



St. Patrick's College
Lacken Cross, Killala - Co. Mayo

SEN Policy

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1. Introduction

St. Patrick's College is a co-educational school which aims to provide a broad education designed to help each pupil achieve their potential. Administrators and teachers see themselves as supporting the parents and guardians who are the primary educators of their children. The broad education offered strives towards not only academic achievements but the complete development of each pupil.

'We value respect, fair play and everyone's right to be himself or herself. We aim to help our students to develop a sense of their own unique worth, and to respect the rights of others. We strive for good relationships between our students, our staff and our parents. We educate our students not only for now, but also for life.'

We are an ETB school, state, co-educational and multi-denominational, underpinned by the core values of:

| | |
|---|---|
| <ul style="list-style-type: none">• Excellence in Education• Care• Equality• Community• Respect |  |
|---|---|

2. Rationale

This policy document aims to outline the school's provision of additional educational support for students with SEN.

- It outlines the philosophy that underpins this provision.
- Its purpose is to enshrine the principles of inclusive education whereby students with additional needs are provided with an appropriate education in an inclusive learning environment.
- The policy is written in the context of the various pieces of legislation listed below.
- The policy is a working document and will be reviewed annually.

3. Legal Framework

St Patrick's College sets out to provide education for all its students, with reference to legislation regarding students with SEN as listed below:

- The Education Act (1998)
- The Education Welfare Act (2000)
- The Equal Status Act (2000)
- The Education for Persons with Disabilities Bill (2003)
- The Equality Act (2004)
- The Data Protection Acts (1988, 1998 and 2003)
- The Freedom of Education Acts (1997 and 2003)
- The Education of Persons with Special Educational Needs Act (2004)
- The Education (Provision in Respect of Children with Special Educational Needs) Act 2022

This policy is drafted in the context of:

- DES Circular Letters
- The guidelines published by the NCSE
- The guidelines on the Individual Education Plan Process 2006
- The guidelines on the Continuum of Support for Post-Primary Schools (NEPS)
- The guidelines published by the Special Educational Needs Support Service (SESS)
- The policy reflects our current practice.

4. Aims of the Policy

The principal aim of the SEN policy in St Patrick's College is to provide a positive learning environment, which will foster the academic, social and emotional development of students with Additional Needs and to enable each to realise their individual potential.

SEN provision also seeks to:

- Enable pupils of all abilities to avail of and benefit from an appropriate education.
- Provide students with consistent opportunities to experience success.
- Provide supplementary teaching and additional support in literacy and numeracy.
- Provide supplementary teaching and additional supports for social, emotional and behavioural difficulties.
- Involve parents in the support of their child's education.
- Promote collaboration among teachers in the implementation of a whole school policy on additional supports for pupils.

- Protect and enhance the self-esteem of the learner.

The school hopes to achieve the following by updating the SEN policy:

- To include the most recent best practice in SEN.
- To reflect the most recent recommendations, most particularly the Continuum of Support at Post-Primary Schools (NEPS).
- To outline our whole school approach to teaching/ learning in relation to pupils with SEN.
- To set out procedures for the enrolment of students with SEN in the school.
- To assist parents in making an informed decision in relation to the enrolment of their child in our school.
- Ensure that students with SEN are educated in an inclusive environment.
- Ensure that all members of staff are aware of the specific needs of students and of the contribution they can make in this area.
- Ensure that SEN is not viewed in isolation, but in the context of the whole school and community.
- Ensure that students with Additional Needs are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way.
- Set high standards for students with Additional Needs and provide them with appropriate guidance, encouraging them to achieve their full potential.
- Develop staff expertise in supporting students with Additional Needs.
- Encourage and foster positive partnerships with parents, in order to achieve appropriate support at home and at school.
- To outline procedures and practices which will be followed in relation to supporting the learning of pupils with Additional Needs.

5. Inclusion

The principal aim of supporting students with additional needs in St Patrick's College is to provide a positive learning environment, which will foster the academic, social and emotional development of students with SEN and to enable each to realise their individual potential. In line with our ethos and official Department of Education and Skills (DES) recommendations, learning support strategies will actively seek to include the diverse range of cultures and abilities of its students in order to become inclusive.

Inclusion For the purposes of this document, the following definition by the NCSE, has been adopted.

Inclusion is defined as a process of: - addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities, and -removing barriers to education through the accommodation and provision of appropriate structures and

arrangements, to enable each learner to achieve the maximum benefit from his/her attendance at school.

Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Educational Needs (NCSE 2010, p.39)

Inclusion should create a framework in which differences among students are accommodated and celebrated. Students who have additional needs, placement in mainstream education provides increased opportunities to improve communication skills and opportunities to interact with peers. It also helps reduce a sense of isolation and negative labelling of individual students. Inclusive Education can benefit everyone in the school community and help prepare them for a future inclusive society.

Through the implementation of our policy, we strive to:

1. Make it easy for students to participate in a curriculum best suited to their ability.
2. Develop positive self-esteem and positive attitude to school and learning.
3. Enable students to monitor their own learning and become independent learners within their own ability.
4. Involve parents in supporting their children's learning.
5. Promote collaboration among teachers in the implementation of whole school policies on Special Educational Needs for these students.
6. Protect and enhance the self-esteem of the learner Ensure that students with SEN are educated in an inclusive environment.

Furthermore, St Patrick's College will endeavour to ensure that the area of SEN is embedded in whole school practices and that all staff realise and develop their own role in supporting the child with SEN no matter where the child is at in terms of the continuum. Ensure that all members of staff are aware of the specific needs of students and of the contribution they can make in this area. Ensure that SEN is not viewed in isolation, but in the context of the whole school and community. Encourage and foster positive partnerships with parents, to achieve appropriate support at home.

6. School Details

Type of school

- Multi-denominational, co-educational school.
- Under the trusteeship of MSL ETB.
- Granted aided and publicly funded.

Management

- Under MSL ETB, as patron of the school.
- St Patrick's College Board of Management.

Organisations

- Parents' Association.
- Student Council.

