

A:

Scoil Phobail Bheara

Whole School Inclusion Policy

Contents

Mission Statement.....	3
Categories of SEN*.....	3
Legal Framework	4
Rationale	5
Aims of the Policy	5
Definitions	5
Change in allocating special teaching supports	6
The Main Features Of The Revised Model For Allocating Special Education Teaching Supports.....	6
Implementation of the Revised Allocation Model	7
Identifying Students with Additional Needs	7
A Three-Step Process to Support SEN Students:	9
Step 1: Identification of Need	9
Step 2 - Meeting Needs	10
1. Classroom Support:	11
2. School Support:	12
3. School Support Plus:.....	13
Step 3 - Monitor and Recording Outcomes	14
SEN Team	14
Roles and Responsibilities	14
<i>Board of Management:</i>	14
Principal:	14
SEN Co-ordinator:	15
Subject Teacher:.....	16
Differentiation.....	17
Special Education Teacher (SET)	17
Guidance Counsellor	18
Year Head.....	18
<i>Special Needs Assistants:</i>	18
Parents/Guardians:.....	19

Students:.....	19
Exceptionally Able and Dual Able Students	19
Identification of Exceptionally Able/ Dual Able Students including Gifted/ Talented Students.....	20
Implications for Teaching and Learning.....	20
Provision for Exceptionally Able and Dual Able Students	20
Reasonable Accommodations for State Examinations (RACE) and In House Examinations	21
Exemptions from Irish	21
Transitions.....	22
Record-Keeping.....	22
Implementation and Review	23
Appendix 1: External Agencies Working With Our School	24

Mission Statement

We in Scoil Phobail Bheara have a vision of the type of school we would like. It is a school guided by Christian values where students are happy and where everyone is treated with courtesy and respect. Our school encourages supports and challenges all students to reach their full potential. While parents are the primary educators of their students, our staff members, who act in loco parents, are our most valuable resource and every effort is made to ensure that we have a dedicated and committed staff and good student-staff relationship. Our school is an integral part of our local community and in addition to providing the best possible education for our young people and preparing them for later life, our school serves as a resource for and enriches our community. We do everything possible to assist our students to take responsibility for themselves and their actions and we help them to appreciate and care for the world in which we live.

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

The importance of the individual student is inherent within the mission statement of Scoil Phobail aheara . It is therefore the policy of Scoil Phobail Bheara to identify and to endeavour to provide for those students who have special education needs.

Categories of SEN*

*SEN can also be referred to as AEN (Additional Educational Needs)

- Physical disability
- Hearing impairment
- Visual Impairment
- Emotional Disturbance and/ or Behaviour Problems
- Moderate General Learning Disability
- Severe or Profound General Learning Disability
- Autism / Autistic Spectrum Disorder
- Specific Learning Disability

- Students with special educational needs arising from an assessed syndrome
- Developmental Language Disorder
- Multiple Disabilities (Students assessed with multiple disabilities meet the criteria for two or more of the disabilities described above)

Within our student population there are also students presenting who may be Exceptionally Able or Dual Able.

Legal Framework

Scoil Phobail Bheara sets out to provide education for all its students, with reference to legislation regarding students with additional education needs as listed below:

- The Education Act (1998)
- The Equal Status Act (2000)
- The Equality Act (2004)
- The Education Welfare Act (2000)
- The Data Protection Acts (1988, 1998 and 2003)
- The Education for Persons with Special Educational Needs (EPSEN) Act (2004)
- Circular No: 0014/2017: Special Education Teaching Allocation

Supporting Publications:

The following publications were consulted in writing this policy:

- Special Educational Needs: A Continuum of Support - Guidelines for Teachers (DES, 2007)
- Inclusion of Students with Special Educational Needs: Post-Primary Guidelines (DES, 2007)
- Guidelines For Post Primary Schools : Supporting Students with Special Educational Needs in Mainstream Schools (DES, 2017)

Rationale

The purpose of this policy is to:

- Provide practical guidance to staff, parents and other interested parties about our SEN procedures and practices.
- Outline the framework for addressing additional needs in our school.
- Comply **with** legislation (Education Act 1998, Equal Status Act, 2000).
- Fulfil DES circular 0013/17 -Circular to the Management Authorities of all Mainstream Primary Schools; Special Education Teaching Allocation.

