

Coláiste Gleann Lí



Special Educational Needs Policy

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Special Educational Needs Policy:

Section 1: Introduction & Background:

1.1 School Description:

Coláiste Gleann Lí is located on the Clash Road in Tralee, adjacent to the Institute of Technology South Campus and is within a two minute walk of Tralee Sports and Leisure Complex.

The staff of Coláiste Gleann Lí is committed to the holistic development of each student entrusted in their care. Students are supported in their studies and in their search for meaning and identity. All teachers thereby fulfil a pastoral role in helping students to realise their potential. Coláiste Gleann Lí provides a strong SEN provision for students who require extra resources and support. Provision is provided for pupil's academic, social and personal development. The school currently has a population of 180 second level pupils

Rationale

The rationale for this policy is to provide a clear and structured framework for SEN provision within Coláiste Gleann Lí. This policy will help to ensure that all resources and supports available to the school will be utilised to their optimum by the whole school community, pupils, parents and teachers. This policy will comply with current legislation and provide an inclusive education for all pupils in this school.

1.2 Mission Statement:

“Coláiste Gleann Lí is a multicultural, multi-denominational post-primary school where all members of the school community are valued irrespective of age, gender, academic ability, class or creed. We endeavour to provide an inclusive quality post-primary education open to all the community combining respectful instruction in academic, artistic and technological subjects delivered in a caring and motivational environment”.

Aims

- To enable students with LS/SEN Needs to gain access to, participate in and benefit from the education process
- To involve parents in this process
- To enable students to monitor their own learning and become independent learners
- To provide supplementary teaching
- To promote collaboration

Objectives:

- To ensure all pupils are empowered to participate in school life on an academic, social & personal level.
- To provide equal access to the curriculum for all pupils.
- To promote effective strategies for teaching students with SEN in resource, learning support and mainstream strategies.
- To make every teacher aware of their responsibility to differentiate their subject's curriculum to assist all pupils to achieve success in their learning.
- To emphasise the importance of a collective, collaborative and community based approach for SEN provision within the school.

1.4 The Legal Context:

This policy is prepared with reference to the following legislation:

- The Education Act 1998 (EA)
- The Education (Welfare) Act 2000 (EWA)
- The Equal Status Act 2000 (ESA)
- The Education for Persons with Special Educational Needs Act 2004 (EPSEN)

1.5 The Context of the Schools Admissions Policy:

SEN is an integral part of admissions in Coláiste Gleann Lí. It ensures that the principals of inclusivity and integration underpin the admission policy of SEN student of Coláiste Gleann Lí. Admission is only given to SEN students only when the “requisite resource” provision is made by the Department of Education.

Coláiste Gleann Lí 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”.

1.6 Working Definition of Special Needs:

“Special educational needs” means, in relation to a person, a restriction in the capacity of a 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. While the definition in the act does not refer to students with Emotional Behaviour Difficulties (EBD), section 7 (4) (B) of the Equal Status Act 2000 does indicate a category of Special Needs in this case and the school will be mindful of such students also in providing for special needs.

The Inclusive School:

“The process by which a school attempts to respond to all pupils as individuals by reconsidering its curricula, organisation and provision” (Sebba 1996, IN Florian et al 1998. p.16).

Coláiste Gleann Lí aims to create a framework where differences between individuals are accommodated and celebrated. All teachers are to take on an SEN role within their classes, collegiality and the sense of a shared responsibility is promoted. Policy development has an input from all staff and

other partners within the school community

- **Rationale**
Large numbers of children present with Special Educational Needs (SEN) within the school.
- It is considered necessary to develop a school SEN policy to comply with legislation and Department Of Education and Science circulars.
- To assist parents in making an informed decision in relation to the enrolment of their child in our school.
- Coláiste Gleann Lí hopes to serve all the students in our community without prejudice. We welcome all students and acknowledge that diversity will enrich our school.