7. Curricular Provision

The following programmes are offered at Junior Cycle:

- Junior Cycle

The following programmes are offered at Senior Cycle:

- Transition Year
- Leaving Certificate Programme
- Leaving Certificate Vocational Programme

Extra - Curricular Activities

These activities complement the formal curriculum in contributing to the all-round holistic development of students. Such activities offered in the school include Music, Lunchtime clubs, GAA, Soccer, Basketball, Athletics, Coding, Educational Tours and School Trips.

Participation in extra- curricular activities is promoted through intra and inter-school activities which all students are encouraged to participate in.

8. Identification of Students for Support

Students with special educational needs should be recognised as individuals who have strengths that can be nurtured and weaknesses that can be supported. St Patrick's College considers a student as being in need of support teaching if they:

- are recognised as being at the 10th percentile or below on a standardised test in reading and maths.
- Students who were previously in receipt of supplementary teaching from a support teacher and who continue to experience learning difficulties.
- Students who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support (DES 2010). This will be evidenced through school-based assessment of attainment, and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes.

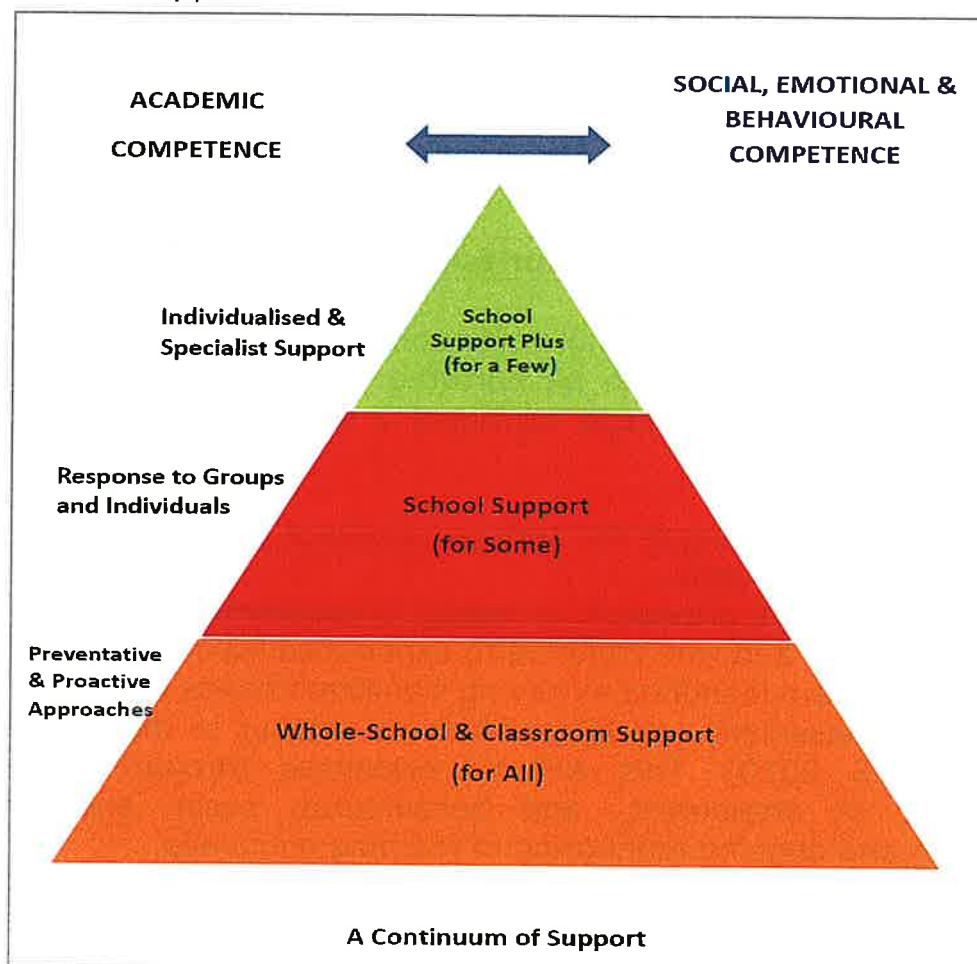
Schools should also take into account needs set out in professional reports where available.

- Students with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties and students who have specific learning difficulties.
- Students with significant Special Educational Needs e.g., students with significant learning, behavioural, emotional, physical and sensory needs. These students need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs.
- Students who have additional literacy or language needs including those students who need additional Language Support (EAL).
- If they have emerging needs identified through the Student Support Team.

9. The Continuum of Support

Continuum of Support

The model of assessment and intervention, as practised in St Patrick's College, is underpinned by recognition that Additional Needs occur along a continuum, from mild to severe and from transient to long term. Our response to the needs of students is organised according to NEPS's Continuum of Support.



10. School Admissions Policy

The identification of SEN is an integral part of the admissions process in St Patrick's College. It ensures that the principles of inclusivity and integration underpin the transition of students with Special Educational Needs to St Patrick's College. Admission is given to students when the Special Education Teaching Supports is allocated by the Department of Education.

St Patrick's College operates an open admissions policy; promoting equality of access, participation and benefit for all in as far as the school can fulfil the needs of an individual student. The Board of Management is committed to ensuring full entitlement and access for pupils with special educational needs to a high-quality education with a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem and self-efficacy.

This is consistent with the provisions of EPSEN 2004, Section 2, which states that "a child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or the degree of those needs of the child is such that to do so would be inconsistent with (a) the best interests of the child in accordance with any assessment carried out under this act or (b) the effective provision of education with whom the child is to be educated"

A copy of the school's admissions policy can be found on the school website www.lackencross.ie or by contacting the front office.

11. Support Arrangements for Students with Additional Needs

The Transition Process from Primary School to St Patrick's College

We seek to identify and assess pupils with learning difficulties as early and thoroughly as is possible and necessary to ensure that we can properly address those needs.

This process begins with a visit by members of staff to all feeder schools. Primary schools are informed of our Open Night which occurs each year. On the Open Night, staff trained in SEN are available to consult with parents/guardians and to advise of the school provision.

Parents/guardians of a student with special needs are advised to present documentation once enrolment is confirmed to ease the transition process. Welcome Days are arranged to allow incoming students experience the school environment at an early stage. SEN Co -Ordinator

visits primary schools to link with SEN personnel and to ease the transition process.