Aims of the Policy

This policy aims to outline our procedures and practices of how we:

- Identify additional needs that our students may have
- Allocate resources to effectively meet the needs of students with additional needs
- Divide the roles and responsibilities among our school community in relation to students with additional needs
- Track, monitor, review and report on the progress of students with additional needs
- Communicate information between the SEN team, principal, staff and parents/guardians

Definitions

Special Educational Needs

In the Education for Persons with Special Educational Needs Act (2004) the term "special educational needs" is defined 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..." <http://www.oireachtas.ie/documents/bills28/acts/2004/A3004.pdf>

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 Students with Special Educational Needs http://www.ncse.ie/uploads/1/NCSE_Inclusion.pdf

Change in allocating special teaching supports

The National Council for Special Education (NCSE) Report *Delivery for Pupils with Special Educational Needs* (NCSE 2014), highlighted a number of shortcomings associated with the system for allocating special education teaching resources to schools. On this basis, the NCSE recommended a revised allocation model. Following successful piloting in forty-seven primary and post-primary schools during the 2015-2016 school year, the Department decided to introduce a revised allocation model for all mainstream schools with effect from September 2017.

Special Education Circular 0013/2017 provides full details on the revised Special Education Teaching Allocation.

The Main Features Of The Revised Model For Allocating Special Education Teaching Supports

Under the revised model, the Department provides special education teaching supports directly to schools based on their educational profiles (including a baseline component). A key principle underpinning this revised model is that all students, irrespective of special educational needs, are welcomed and enabled to enrol in their local schools. In addition, a fundamental objective is that special education teaching resources are utilised in the optimum manner to improve learning experiences and educational outcomes for students with special educational needs.

Implementation of the Revised Allocation Model

The following principles are used by Scoil Phobail Bheara to guide the implementation of the revised model for allocating special education teaching supports. They form a whole-school approach to provision for students with special educational needs in our school. (*DES Guidelines for Post-Primary Schools: Supporting Students with SEN in Mainstream Schools, P. 5*)

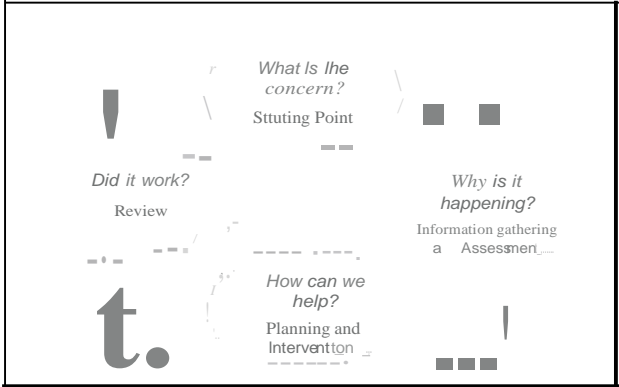
- Resources provided to support SEN students will be used to facilitate the development of a truly inclusive school
- Supports provided to SEN students will be based on identified needs and be informed by regular reviews of progress (in consultation with teachers, parents and students) as outlined in the Continuum of Support Guidelines
- The subject teacher has primary responsibility for the progress and care of all students in the classroom, including SEN students
- SET supports provided to the school will be used solely for the support of SEN students, including those for whom English is an Additional Language (EAL)
- Students with the greatest level of need will have access to the greatest level of support, and wherever possible, those students will be supported by teachers with relevant expertise who can provide continuity of support
- The school will establish and maintain a core team of teachers to meet the needs of SEN students. All members will have the necessary experience and access to Continuing Professional Development (CPD) to support the diverse needs of SEN students

