachers in providing assistance to students with SEN for example in areas of personal care, supporting mobility, or supervising work or recreation activities. When students with special educational needs are required to attend a venue outside the school a special needs assistant may be assigned to provide assistance to the student in the other setting and to accompany the student while travelling to and from the school.

Their duties are supervised by the Principal or another teacher as determined by the Principal. The duties of SNAs In Coláiste Iósaef include but are not limited to:

- The preparation of classroom materials designed to support students with SEN
- Where necessary travel as escort during school hours on school buses
- Special assistance for students with difficulties e.g. helping with typing or writing or computers or other equipment
- Assisting on out-of-school visits, walks, examinations and other activities
- Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom
- General assistance to the class teacher, under the direction of the Principal with duties of a non-teaching nature.
- Participate in school development planning
- SNAs may be re-assigned to other work when special needs students are absent or when urgent work demands arise

The role and duties of the SNA are defined by the relevant circulars.

Role of the Parents/Guardians

- To consult with and share relevant information with the school which may help to enhance the student's educational experience.
- To support the procedures and programmes put in place by the school to address the needs of their son/daughter.
- To bring to the attention of school authorities any concerns they may have in relation to the school's provision for the special educational needs of students.
- To participate in compiling and reviewing their son/daughters education plan and /or other programmes, facilities, resources put in place to address specific needs.

Role of the Students

- To co-operate fully with the school in the implementation of their student support plan and /or other programmes, facilities, resources put in place to address their specific needs.

- To regularly attend their learning support classes and/or other programmes/resources put in place to provide for their special education needs/learning difficulties.
- To participate in discussions and reviews of education plans/other programmes and inform the SENCO of areas in which they continue to have difficulties.

Accessing SEN Support in Coláiste Iósaef Community College

Coláiste Iósaef has been allocated specific number of additional teaching support hours per week by the DES, to cater for all students with an identified special educational need. These hours are used to provide support to the students with the greatest need, and ensure that they have access to the greatest level of support.

Within the SEN department students are provided with support based on their individualised needs. This support will be based on the Continuum of Support Framework set out by the Department which “recognises that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long term”, so that students will “require different levels of support depending on their identified need” (DES, May 2017, pg6).

In making provision for special need students the school needs to know whether the incoming student has had access to any of the following resources:

- Special Needs Assistant or Classroom Assistant
- A Special Class , Help for specific needs, support from a Resource Teacher
- Assistance with behavioural modification
- Psychological, Occupational Therapy, Speech and Language assessment - report to be provided.
- Any additional resources to help with their special needs
- Help in areas including visual impairment, hearing impairment, general learning disability or emotional disturbance
- Any resource in relation to travel or mobility, etc.
- Other resources not listed above.

If an expert report is provided, it should include a workable strategy for addressing the needs, allowing for the resources available in the school.

Parents are strongly advised to inform the school as early as possible and discuss their particular situation well in advance of their child’s commencement in first year. If an application for SNA support is required parents must advise the school of this when they accept a place in the school.

The deadline for applications for SNA support is generally in March. The school will use the resources provided by the Department of Education and Skills to make reasonable provision and accommodation for students with disabilities or special educational needs.

The school requests that parents/guardians provide copies of any Psychoeducational Assessments and/or reports from medical, speech and language therapists or paramedical professionals are sent to the school when a student is enrolled in the school. These are used to help explain and provide a

better understanding of a student's strengths and needs, the nature of her/his difficulties and to inform relevant interventions including (where appropriate) an application to the SENO for SNA support.)

Provision of Support in the School

Support is based on the identification of an educational need.

Examples of such needs include:

- Students identified through the 1st year profiling (attainment) assessment. This takes the form of standardised tests consisting of The Woodcock Johnson Battery of Tests. This assesses core areas of reading, writing, and maths (scores are used primarily to ensure that classes in first year are of a mixed ability).
- Students who have had a psychological assessment which recommends Learning Support/Resource teaching.
- Students who are identified by teachers, parents or who request it themselves during the year can be accommodated within existing groupings if deemed appropriate (subject to appropriate assessment and review).
- Other issues which may result in an educational need e.g. social and emotional needs, physical, sensory or language and communication difficulties, or students whose education has been significantly interrupted. (This list is not exhaustive).

Students who are in receipt of SEN support hours may need to be assessed in school by the SEN team for the purposes of determining how best to support their individual learning needs. These assessments will consist of both formal and informal assessments.

Formal assessment will include but may not be limited to the Diagnostic Reading Analysis, NGRT, CAT 4, WRAT 4 and oral language assessment.