The ability of the school to respond to the educational needs of any student applying for admission is dependent on the Department of Education supplying the appropriate facilities and resources to allow the school to meet that need. It may therefore be necessary for the Board of Management to defer enrolment of a student pending provision of appropriate resources by the NCSE.

The Identification Process

Further to the procedures outlined above and in accordance with Section 14.1(e) of the EPSEN Act 2004, the school shall ensure that 'teachers and other relevant employees of the school are aware of the importance of identifying children and students who have special educational needs.'

In-School Screening and Assessment

Incoming students

Screening/assessment of all incoming 1st Years each year using CAT4/PPAD-E to identify all those at or below the 10th percentile, including those who have previously diagnosed difficulties.

Identify if this group has literacy needs or numeracy needs or both.

Identify those with SLD with/without a language exemption.

To determine the type of intervention necessary and to identify specific needs, individual school-based assessments can be administered to students whose profiles show a discrepancy in their general assessments using DES approved standardised tests.

Arrange for Educational Assessments if necessary.

Screen for RACE applications

Teacher assessment - Where appropriate an application is then made to the NCSE through the local Special Educational Needs Officer (SENO) requesting appropriate resources to support the students identified as having a special educational need.

Access to Learning Support

When data gathering and analysis are complete a proposal of how best to meet the student's needs is put together and shared with relevant staff in accordance with the GDPR guidelines. See Appendix 5.

The SEN timetable is formulated for identified students in accordance with the Continuum of Support.

Referral of students who wish to take up an exemption from languages to the relevant Year head and Guidance Department.

Ensure Resource Teachers and SNAs maintain relevant records.

Planning, Monitoring and Reviewing

The SEN Department and SNAs meet regularly to record and assess progress of their allocated students. Observations by the SNA team are a valuable source of information.

Suggested strategies from educational reports are implemented where feasible and depending on the resources available.

The SEN Co-ordinator attends the Care Team meeting at least once a week to keep all relevant parties updated.

The Continuum of Support model is used by the SEN Department as follows.
(See Diagram Above or Appendix 1)

Stage 1 (Support for All) Teacher and/or parent concerns lead to classroom intervention.

Stage 2 (Support for Some) If targets were not met in Stage 1 then in-house testing will be carried out.

Stage 3 (Support for a Few) Where a student's Special Educational Needs are severe and persistent then intensive support may be required and referral to outside agencies if necessary

The SEN Department liaise with Year Heads regarding academic tracking and progress in general. The November, February and May examination reports are used in this process and are available to parents/guardians on the school's VS Ware system.

All teachers will monitor students' progress through observation and class tests; where concerns arise, the class teacher can liaise with the Year Head, SEN Department or the Guidance Department as appropriate.

Suggested strategies from Educational Psychologist Reports are implemented, where feasible and depending on the resources available.

Learning Support teachers record material covered in one-to-one/group classes and monitor students' progress.

The school facilitates parents/guardians wishing to discuss the needs of their child by appointment with relevant support personnel.

Parents/guardians are recognised as the primary educators and as such play a pivotal role in the support and on-going monitoring of SEN students.

Informing Staff

The Principal, Deputy Principal, Guidance Counsellor, and Learning Support team have access to all assessment results. A copy of CAT/PPAD-E results plus a mini profile of all pupils with a psychological assessment is made available to teachers on a need-to-know basis at the first staff meeting of the year in accordance with the ESPEN Act, 2004.

Staff are also informed through VS ware, emails, and the Learning Support Team on TEAMS.

12. Organisation of Class Groupings and Learning Support

The integration of SEN into the curriculum is based on the Continuum of Support Model. The aim is to be both flexible and responsive to the student's needs.

Support for All

The subject teacher considers how to differentiate the learning programme effectively to accommodate the needs of all students in the class. A Personal Pupil Plan (see Appendix 4) is shared by the SEN Department for identified students with particular Special Educational Needs.

In-class support is assigned on a case-by-case basis whereby a Learning Support teacher comes into the classroom to support the classroom teacher in meeting the full range of needs of the students in the class. Where students

continue to present with significant difficulties, despite whole school interventions such as differentiated teaching.

Support for Some is initiated.

Support for Some Support at this level can take many forms, for example, team-teaching, small group or individualised tuition, behaviour reward and consequence and token systems. A support plan operates for an agreed period and is subject to review and is recorded in a student's file in the SEN office.

Support for a Few

At this level, subject teacher(s), parents and special education teachers, in collaboration with outside agencies, as required, engage in a more detailed and systematic approach to information gathering and assessment. This involves using a broad range of formal and informal assessment and diagnostic tools, including teacher observation, student interview, measures of cognitive ability and social, emotional, behavioural.

SNAs are assigned to provide appropriate care to students in their charge. They engage sensitively with SEN students to ensure that no stigma is attached. The aim is to gradually reduce the support needed so that the SEN student can gain maximum independence.

Reduced Timetable

A small number of students whom it is deemed, after consultation with the NEPS psychologist, parents/guardians and teachers, cannot sustain a full curriculum, have their timetable reduced. In as far as possible, extra learning support or more classes in remaining subjects are provided at the time of the dropped subjects. If however, this is not possible due to inadequate teaching resources, the student must stay in the timetabled classroom and study.

13. Success Criteria Practical indicators of the Success of the Policy

- SEN students are included into all areas of our school environment.
- SEN students are participating to the best of their abilities in class. - SEN students complete suitable assignments and tasks independently.
- Feedback from teaching staff, Special Needs Assistants, parents/guardians, pupils, psychologists and other interested parties, which shows progress in any area.
- Improvement in results of class tests over time.

14. Review

The SEN Department, together with the Year-head and Subject Teachers, evaluates its work by:

1. Class test results.
2. Term tests results.
3. Reviews by individual teachers for each SEN student.
4. Observations by Subject Teachers and Tutors - Consultation with students (to encourage ownership of their learning) and parents/guardians.
5. Personal Pupil Plans and Student Support Files contain the dates / timeframes for targets and reviews.

15. Homework Procedures

Where homework is given, the same procedures as per the Homework Policy apply. Special emphasis is placed on positive feedback.