Section 2. Aims of the Special Needs Department

2.1 Aims of the Special Needs Department

1. To ensure 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.
2. To educate pupils with learning difficulties, wherever possible, alongside their peers within the normal curriculum after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
3. To identify and assess pupils as early and thoroughly as is possible and necessary in order to ensure that we can answer those needs.
4. To fully involve parents and pupils in the identification, assessment and delivery of Learning Support and to strive for close co-operation between all concerned, and a multi-disciplinary approach to the resolution of pertinent issues.
5. To meet the needs of all pupils who have learning difficulties, by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

6. The provision for pupils with SEN is a matter for the whole school and we strive to enable all staff to play a part in identifying SEN pupils and to take responsibility for recognising and addressing their individual needs. We hope that as a staff we will ensure that consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
7. Some whole staff training has been undertaken in the areas of inclusion, differentiation, classroom management, positive behaviour approaches and assessment for learning. Also the school is designated DEIS which has led the school to developing plans around Literacy & Numeracy, Attendance, Retention, Examination Attainment and Links with Parents.
8. This SEN policy is also fully focused on assisting the development of Literacy and Numeracy as a whole school goal. To enable pupils with learning difficulties to be familiar with literacy, numeracy and basic skills, in order for them to lead full and productive lives
9. To stimulate and maintain pupil curiosity, interest and enjoyment in their education.
10. We recognise that many pupils will have special educational needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children we believe that much can be done to overcome them by parents, teachers and pupils working together.

Section 3. Procedures

3.1 The Transfer Process from Primary School to Coláiste Gleann Lí

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

- (a) This process begins with a visit by members of staff to all feeder schools who inform the primary school Principal of our school ethos. Primary schools are informed of our Open Day which occurs in October of each year. On the Open Day SEN staff are available to consult with parents and to advise of the school provision. Parents of student with special needs are advised to present

documentation at an early stage to begin the transition process. Experience Days are arranged to allow incoming students experience the school environment at an early stage. SEN visit primary school to link with SEN personnel and to ease the transition process.

- (b) In the case of a limited number of pupils presenting with Autism, there are two ASD Special classes located in the school. Numbers in the class vary but the maximum in the group is six. Placement in this class is dependent on application by the parent followed by supporting evidence of the child's suitability from a psychologist, psychiatrist, social worker etc. Psychological assessments are required before students are offered a place. Based on this identification process, school management will then request the NCSE to provide resources such as special needs assistants, specialised equipment, furniture, adequate accommodation, to enable the school to discharge its duty adequately.

It is to be understood that 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 answer 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 to meet the needs of that student.

Section 4

4.1 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.'

4.2 Access to Learning Support

The following groups of students qualify for learning support in the school;

- Students who have had a psychological assessment which recommends Learning Support/Resource teaching, and who have been granted resource hours in either the high or low incidence categories.
- Students who have a psychological assessment which recommends Learning Support, but who have not been granted resource hours will be accommodated in Learning Support or subject support groupings.
- Students who have not been assessed but who display profound difficulties in the Group Reading Test and Maths Competency Tests will be offered Learning Support. Parents of these students will be consulted with a view to accommodating their child in a Learning/Subject Support Group.
- Traveller and Non-National Students.
- During the school year students who are identified by teachers, parents, or who request it themselves can be accommodated within existing groupings if deemed appropriate.
- Results of end of term assessments given by subject teachers are shared with the L.S. support team.

4.3 Informing Staff

The Principal, Deputy Principal, Guidance Counsellor and Learning Support team have access to all assessment results. A copy of Reading Ages plus a mini profile of all pupils with a psychological assessment is made available to all first-year teachers at their first staff meeting. These are updated as required and are available on the schools VS Ware system.

Section 5 Organisation of Class Groupings and Learning Support

5.1 Class Groupings

- All mainstream Classes at Junior Cycle participate in the JCSP. Classes in Junior Cycle are of mixed ability
- In Senior Cycle mixed ability also exists.

5.2 Modes of Provision of Learning Support

- Provision for all students is based on NEPS continuum of support(see appendix A)
- Individual Withdrawal is used only where a student requires specialised individual support.
- Small Group Withdrawal is the preferred method of provision with most students in resource and learning support getting their allocation in small groups. The organisation of these groupings is the role of the Learning Support Co-ordinator. Groups are arranged on the basis of similar need profiles and the capacity to withdraw students at the same time. Withdrawal for small groups usually occurs during Irish for those students who are exempt and during French for those not doing a language.
- Reduced Timetable. A small number of students whom it is deemed, after consultation with the NEPS psychologist, parents 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.