Informal assessment will include but will not be limited to; writing samples, maths samples, learning style and in class observations. All assessment results are private and confidential to each student and their parents/guardians.

Models of SEN Provision

As outlined already in the policy, the subject teacher has been explicitly recognised as having the primary responsibility for the progress and care of all students in their classroom in the DES Circular 0014/2017 and the Post Primary Guidelines. As this specifically includes students with educational needs, collaboration between the SEN department staff and subject departments is invaluable in supporting these students. This framework helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support. The supports and interventions are informed by careful monitoring of progress. We aim to strike a balance between in-class support, group and individual support while ensuring that students' needs are met inclusively.

There are three levels of support:

Level One: SUPPORT FOR ALL: Whole school and Classroom support.

Level Two: SUPPORT FOR SOME: school support for small groups and some individuals on a weekly timetabled basis or short-term intervention. Such support may include (but is not limited to) 'Team Teaching' which is used to support students in timetabled class groups in a learning environment where 'two or more teachers work together in a collaborative manner with a class of students who have diverse learning needs' (SEN Post Primary Guidelines).

Level Three: SUPPORT FOR A FEW: This will provide individualised and specialised support for a number of students on a regular timetabled basis.

Individual SEN support timetables are issued to those students who fall under **levels 2 and 3** of the Continuum of Support.

In assessing and deciding which students need to be in receipt of supplementary teaching and which students may benefit from support within the mainstream context the following options are considered:

In Class Support/Team Teaching is the preferred method of support in the school. This method allows teachers to work in an inclusive and collaborative manner. Teachers can share their experiences, methodologies, ideas and skills to create a supportive, dynamic and engaging learning environment. The school has six models of team teaching, each at different levels of engagement within the school:

- One teaching, One Drifting
- Team Teaching
- Parallel Teaching
- Alternative Teaching – Small Group
- One Teaching, One Observing
- Station Teaching

Small Group Withdrawal with most students in resource and learning support getting their allocation in small groups. The organisation of these groupings is the job of the Learning Support Coordinator, in consultation with the Deputy Principal. Groups are arranged on the basis of similar need profiles and the capacity to withdraw students at the same time. Withdrawal for small groups usually occurs during Irish for those students who are exempt and during continental language classes for those not doing a language.

Individual Withdrawal is used only where a student requires specialised individual support.

Reduced Timetable

A student with SEN who experiences difficulty in coping with the breadth of the current curriculum is permitted to 'drop' a subject. This occurs only after all avenues have been exhausted. A consultation between the parents/ guardian and guidance teacher is also necessary.

Parents must sign a consent form giving permission for a reduced subject load.

The period of intervention recommended for each student is dependent on the nature and extent of their individual need. The duration of provision is varied and is reviewed throughout the intervention. There are cases where support is needed on a short-term basis, after which the student is in a position to recommence with the regular curriculum. All decisions in this regard are discussed with parents/guardians, class teachers, the student, principal and guidance counsellor.

Exemptions from Irish

- Incoming first years with Irish exemptions are noted.
- Certificates of exemption from the study of Irish must be submitted with the enrolment application.
- The school will only consider granting an exemption for Irish when a written request is made by the student's parents and supported by an Educational Psychologist's report or other relevant documentation.
- The guidelines set down by the Department of Education and Science will be strictly adhered to (Circular M10/94).
- Where possible, withdrawal for SET is arranged for students with SENs, who do not study Irish, during Irish time. This is not guaranteed and is limited by timetable restrictions and staff availability.
- Applications for Irish exemptions on the grounds of SEN are made by the SET Coordinator and signed by the Principal.

Reasonable Accommodations for State and In House Examinations (RACE)

Applications are made by the SEN Coordinators for RACE provision for students with SEN sitting a Junior Certificate or Leaving Certificate Examination. Information relating to RACE is provided to parents on the school's website and/or the SEN coordinators. The following are the range of accommodations available to the students which are applied for as per circular criteria. Accommodations are granted by The State Examinations Commission. From October 2016 the State Exams Commission SEC has operated a devolved model at both Junior and Leaving Cert Level. The school will make application for relevant accommodations for students who meet the criteria as laid down by the SEC at Junior Cycle and these accommodations may be reactivated for Leaving Cert. Further details are available in the RACE Guide for Exam Students at www.examinations.ie.

Where resources permit and when deemed appropriate, readers, scribes and other accommodations are available to students who qualify for such accommodations at mock exams and other school assessments.

Students in non-exam years sitting a differentiated test will have that noted on their report.