Homework is recorded in the student's journal; this facilitates communication with parents/guardians and the keeping of class records.

Some students are offered alternative methods of handing in homework i.e. orally, visually, using technology.

16. SEN Timetable

The following timetable will be implemented in as far as possible each year in providing for the needs of SEN students in the school.

September:

- (a) Finalisation of allocation of hours to students and timetables for teachers and students for SEN provision.
- (b) Finalisation of list of students exempt from Irish.
- (c) Allocation of SNA hours.

CAT, PPAD-E, GRT & Maths Competency tests are usually administered by the Principal and Learning Support teacher.

September/October:

Begin the development in detail of IEPs with the teachers allocated to specific students, beginning with low incident pupils. Adjustment of IEPs

based on consultation with parents/guardians and teachers. Gathering of information for the IEP.

November:

- (a) Identification of pupils requiring psychological assessment following consultation with teachers, parents/guardians and management.
- (b) Application to Reasonable Accommodation State Examinations Sector for SEN students for Junior Cycle.

Application to Reasonable Accommodation State Examinations Sector for SEN student's examinations needs for Leaving Certificate for the following year.

17. Reasonable Accommodations - RACE

RACE is the system of accommodating students with extra needs when sitting State Exams. It stands for Reasonable Accommodations in State Exams and applications for RACE primarily take place in 3rd year.

Tests for these accommodations can be no more than one year old, meaning the school must retest students accordingly. Therefore, it is important to note that any recommendations for RACE made in previously conducted psychological assessments, may not be applicable by the time the student is in their 3rd year of secondary education.

Furthermore, for some accommodations the school must perform additional testing in adherence with the State Exams Commission's guidelines.

Testing for RACE in the spring of 2nd Year

Students who meet the criteria for any accommodations will be informed and their parents/guardians consulted. Once a decision is made the forms are complete and sent to the State Exams Commission. Once the school hears back from the Commission (usually in April of the following year), both the students and Parents/Guardians are informed.

Applications in Senior Cycle

Accommodations are reactivated for student's Leaving Cert Exam. However, the school must satisfy themselves that re-activation is necessary, so further testing maybe required. The SEC also advises that RACE applications in 6th yr should be made on the basis that the student has utilised the provision before in school in-house exams, as applying for accommodations that the student has never used before may potentially affect that student's ability to perform well in an exam.

January:

Review of students' progress based on Christmas exams.

February:

Application for continual additional teaching and/or SNA support for the next year to SENO. NCSE forms.

March:

Application for new teaching support /SNA hours. NCSE forms to be processed after assessments have been received from incoming students.

As per guidelines from the Department of Education

(a) Consultation with Principal and Deputy Principal following the finalisation of the allocation of hours by the SENO for the coming year.

(b) visits to Primary schools in the locality

Use of Separate Centres during House Exams

The school recognises a need for students with literacy, sensory, behavioural, physical and other difficulties to be catered for as much as practicable during the school's in-house exams.

To this end separate centres are provided during the 3 periods on in-house exams (November, February and May). Decisions regarding who is offered a place in these centres is made by the Learning Support Department in conjunction with the principal. Only those who are offered a place are likely to be granted accommodations in the State Exams.

EAL Students

Students with English language needs are catered for through the school's general allocation of hours and temporary EAL hours granted by the Dept. Upon arrival their general level of English is tested with subsequent planning formed on their level of need.

Assessment

- Post Primary Assessment Kit
- Cambridge English

The table below outlines the equivalent levels using the Post Primary Assessment Kit Post

| | |
|---------|---|
| Level 0 | Absence of any English language proficiency |
| Level 1 | Can understand and use basic words and places in a social and school context |
| Level 2 | Can understand, read and write simple English and can speak English sufficiently well to exchange information |
| Level 3 | Can function well enough in English to be fully integrated into mainstream classroom |

18. Irish Exemptions

Receiving an exemption from the study of Irish is a serious decision and one that is highly regulated by the Department of Education as outlined in circular 0055 / 2022.

To be granted an exemption from the study of Irish is a process that takes time. Test results need to be interpreted, information needs to be gathered, plans need to be put in place and reviewed, and every opportunity needs to be given to the student to succeed in the subject.

Having a recommendation of an exemption by a psychologist slash psychiatrist etcetera is not enough in its own right to be granted an exemption, as outlined in the previously mentioned circular. It is incumbent on the school to ensure the process applied is in line with the Department of Education circular, without exception.

Please be aware that decisions regarding accessing resource hours, in lieu of Irish instruction time, as a separate decision completely and being granted an exemption does not automatically qualify a student for resource support.

Students who can get an exemption from the study of Irish include;

1. Students whose education was not entirely undertaken in Ireland specifically.
2. Students who are enrolling after completing a full course of primary education outside the state, and who did not have the opportunity to study Irish.
3. Students aged 12 or over who whose education was received outside the state for at least three consecutive years, and they did not have the opportunity to study Irish.

Students who meet all the following conditions can also get an exemption.

1. Students who have significant literacy difficulties that persist after having access to a differentiated approach to language and literacy over

time. Students should be given every opportunity to achieve in the subject with support before an exemption is considered.

2. Students with a standardized score at or below the 10th percentile in word reading, reading comprehension or spelling, and you have consistently achieved these scores at key points of review.

3. Students with multiple and persistent needs.

Students who meet all the following conditions may get an exemption

1. Having a high level of significant, multiple, and persistent needs that affect their learning and participation in school life.

2. Whose school has substantial written evidence that the needs persist despite a student support plan which has been implemented for at least two years.

Students must have been given every reasonable opportunity to learn Irish and mainstream classes.

What are multiple and persistent needs?

Multiple and persistent needs are enduring and severe in nature and significantly impact the students' daily functioning at school.

19. Roles and Responsibilities

Role of the Board of Management

- To ensure that a policy is in place and that it is reviewed every three years or whenever it is deemed necessary by the Board.
- To consider recommendations for improvement where appropriate.
- To ensure that the school meets its requirements in relation to inclusion under the Education Act (1998) & the EPSEN Act (2004).
- To ensure that the school has an up-to-date SEN policy in place, monitor the implementation of that policy and ensure its evaluation and regular review.
- To ensure that a broad, balanced and differentiated curriculum is provided to ensure that students learn the skills necessary to participate in society.
- To ensure that parents are consulted regarding and invited to participate in the making of all significant decisions concerning their child's education

- To promote inclusion by ensuring that an awareness of SEN is instilled in all the school community.