Identifying Students with Additional Needs

Continuum of Support

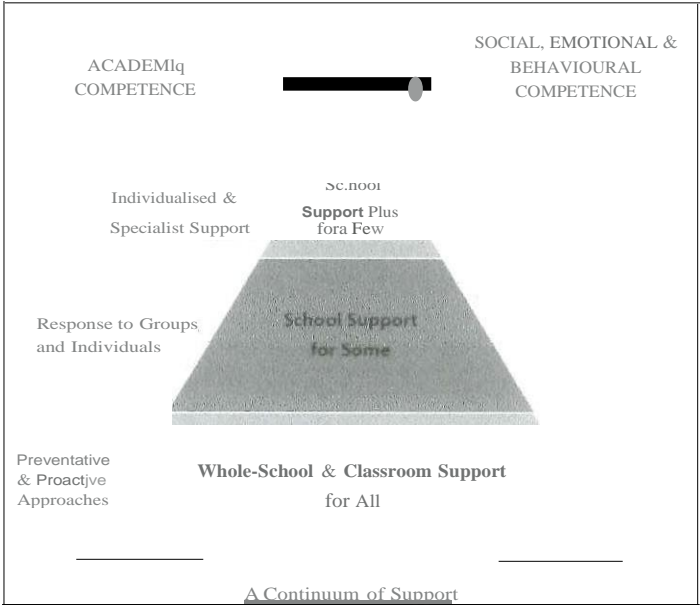
In Scoil Phobail Bheara we use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it 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, and are informed by careful monitoring of progress. The Continuum of Support is a problem-solving model of assessment and intervention that enables the gathering and analysis of data, as well as to plan and review the progress of individual pupils. This problem-solving process is illustrated as follows:



Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify students educational needs, to include academic, social and emotional needs, as well as needs associated with physical, - sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way.

The Continuum of Support suggests the following levels of support:



Stage 1 : Classroom Support

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for students who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other students in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The subject teacher and parent(s)/guardian(s) discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by subject teachers to support emerging needs. Actions may include :

- Specific classroom strategies
- Individualised teaching methodologies
- Differentiation

Stage 2 : School Support

In some cases, interventions at classroom support level are not enough to fully meet the student's special educational needs. School Support may, therefore, be required. The subject teacher needs to involve the Special Education Teacher Team (SET Team) in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan.

Stage 3 : School Support Plus

If a student's special educational needs are severe and/or persistent, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will continue to be an important element of his/her Student Support File.

A Three-Step Process to Support SEN Students:

Step 1: Identification of Need

Prior to school entry:

- Enrolment Form: Opportunity for parents to inform us of SEN

- Transition meetings with feeder primary schools
- **CAT4 Test**
- First Year Information Evening : Conversations with parents
- Education Passport
- Assessment Reports from external agencies given to us by parents
- A Special Educational Needs Summary Form (Shared by the primary school in the sharing of information for students with identified learning needs)

Upon school entry:

- Formal Assessment: New Group Reading Test (NGRT) and Access Maths Test
- Weschler Individual Attainment Test (WIAT III) (when deemed appropriate)
- Teacher observations
- Care Team observations: Weekly meeting of Principal, Deputy Principal, SEN Co-Ordinator, Guidance Counsellor, Chaplain, Year Heads

Step 2- Meeting Needs

(Special Educational Needs, A Continuum of Support, p.5-35)

Creation of Student Support Files:

- When SEN students are identified through the process outlined above a Student Support File will be created for each of those students in response to their individual needs. Student Support Files will be created through a collaborative process involving the SET Team, Subject Teachers, parents, the student and sometimes external professionals.
- The Student Support File will allow the SET Team and Subject Teachers to document progress over time and it will assist us in providing an appropriate level of support to students in line with their level of need.
- Following a period of intervention and review of progress, a decision will be made regarding the appropriate level of support required by the student. This may result in a decision to discontinue support, to continue the same level of support, or to move to a higher or lower level of support.
- Each student's Support File will be made electronically available so that all teachers will have access to relevant information subject to the Data Protection Act 2018.