Support Links with Outside Agencies & Services

In accordance with the EPSEN Act (2004), the school will work with the SENO, NEPS psychologist, visiting teachers, the Social Welfare Department and the Health Service Executive and any other relevant professionals in providing an integrated response to the needs of any particular student. It will be customary to hold such case meetings with relevant professionals with the permission of the students parent/guardians (and their attendance where possible) in order to determine the best approach and provision for the students in question. The arrangement for such meetings will be co-ordinated by the Principal and permission sought from the parents in advance. The SEN Coordinator/s will record notes from such meetings. Meetings involving parents, NEPS psychologist, principal, tutors, year head, school counsellor, SEN team are arranged when appropriate or as requested by the NEPS psychologist to determine the best approach to meet the needs of the students in question. In the event of a special needs student or a student with a physical disability, a visual impairment or a hearing deficit etc. enrolling in the school, the SEN team together with the principal, would contact the appropriate outside agencies in order that relevant supports available are put in place to meet the needs of the student.

Links with Special Education Needs Organiser

- Advice can be sought in interpreting Educational Assessment results
- Application forms for SNA support are sent to the SENO
- Review of SNA support
- The SENO is available to offer support and expertise.
- Application for Assistive Technology

Links with NEPS Psychologist

- Advice as to the number of psychological assessments available each year
- Advice as regards critical incidents
- Case study reviews or transfer preparation from primary school
- DES Exemptions from Irish.
- Our NEPS Psychologist supports the school in the implementation of our initial assessment of incoming first years.
- NEPS offers expertise and advice with educational planning and targeted intervention for pupils with learning, emotional or behavioural difficulties.

Links with Primary Schools

- Members of the SEN team visit each school in the catchment area to gather information about incoming 1st year students.
- The primary school Principal will ask parents to give permission for Coláiste Iósaef to receive a copy of the psychological assessment.
- Each Resource Teacher /Learning Support teacher in primary will be met in order to identify pupil strengths and weaknesses and plan for the continuum of support process.

Links with Parents/Guardians



- Colaiste Iosaef welcomes all parents to take an active role in their children's education. Should a parent wish to speak to a member of the SEN department, this can be arranged to suit both parties
- On Open Night the SEN team are available to speak about the services/provision available to support SEN students within the school
- The SEN team will meet parents/guardians with any concerns.
- Members of the SEN team are available at all P/T meetings to discuss student/s progress and any concerns that may arise

Support by Year Group

First Years

- In September, all new 1st years sit a cognitive assessment. This is viewed in conjunction with the attainment assessment as part of the incoming 1st year profiling assessment to create a comprehensive profile of each student.
- Students who meet the criteria outlined earlier are given the appropriate supports.
- Student Individual Support Files are created for students with SEN by the SEN department.
- Student SEN Profile/Register is circulated to all staff for their subject planning.
- Student Targets are set by subject teachers for all students. Targets for students with SEN are also set. These support the development of student guidelines for students with SEN. These are shared with all relevant teaching staff.

Second Years

- Co-scheduling of classes in Irish and Maths is facilitated to allow students move between levels.
- Identified students continue to receive support from SEN department.
- Support files/register updated to reflect any changes.
- Testing of all 2nd year students takes place. This testing takes place at the end of 2nd year. The DOTS test is used.

Third Years

- Identified students continue to receive support from SEN department.
- Support files/register updated to reflect any changes.
- Students are tested for RACE.

Transition Year

- Identified students continue to receive support from SEN department.
- Support files/register updated to reflect any changes.
- CAT 4 assessments are completed to inform subject choice for senior cycle.

Senior Cycle

- Identified students continue to receive support from SEN department.
- Support files/register updated to reflect any changes.
- Reactivation of reasonable accommodations are applied for where appropriate.

Monitoring, Implementation & Evaluation of the Policy

Monitoring and evaluation of interventions for students will be conducted as an integral part of the programme in place as described in the role of the Learning Support teacher. Student progress will also be monitored through subject teacher assessment in the usual manner.

Monitoring and evaluation of the effectiveness of procedures adopted under this policy, will be done twice yearly using all available and relevant data. The Learning Support Department will conduct a yearly review of procedures in May of each year on the basis of which proposals for development and improvement will be adopted.

The following people are involved – the Principal, in conjunction with the Learning Support Team, who would have ongoing contact with subject teachers, year heads and the Home School Liaison teacher and Guidance Counsellor

Outstanding Items

Up-to-date SEN Coordinator Timetable with meetings

SEN Team Meeting

Up-to-date SEN Teacher Timetables

Up-to-date SNA Timetables

Student Support File Template

SEN Register – 1st – 6th Year 2018/2019

Language Letters

Forms – reduced timetable, etc.