Role of Principal

- Assumes overall responsibility for the development and implementation of the school's policies on Special Needs and Learning Support.
- To sanction exemptions from certain subjects as requested.
- To ensure adequate timetabling of hours for learning support, resource and non-national support.
- To allocate time for staff to reflect, review and plan curricular arrangements, for planning of individual programmes (IEPs), for consulting with support personnel and other professionals regarding the needs, progress, and review of individual students. The principal shall provide adequate time for review of policy by SEN teachers as required.
- To facilitate the in-service training in special needs for staff.
- To allocate time on SEN co-ordinator's timetable to facilitate the IEP process.
- To promote a whole school approach to Special Educational Needs, make all staff aware of their responsibilities in this area and to facilitate appropriate staff development in this area.
- To ensure that procedures exist for consultation with primary schools regarding the enrolment of students with SEN.
- To provide leadership in developing relevant whole school policies: enrolment/ assessment/ inclusion.
- To manage the implementation of policies and practices.
- To provide strategic support for evidence-based interventions.
- To direct the work of the SNAs.
- To ensure compliance with statutory requirements.

Role of SENO

The SENO's role involves working with the Principal and the Board of Management to determine the strategic development of the policy. Other responsibilities include

- Coordinating the provision for pupils with SEN.
- Liaising with and giving advice to teachers.
- Coordinating SNA provision.
- Meeting with parents/guardians if necessary.
- Contributing to in-service.

- Linking with external agencies to raise awareness of students in the school.

Role of Special Education Needs Coordinator

- Assume an overall responsibility for co-ordinating the school's provision for the inclusion of students with special educational needs.
- Take a leading role in planning, implementing and review of individual education plans for students with special educational needs when the relevant provisions of the Education for Persons with Special Educational Needs Act (2004) are implemented. Assist in programme planning for individual students with special educational needs and, as appropriate, provide advice to teacher colleagues on curriculum, teaching and learning strategies, textbooks, and other teaching and learning resources.
- Liaise with others, within and outside the school, to ensure that appropriate curricular programmes are available for students with special educational needs and in this regard to research new programmes and options that may need to be added to the school's range of curricular provision.
- Consult and collaborate with programme co-ordinators in relation to students with special educational needs and provide advice to teacher colleagues, as appropriate.
- Facilitate the making of applications for reasonable accommodations in certificate examinations (RACE) for students with special educational needs and in-school arrangements for providing the appropriate accommodations for these students in school and State Examinations.
- Liaise with support personnel and external professionals and agencies, including the coordination of applications to the Department of Education and Science, NCSE, NEPS, SESS, HSE (Appendix 3) and other education and health agencies, as appropriate, for resources and support services for students with special educational needs.
- Facilitate the arrangement of psychological or other assessment, as appropriate, of students who have special educational needs or students who are suspected of having special educational needs.
- Manage a tracking system for all students with special educational needs who are receiving additional special education support and maintain records of progress relating to these students.
- The management of an official school file on each student with special educational needs and the filing and storage of confidential reports.

- Works with the Principal in the allocation of students to classes and the allocation of students to individual Learning Support teachers.
- Work with SNA in relation to timetabling, record keeping and support for individual students.

Role of Special Education Teachers

- Teach individual and small groups of students requiring learning support.
- Write an IEP for each student receiving learning support.
- Offer advice to subject teachers and other departments on employing differentiated teaching methods and resources in their subject teaching.
- Liaise with certain professionals when requested by management.
- Various numeracy/literacy initiatives.

Role of Subject Teachers

Section 22 (1) of the Education Act 1998 states the primacy of the teacher in the education and personal development of students in schools. The classroom teacher is responsible for educating all students in his/her class, including any student with a special educational need. The class teacher has primary responsibility for the progress and care of all students in his/her classroom, including students with special educational needs.

It is the responsibility of the teacher to ensure that each student is taught in a stimulating and supportive classroom environment where all students feel equal and valued. The class teacher may gather information through formal and informal means, with a view to informing interventions. The classroom teacher also has a significant role in identifying and responding to students with additional needs, including differentiating the curriculum as appropriate. These responses will be informed and assisted by collaboration with colleagues, parents/guardians and others such as the school's NEPS psychologist.

The classroom teacher will also make specific accommodations for students within the class because of concerns about a student's progress, application, communication, behaviour or interaction with peers and the development of a programme of differentiated instruction for that student.

To implement the Special Needs Policy by considering the needs and learning styles of all their students and to employ suitable teaching methods so that all students can access the curriculum at an appropriate level.

To take steps to inform themselves of the special needs of any student in their class and to bring any concerns regarding such a student to the relevant personnel.

Parental/Guardian Involvement

- The school believes that effectiveness of any assessment or intervention will be influenced by the involvement and interest of the child and his/her parents/guardians. Both the parents/guardians and the students have important and relevant information to offer.
- On Open Night, information on special needs provision in the school is passed on to parents/guardians. Information booklets make parents/guardians aware of the special concessions and accommodations available for students in State Examinations.
- Parents/guardians are invited to contact the SEN Department during the year in addition to meeting the Learning Support teachers at Parent/Teacher Meetings.
- Parents/guardians will be contacted if a student is to be referred for assessment and afterwards to discuss the outcome of the assessment, the development of an IEP and the review of the IEP.
- Parents/guardians are expected to support the work of the school with the student and to ensure the correct use and maintenance of any aids or equipment that are provided for the student.
- Parents/guardians are always contacted if support staff are concerned for the welfare of the student.

Student Involvement

- To contribute to the drawing up of learning programmes and the setting of learning targets for themselves.
- To contribute to the selection of texts and other materials that may help to reach these targets.
- To contribute to the review of learning programmes.
- To co-operate with the agreed programme and its evaluation by participation in appropriate tests and assessments.