- Student Support Plans will set out agreed targets, strategies and a time-frame for review. This will help teachers to differentiate their subject teaching to meet the needs of their students and to set specific targets related to their subject areas.
- Milder, transient needs **will** be met through classroom based support by the subject teacher i.e. differentiation
- Individualised support will be provided for students with more complex and/or enduring needs *{DES Guidelines for Post-Primary Schools: Supporting Students with SEN in Mainstream Schools1 p.11 -12}*

1. Classroom Support:

Classroom support will be the most common response to emerging needs. The subject teacher, the student and the parents will discuss the nature of the problem and consider strategies which may be effective.

The Review Process:

- A review of Classroom Support actions may involve the subject teacher, parents and student. This should focus on progress made by the student.
- The outcome may be that the student continues to have a Classroom Support Plan, no longer requires a Classroom Support Plan or School Support will be initiated.

Roles and Responsibilities:

The Subject Teacher:

- Contacts or meets with parents regarding initiation of Classroom Support process
- Seeks advice from the SEN Team
- Maintains a record of relevant information which will be used should more detailed problem solving be required at School Support level.

The SEN Team:

- Provide advice and resources to subject teacher to assist in the assessment process and development of Classroom Support Plan for the student.
- May suggest home based interventions which may be used.

Other Professionals:

- Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists and other professionals may be indirectly involved, offering consultation or advice via the SEN Team.

2. School Support:

- Where classroom support is not enough to fully meet the student's needs the subject teacher will involve the SEN Team in the problem solving process
- Information will be gathered through formal and informal assessment and a School Support Plan will be created

Information Gathering and Assessment:

- Information gathering will inform the development of a new Support Plan and will be gathered from the following sources:
 - o Classroom Support Plan
 - o Formal Assessment
 - o Observation of learning style/behaviour
 - o Parents
 - o Pupil
 - o External Professionals

Planning and Intervention:

- A School Support plan will be created which will set out the nature of the student's learning difficulties, define specific learning and behavioural targets and set a timescale for review
- The plan will for the most part be implemented within the normal classroom setting and complimented by focused school based intervention programs such as Team Teaching or Small Group Teaching. Home based actions in support of the plan will be encouraged
- The School Support process is co-ordinated by the SEN Team

The Review Process:

- The review process will focus on student progress and be informed by the views of the parents, the student, the teachers and the SEN Team
- The outcome may be that the student continues to have a School Support Plan, intervention reverts to Classroom Support or School Support Plus will be initiated

Roles and Responsibilities:

The Subject Teacher:

- Consults with the SEN Team and remains responsible for working with the student in the classroom

The SEN Team:

- Consult with teachers, the student and his/her parents in creation of School Support Plan
- Seek advice from external professionals

- Make School Support Plan available to all teachers
- Provide additional support for the student through Team Teaching/Small Group sessions
- Co-ordinate the review of the School Support Plan
- Maintain a record of relevant information

Other Professional:s

- Provide advice to SEN Team

3. School Support Plus:

- This process will be initiated if, in reviewing the School Support Plan it is agreed that the student is not making adequate progress.
- If a student's needs are severe and/or persistent the SEN Team will liaise with the student, the parents, the Subject Teachers and personnel outside the school in the assessment and intervention process.
- The information from Classroom Support and School Support will provide the starting point for problem solving at this level.
- A School Support Plus Plan will be drawn up based on the information gathered

The Review Process:

- The SEN Team will carry out a review in collaboration with the parents, the student, teachers and external professionals to measure progress
- The outcome will be the continuation or discontinuation of School Support Plus

Roles and Responsibilities:

The Subject Teacher

- Contributes to assessment and planning and remains responsible for the student in the classroom
- Provides classroom supports