Role of Special Needs Assistants

Special Needs Assistants are recruited specifically to assist schools in providing the necessary non-teaching services to pupils with assessed educational needs. Their duties are assigned by the principal acting on behalf of the Board of Management. Their work is supervised either by the principal or another teacher as determined by the principal. Those duties include tasks of a non-teaching nature

(see the St Patrick's College SNA Policy available at www.lackencross.ie and appendix 2)

Role of Guidance Councillor

- To liaise on an ongoing basis with the other members of the Special Needs 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/guardians, referral services etc. with an awareness of the special educational needs of students.
- To work together with Special Needs 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 and to assist students in assessing these supports.

Role of NEPS

The National Psychological Service supports the personal, social and educational development of all children through the application of psychological theory and practice in education.

Role of the Student Support Team

The Support Team is representative of all the groups caring for pupils in the school. It includes Senior Management, Guidance Councillor, HSLO, SEN Co- Ordinator. The team meets weekly to discuss pupils and their needs. It is an important support for SEN pupils.

20. Communication

SET

- The SEN coordinator meets on a weekly basis as part of the student support team.
- Members of the SET can meet mainstream teachers formally or informally. There may be formal meetings at the beginning of the year between the mainstream teachers and SET with regards to incoming first year students with Additional Needs.
- The SET aims to communicate with each other as much as possible through email using the school system.

Mainstream Teachers

- At the beginning of each school year, the SEN Coordinator updates the SEN register. This is shared with staff which contains hyperlinks to the student support files.

- SEN is on the agenda at every staff meeting.
- Teachers are kept up to date with regards to all students with Additional Needs through email detailing relevant student information.
- Information is also communicated via the year head and student support structures such as the Student Support Team.
- The subject teacher is expected to complete a record of interventions that work for the student, assessment of course work, homework, behaviour and attendance. Completion and storage of these forms is the responsibility of each subject department and are passed on if necessary.
- Each student with a Special Educational Need has an indicator on VS Ware on our management system.

Parents

Communication with parents is achieved in the following manner:

- School Open Evening
- Parent-Teacher Meetings
- Letters to the parents
- Student Journal
- Communication books/ Shared online document
- Telephone Calls/ Messages/ School App
- Email
- Meetings involving external agencies
- Meetings with the SEN Coordinator and Principal/Guidance Counsellor/Year Head where relevant.

21. Procedures in the Event of Remote Learning

The need for pupils with special educational needs (SEN) to have regular, ongoing schooling is particularly important. While all pupils need to be supported to maintain their engagement in learning, those with SEN are among those who need most support at this time. In response to this St Patrick's College will implement a range of strategies and measures to ensure that the needs of pupils with SEN are catered for. These include:

- The continuation of online classes as per the students' timetable to include 1:1 class.
- The facilitation of an SNA in every class.
- Online Meets each morning during first class with their SNA 1:1 or in a small group setting to help with organisation/motivation/homework etc.
- Meetings with SEN coordinator.
- Online group activity sessions to aid socialisation.

- Regular SNA contact with home via phone call or email
- Weekly evaluation reports from SNAs to SEN Department.

22. Links with Outside Agencies and Services

The EPSEN Act (2004) assures interlinking provision between the National Council for Special Education Needs (NCSE), The National Education Welfare Board (NEWB), and the Health Executive and school.

In accordance with this act, the school will work with the local SENO, the local NEPS psychologist, the local resource teachers for Travellers, the Blind and the Hearing impaired, psychologists, or psychiatrists from the social welfare Department and the Health Executive and any other relevant professionals in providing an integrated response to the needs of any student.

It will be customary to hold case meetings with relevant professionals with the permission and knowledge of the student's parents/guardians (and their attendance) to determine the best approach and provision for the students in question. The arrangements for such meetings will, at present, be co-ordinated by the Student Support Team and permission sought from the parents/guardians in advance.

Notes from such meetings will be recorded and maintained in the student's file.

23. Declaration

This St Patrick's College Policy was formed following consultation with all staff, members of the Board of Management, Parents and the Student Council. It is recommended that this policy be reviewed every three years or whenever it is deemed necessary by School Management. It was adopted by the Board of Management of St Patrick's College on:

Signed: D'Allexander Date: 11/02/26

Chairperson of the Board of Management

Signed: Brian J P Date: 11/02/26
Board Secretary & School Principal

Appendix 1

Provision Mapping based on Continuum and Disability

| Area of Need | Support for All where appropriate | Support for Some | Support for Few |
|----------------------------|--|--|---|
| <i>Physical Disability</i> | Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips Medical support /advice Accessible building | Keyboard skills training Additional fine motor skills practice In class support for supporting access, safety | Individual support in class during appropriate subjects e.g. Science, PE and lunch time Access to PC with switch Advice/ Input from / Physio/OT Use of appropriate resources e.g. radio aids Transition Plan Links with KIDS, NLN, Enable Ireland IEP |
| <i>Hearing Impairment</i> | Flexible teaching arrangements Staff aware of implications of hearing impairment Sound field system fitted (if required) | Keyboard skills training Additional fine motor skills practice In class support for supporting access, safety Literacy and Numeracy support | Individual support in class during appropriate subjects Use of Loop/ sound field system if required RT to pre-teach language/ literacy Advice/ Input from VTHI Use of appropriate resources e.g. radio aids Transition Plan IEP |
| <i>Visual impairment</i> | Flexible teaching arrangements Staff aware of implications of visual impairment Apps on phone to convert text | Keyboard skills training Additional fine motor skills practice In class support for supporting access, safety Literacy and Numeracy support | Individual support in class during Textbooks converted to braille Enlarged papers RT to pre-teach language/ literacy Advice/ Input from NCBI Use of appropriate resources e.g. tactile/ audio Transition Plan IEP |