The SEN Team

- Review the outcomes of interventions in the Classroom and School Support Plans
- Co-ordinate the assessment of the student's learning/social/emotional difficulties
- Co-ordinate development of School Support Plus Plan in collaboration with the student, parents, teachers, SEN Team external professionals
- Provide additional support for the student through Team Teaching/Small Group/1:1 sessions
- Monitor and support interventions

- Review School Support Plus Plan in collaboration with the student, parents, teachers, SEN Team external professionals

Step 3 - Monitor and Recording Outcomes

- Students' progress in relation to achieving their targets will be regularly and carefully monitored through the Classroom Support, School Support and School Support Plus process outlined above.
- This will be done through formal and informal assessment and observation and reports from Subject Teachers, year heads, parents and students.
- The student support file is the most useful tool for supporting and recording the process.

SEN Team

The SEN Team comprises of the school Principal, the Deputy Principal, the SEN Co-Ordinator, The Guidance Counsellor, Special Education Teacher Team and the Special Needs Assistants {SNAs). The SEN Co-Ordinator is responsible for managing, organising and monitoring the provision of support for SEN students under the direction of the Principal.

Roles and Responsibilities

Board of Management :

The BOM oversees the development, implementation and review of school policy on SEN. They also by liaising with the principal ensure that adequate classroom accommodation and effective teaching resources are provided.

Principal:

The new allocation model states the principal's leadership role is central and includes the following; The school principal should

- Be responsible for the development, implementation and monitoring of the Whole School Inclusion Policy on an on-going basis.

- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, students and external professionals/agencies
- Ensure that effective systems are implemented to identify students' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of students with special/ additional educational needs, and ensure that all school staff (subject teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area
- Assign responsibility for coordinating additional support to an identified teacher (i.e. SEN Co-Ordinator)
- Communicate with the SENO (Special Education Needs Organiser)
- Oversee a whole school assessment and screening programme
- Allocate time within the school timetable for the SET team to plan and consult with teachers and parents
- Inform staff about external agencies and provide information on continuing professional development in the area of SET
- Meet with parents regarding any concerns about their child and update them regarding their progress

SEN Co-ordinator:

SEN Co-ordinator should:

- Communicate with the principal in relation to SEN matters on an on-going basis
- Liaise with external agencies about the provision for students with additional needs
- Liaise with the NEPS psychologist, the SET team and class teachers to prioritise students for psychological assessments (NEPS)
- Liaise with subject teachers to identify, support and monitor students with additional needs
- Co-ordinate regular SET team planning meetings to ensure effective communication and support for students with additional needs
- Collaborate with the SET team in creating timetables for additional support

- Meet with parents regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their progress
- Co-ordinate the whole-school standardised testing at each class level
- Co-ordinate the screening of students for additional support, using the results of standardised tests
- Select students for external diagnostic assessment, where parental permission has been sought and granted
- Maintain lists of students who are receiving additional support
- Facilitate the transition of SEN students from primary schools
- Check and organise the certification of exemption from Irish for SEN students when necessary
- Arrange for the purchase of appropriate ICT for SEN students availing of the DES Grant for Assistive Technology
- Complete forms for the NCSE (School Transport, SNA Access etc) and other agencies with the support of the principal

Subject Teacher:

Subject teachers have primary responsibility for the teaching and learning of **all** students in his/her class, including those selected for additional support. They should

- Create a positive learning environment within the classroom
- Use approaches and methodologies to facilitate meaningful inclusion including:
 - o Co-operative teaching and learning within mainstream classrooms
 - o Collaborative problem-solving activities
 - o Differentiation
 - o Interventions to promote social and emotional competence
 - o Use of Information and Communications Technology (ICT) in teaching, learning and assessment
- Contact or meet with parents when necessary regarding any concerns about their child and update them regarding their progress
- Gather information and assess students presenting with needs to inform teaching and learning using the Continuum of Support
- Collaborate with Special Education Teachers to develop the Student Support File

- Regularly meet with Special Education Teachers, and relevant staff to review Student Support Files
- Engage with CPD particularly in relation to common difficulties e.g. Dyslexia
- liaise with and seek advice from the SEN team

Differentiation

Differentiation is about responding to individual needs in a group context. It involves matching teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles. Differentiation is an important means by which teachers can show each student that they are respected and valued. The needs of the majority of students within a mainstream class can be met by differentiating teaching approaches.

Differentiation can include:

- Assigning different tasks to different groups
- Giving more support or direction to some students
- Extending the work of more able students, with more sophisticated tasks
- Adapting questions asked to the ability level of students

Further information about differentiation is available from:

Section I of the National Council for Curriculum and Assessment (NCCA) Guidelines for Teachers of Students with General Learning Disabilities www.ncca.ie/inclusion

Inclusion of Students with Special Educational Needs, Post Primary Guidelines (DES, 2007), Section 3.5.1.

Special Education Teacher (SET)

The SET teacher should:

- Familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of need
- Collaboratively develop student support files with class teachers, other staff and parents/guardians
- Regularly meet with class teachers, and other staff to review Student Support Files
- Update and maintain planning and progress records for each individual or group of students in receipt of school support
- Provide supplementary teaching for literacy and numeracy on a withdrawal and in-class support basis

- Support whole-school procedures for screening
 - Administer and interpret diagnostic tests and inform class teachers and parents of the outcomes
 - Meet with parents regarding any concerns about their child and update them regarding their progress
- Co-ordinate class groups and offer advice and support to class teachers regarding students on their caseload
- Discuss the needs and progress of students on their caseload at planning meetings
 - Provide necessary information to SEN students receiving school once a transfer letter has been received

Guidance Counsellor

- Arranges for the assessment of students on entry to the school
- Liaises with parents/guardians.
- Assist with the transition of SEN students from primary schools
- Is available to provide guidance to students.
- Provides relevant and guidance to Special Educational Needs students in relation to C.A.O. Applications and D.A.R.E. Applications.

Vear Head

- Liaises with Coordinator of Special Educational Needs.
- Provides advice and support to individual students when necessary.
- Monitors students' progress on a regular basis.
- Liaises with parents / guardians.

Special Needs Assistants:

Scoil Phobail Bheara currently has an allocation of 9 SNAs. SNA duties are carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal. The role and responsibilities of the SNA in Scoil Phobail Bheara is outlined in our SNA policy .

Parents/Guardians:

Collaboration and sharing of relevant information between home and school are essential elements of our Whole School Inclusion Policy. Parents/Guardians through their unique knowledge of their own students have much to contribute to their child's learning.

Parent/Guardian should:

- Share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage
- Support the work of the school and keep the subject or support teacher informed of the progress and challenges they observe in their child's learning
- Attend meetings arranged by the subject teacher/ Year Head/ SEN team
- Support the targets outlined in their child's support plans and engage in all suggested home-based activities

Students:

Students who are in receipt of supplementary teaching should, as appropriate:

- Be given the opportunity to contribute to the setting of the medium and short-term learning targets
- Become familiar with the targets that have been set for them
- Develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

Exceptionally Able and Dual Able Students

Exceptionally Able and Dual Able students require opportunities for enrichment and extension that go beyond those provided for the general cohort of students (NCCA.)

Identification of Exceptionally Able/ Dual Able Students including Gifted/ Talented Students

We will identify the top 10% of students in First Year. This will be achieved through:

- Entrance assessment - CAT4
- Liaison with Primary Feeder Schools
- Discussion with Parents/ Guardians.
- Teacher observation during first term.
- Teacher assessments.

Implications for Teaching and Learning

Scoil Phobail Bheara will develop a programme to seek to ensure that Dual Able and Exceptionally Able students achieve their potential. Strategies to support the students will include:

- Differentiated teaching to take into account the range of interests, needs and experience of individual students.
- Use of a variety of teaching methodologies allowing students an opportunity to explore and develop their gifts and talents.
- Monitoring of attendance and academic performance
- Guidance and support to students to enable them to achieve their potential.
- Liaison with Primary School.
- Discussion with Parents/ Guardians.