| | | | |
|--|--|---|---|
| Emotional/ Severe Emotional Disturbance | Whole school behaviour policy Whole school / class rules Whole school/ Class reward and sanctions systems Circle Time | Small group Circle Time Social Skills group training Anger management Senior cycle - Work-related learning In class support for supporting behaviour targets, access, safety Involvement of NEPS/ CAMHS/ Counsellors | Individual counselling Individual support Behaviour Support Plan (BSP) Individual reward system Advice from NEPS Home – school record Peer mentoring (as appropriate) |
| Moderate General Learning disability | Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Visual timetables Illustrated/ ACE dictionaries Use of writing frames Access to ICT Progress Reports | Literacy and numeracy support from RT In class support from RT- co-teaching Multi-sensory spelling practice groups Reduced/ increasingly individualised timetable at both Junior and Senior cycle | Intense literacy/ numeracy support RACE Advice from EP Transition plans IEP |
| Autism/ Autism Spectrum Disorders | Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words Increased visual aids / modelling etc Visual timetables Use of symbols Structured school and class routines Whole staff in-service | In class support with focus on supporting language and communication and organisational skills Communication skills Social stories Social skills group Life Skills support | Advice and input from / SESS Visual Schedule/ organiser IEP Individual counselling Alternative curriculum if required |
| Specific Speech and Language Disorder | Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words Increased visual aids / modelling etc. | In class support with focus on supporting speech and language ICT – Clicker 4, Word Bar. Communication skills | Speech and Language support / advice Visual organiser ICT – Writing with Symbols |

Appendix 2

Role of the Special Needs Assistant

Please refer to the St Patrick's College SNA Policy available at
www.lackencross.ie

Note: This information is an Appendix attached to Circular 07/02 and Circular 30/14, and as such is the most recent clearly defined role of the Special Needs Assistant. Duties are assigned by the Principal Teacher in accordance with circular 10/76: "Duties and responsibilities of Principal Teachers" and sanctioned by the Board of Management. Their work should be supervised either by the Principal or by a class teacher. Those duties involve tasks of a non-teaching nature such as:

1. Preparation and tidying up of the classroom(s) in which the pupil(s) with special needs is/are being taught.
2. Assisting children to board and alight from school buses. Where necessary travel as escort on school buses may be required.
3. Special assistance as necessary for pupils with difficulties e.g. Helping with physically disabled pupils with typing or writing.
4. Assistance with clothing, feeding, toileting and general hygiene.
5. Assisting on out-of-school visits, walks and similar activities.
6. Assisting the teachers in the supervision of pupils with special needs during assembly, recreational and dispersal periods.
7. Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom.
8. General assistance to the class teachers, under the direction of the Principal, with duties of a non-teaching nature. (Special Needs Assistants may not act either as substitute or temporary teachers. In no circumstances may they be left in sole charge of a class).
9. Where a Special Needs Assistant has been appointed to assist a school in catering for a specific pupil, duties should be modified to support the needs of the pupil concerned.
10. This list is not exhaustive, and additional duties may be added as requested by the Principal.

Appendix 3 - Abbreviations

Below is a list of abbreviations used across several St Patrick's College policies and documents.

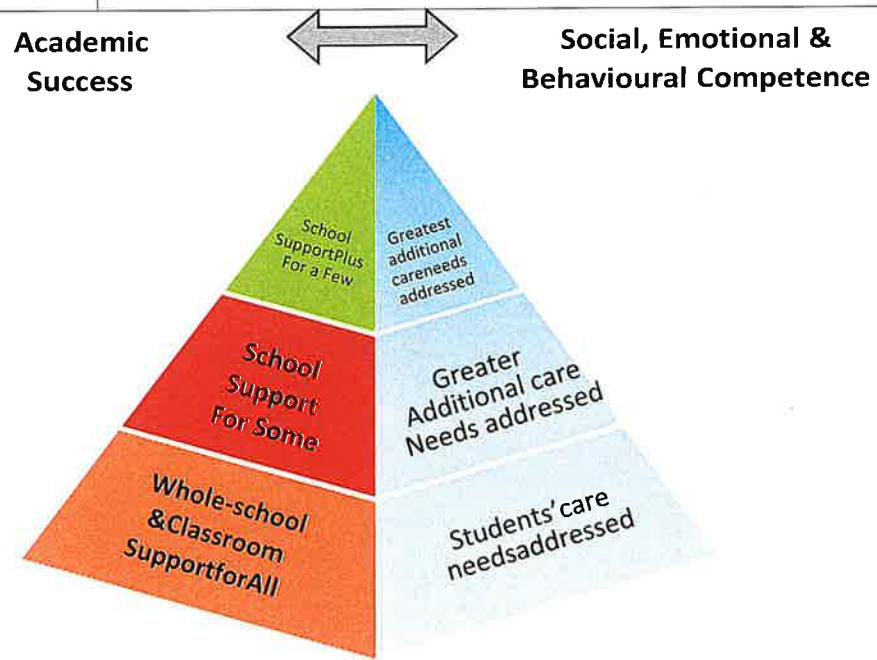
| | |
|-------|--|
| ACE | Autism Centre of Excellence |
| ASC | Autistic Spectrum Condition |
| BOM | Board of Management |
| BSP | Behaviour Support Plan |
| CAMHS | <i>Child and Adolescent Mental Health Services</i> |
| CAT | Cognitive Ability Test |
| CPNS | Child Protection Notification System |
| CSPE | Civic, Social and Political Education |
| DDLP | Deputy Designated Liaison Person |
| DEIS | Delivering Equality of Education in Schools |
| DES | Department of Education and Science |
| DLP | Designated Liaison Person |
| EP | Education Plan |
| EPSEN | Education for Persons with Special Educational Needs |
| ETB | Education and Training Board |
| GRT | Group Reading Test |
| HSCLO | Home School Community Liaison Officer |
| HSE | Health Service Executive |
| ICT | Information and Communication Technology |
| IEP | Individual Education Plan |
| JCSP | Junior Certificate Schools Programme |
| LCVP | Leaving Certificate Vocational Programme |
| LGBT | Lesbian, Gay, Bisexual, Transgender |
| MUGA | Multi Use Games Area |
| NBSS | National Behaviour Support Service |
| NCBI | National Centre for the Blind Ireland |
| NCSE | National Council for Special Education |
| NEPS | National Educational Psychological Service |

| | |
|-------|---|
| NEWB | National Education and Welfare Board |
| NLN | National Learning Network |
| OT | Occupational Therapy |
| PC | Pastoral Care |
| PE | Physical Education |
| RACE | Reasonable Accommodations at Certificate Examinations |
| RE | Religious Education |
| RSE | Relationships and Sexuality Education |
| SCP | School Completion Programme |
| SEN | Special Educational Needs |
| SENO | Special Educational Needs Officer |
| SESS | Special Education Support Service |
| SETS | Special Education Teacher Support |
| SNA | Special Needs Assistant |
| SPHE | Social, Personal and Health Education |
| SSE | School Self Evaluation |
| TUSLA | Child and Family Agency |
| TY | Transition Year |