Provision for Exceptionally Able and Dual Able Students

Extension and enrichment activities will be provided in the curriculum to meet the needs of exceptionally able and dual able students. Activities may include:

- Project work to enable students work at their level and develop a sense of achievement.
- Involvement in co-curricular and extra curricular activities, team activities, public speaking, debates, quizzes, art projects / competitions, musical performances, essay competitions, student enterprise activities , science, maths and general knowledge quizzes.
- Opportunities to get involved in school life: i.e. Student Council, Mentor Programme.

Reasonable Accommodations for State Examinations (RACE) and In House Examinations

Applications are made by a designated member of the SEN Team for RACE provision for students with SEN sitting the Junior Certificate or Leaving Certificate Examinations. Information relating to RACE is provided to parents on an annual basis by the designated team member. 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 Certificate 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 can be reactivated for Leaving Cert, with the school being satisfied that the student still has a need for the accommodation. 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 will be made 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. Specialised reports can be created where a student has sat many differentiated exams during in-house assessments or in some cases where a student has been subject to formative assessment only .

Exemptions from Irish

- Incoming First year students presenting with SEN and Irish exemptions are noted by the SEN Co-Ordinator
- Certificates of exemption from the study of Irish must be submitted with the enrolment form.
- 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 current guidelines set down by the Department of Education and Science will be strictly adhered to (Circular **M10/94**).
- Where possible, withdrawal for Learning Support is arranged for students with Special Educational Needs, who do not study Irish, during Irish time. Support will be offered in literacy and numeracy when possible but this can be limited by timetable restrictions and staff availability.

- Applications for Irish exemptions on the grounds of SEN are made by the SEN Co-ordinator and signed by the Principal.

Transitions

Scoil Phobail Bheara recognises that transitions can be challenging for all students and may pose even greater challenges for students with special / additional educational needs. These transitions include the transition from primary to second level school and the transition from second level onwards. In managing the transition of students with special educational needs from primary to post-primary school the SEN Co-Ordinator will liaise in a timely manner with the parents and the primary school.

This may involve some of the following:

- Meeting between the SEN co-ordinator and a representative of the primary school
- The SEN co-ordinator or a representative of the SEN team will be available to meet with parents at the First Year Information evening.
- Request transfer of School passport from the primary school
- One to one meetings between designated staff member and parent (and student) where individual needs of the students are discussed
- Sharing of information with subject teachers at the start of the academic year (staff meetings)
- Induction morning and evenings, half days for incoming students

Record-Keeping

A full record of psychological reports, other reports, student support files and records of meetings are kept in the individual student's file in Room 9 in a locked cabinet to which the SEN Co-ordinator, RACE co-ordinator and Guidance Counsellor have access. All information is managed in accordance with the directives of both the Freedom of Information and The Data Protection Act 2018. Teaching staff have access to encrypted, password protected files which include recommendations given in psychological reports, reading and maths ages. This information is made available to support teaching and learning in our school. Student records are destroyed after five years.

Implementation and Review

This policy will be implemented from _____ It will be reviewed in _____

Signed: _____
(Chairperson)

Date: _____

Appendix 1: External Agencies Working With Our School

- NEPS-National Educational Psychologist Services
- West Cork Child Development Services (WCCDS)
- SENG-Special Education Needs Organiser through National Council for Special Education
- Child Adolescent Mental Health Services CAMHS HSE
- Visiting Teacher Services for Children/Young People who are Deaf/ Hard Of Hearing
- Visiting Teacher Services for Children/Young People who are Blind/Visually Impaired
- NCSE (National Council For Special Education)
- Inspectorate

Permission is sought from parents before consultation is initiated. Supporting the needs of the student and family is central to engagement with support agencies.