Appendix 4

St Patrick's College

| STUDENT SUPPORT FILE | |
|-----------------------------|--|
| Name of Student | |
| Date of Birth | |
| School | |
| Date File Opened | |
| Date File Closed | |



A Continuum of Support

Developing a student support plan is the outcome of a problem-solving process, involving school staff, parent(s)/guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Student Support File, Log of Actions

Support Checklist

| Name: | | Age: | Class: |
|---------------|--|--------------|---------------|
| | General Information | Date Checked | Comments |
| 1. | Parents/Guardians Consulted | | |
| 2. | Information from previous school/preschool gathered | | |
| 3. | Hearing | | |
| 4. | Vision | | |
| 5. | Medical Needs | | |
| 6. | Basic Needs Checklist completed | | |
| 7. | Assessment of learning—screening | | |
| 8. | Observation of learning style/approach to learning | | |
| 9. | Observation of behaviour | | |
| 10. | Interview with student | | |
| 11. | Classroom work differentiated? | | |
| 12. | Learning environment adapted? | | |
| 13. | Yard/school environments adapted? | | |
| 14. | Informal or formal consultation/advice with outside professionals? | | |
| 15. | Advice given by special Education teacher or other school staff? | | |
| 15. | Other interventions put in place in school? | | |
| Action needed | | | |
| | | | |

SUPPORT PLAN^{*1}

Classroom Support (Support for ALL)

School Support (Support for SOME)

School Support Plus (Support for a FEW)

To be completed by the teacher(s).

For help, see SEN: A Continuum of Support—Guidelines for Teachers: BESD: A Continuum of Support— Guidelines for Teachers pp.71-74; A Continuum of Support for Post Primary Schools, Resource Pack for Teachers, pp.51,53,54,57.

| | | | |
|--|--|------------|--|
| Student's name | | Age | |
| Lead teacher | | Class/year | |
| Start date of plan | | | |
| Review date of plan | | | |
| Student's strengths and interest | | | |
| Priority concerns | | | |
| Possible reasons for concerns | | | |
| Targets for the student | | | |
| Strategies to help the student achieve the targets | | | |
| Staff involved and resources needed | | | |
| Signature of parent(s)/guardian(s) | | | |
| Signature of class/subject teacher | | | |

¹ A consultation with a NEPS psychologist/other professionals may contribute to this plan.

SUPPORT PLAN CONTINUED: ADDITIONAL CARE SUPPORT TARGETS (where additional care needs are identified) [obj]*

To be completed by the teacher(s) in consultation with parents/guardians and staff supporting the additional care needs of the student. The voice of the student should also be captured as part of this process, as appropriate.

| |
|---|
| Long-Term Care Goals |
| Care Targets (incorporating the voice of the student) |
| Strategies to help the student achieve the care targets |
| Staff, including support staff, involved: |
| Parent/Guardian input |
| Frequency of support |
| Timeline for achievement of targets: |
| Review date |
| Signature of parent(s)/guardian(s) |
| Signature of teacher |

SUPPORT PLAN REVIEW RECORD*

Classroom Support (Support for ALL)

School Support (Support for SOME)

School Support Plus(Support for a FEW)

To be completed by the class/subject(s) teachers when reviewing the Student Support Plan, to inform future targets, in collaboration with parents/guardians, the student and staff supporting the additional care needs of the student.

For help, see SEN: A Continuum of Support—Guidelines for Teachers; BESD: A Continuum of Support— Guidelines for Teachers; A Continuum of Support for Post Primary Schools, Resource pack for Teachers; Student Support Teams in Post Primary Schools.

| | | | |
|--|--|--------------------------|--|
| Student's name | Class/year | | |
| Names of those present at review | Date of Review | | |
| What areas of the plan have been most successful and why? | | | |
| Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them? | | | |
| Have the student's needs changed since the start of the plan, and if so, how? | | | |
| Recommended future actions—what, how, who, when? | | | |
| Any comments from the student? | | | |
| Any comments from the parent(s)/guardian(s)? | | | |
| Signature of parent(s)/guardian(s) | | | |
| Signature of teacher(s) | | | |
| Outcome of review | | | |
| <input type="checkbox"/> | Revert to previous level of support— Support for All/Support for Some/Support for few | <input type="checkbox"/> | Progress to next level of support— Support for all/Support for some/Support for a Few |
| <input type="checkbox"/> | Continue at Current Level of Support | <input type="checkbox"/> | Request consultation with other professionals |

* A consultation with a NEPS psychologist/other professionals may contribute to this review

SUPPORT PLAN REVIEW RECORD CONTINUED: FOR ADDITIONAL CARE SUPPORT TARGETS (where identified) *

To be completed by the class/subject(s) when reviewing the Student Support Plan, to inform future targets, in collaboration with parents/guardians, the student and staff supporting the additional care needs of the student.

What care targets have been most successful and why?

Since the start of the Support Plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?

Have the student's additional care needs changed since the start of the plan, and if so how?

Feedback from the student re: his/her progress

Comments from the parent(s)/guardian(s):

Recommended future actions—what, how, who, when?

| | |
|------------------------------------|--|
| Signature of parent(s)/guardian(s) | |
| Signature of teacher(s) | |

Outcome of review

| | | | |
|--------------------------|--|--------------------------|--|
| <input type="checkbox"/> | Revert to previous level of support—Support for All/Support for Some/Support for few | <input type="checkbox"/> | Progress to next level of support—Support for all/Support for some/Support for a Few |
| <input type="checkbox"/> | Continue at Current Level of Support | <input type="checkbox"/> | Request consultation with other professionals |

* A consultation with a NEPS psychologist/other professionals may contribute to this review

Appendix 5

<https://www.gov.ie/en/department-of-education/publications/child-protection-procedures-for-primary-and-post-primary-schools-revised-2023>