5.3 Approaches to Learning in the Learning Support Department

Learning Support staff provide a variety of experiences/activities during a course of study and during a lesson if possible. Staff identify the learning style of the individual and use suitable methodologies to appeal to the kinaesthetic, auditory, sensory, linguistic, visual and interpersonal intelligences. There are opportunities for individual and group activities. It has been identified in the school that the majority of our students are visual learners. The use of graphics is used to support learning.

Lessons are conducted in a secure, supportive and disciplined manner. The pupils and the staff interact in a manner that demonstrates mutual respect. The learning support staff believe that learning takes place most effectively in the context of a caring relationship and that good teacher/pupil relationships foster trust and promote self-reliance and initiative in the student.

5.4 Assessment Exam Procedures

Learning Support students sit house exams in accordance with school procedures. We endeavour to make sure that students who have been awarded special arrangement for State Exams have the benefit of same in Pre-Exams.

5.5 Professional Development

The school is supportive of staff availing of professional development. A graduate Diploma course for SEN and Learning Support is offered annually by Third Level institutions. The Special Education Support Service also offers ongoing courses for which teachers are encouraged to attend.

Section 6

6.1 Roles and Responsibilities

Principal:

Deputy Principal

SEN Coordinator

ASD Coordinator

Guidance Counsellor:

Richard Lawlor

Liam McGill

Breda Bambury

Margaret Kenny

Norma Breen

Resource / Learning Support Teachers:

John Creagh

Michael O Sullivan

Anthony Dineen

Michael O Sullivan

Sharon Hegarty

Lucinda Moriarty

Breda Bambury

Special Needs Assistants:

We currently have 13 SNA's

JCSP Co-ordinator:

School Completion Co-ordinator:

Behaviour Support:

Ms Myrna Egan

Norma Thompson

Mr Liam McGill

6.2 Access to Psychological Reports

Individual files are kept on each student in our caseload. Information in the files includes psychological reports, results from entrance assessments, correspondence between the school, parents and other relevant agencies, and applications for support and concessions.

Files are maintained by the Principal, SEN Coordinator and the ASD Coordinator, Access to these files is allowed to: Deputy Principal, members of the Special Needs Department, the Year Heads and the Guidance counsellor.

Beyond these individuals, information regarding special needs is communicated to teachers on a need to know basis. In accordance with section 14.(1.d) of the EPSEN Act 2004, the school 'shall ensure that all relevant teachers and other relevant employees of the schools are aware of the special educational needs of students'.

Information is provided to teachers at the first staff meeting, as previously outlined under the Assessments Section. Other newly identified students are notified to the teachers as the year progresses. This is the responsibility of the Special Needs Co-ordinator.

6.3 Record Keeping

The Learning Support Team meets weekly. Each teacher on the team keeps their own attendance and progress records which are filed in the Learning Support Area at the end of each term. This information is used in devising and planning IEPs. The learning support team records all meetings and information on students from subject teachers, student support team, SCP and parent requests from our agenda weekly.

6.4 Homework Procedures

Where homework is given, the same procedures as per homework policy apply. Special emphasis is placed on positive feedback. SEN work is also recorded in the student's journal, this facilitates communication with parents and the keeping of class records.

6.5 Yearly SEN Timetable

The following timetable will be implemented in as far as possible each year in providing for the needs for 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 for exemption from Irish. Identification and regularisation of incoming student situation.

GRT & Maths Competency tests are administered by the SEN Coordinator and the Guidance Counsellor.

September/October:

Begin the development of the detail of IEPs with the teachers allocated to specific students, beginning with low incident pupils. Adjustment of IEPs based on consultation with parents and teachers. Gathering of information for the IEP.

November:

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

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) Application to Reasonable Accommodation State Examinations Sector for SEN student's examinations needs for Leaving Certificate for the following year.
- (b) Consultation with Principal and Deputy Principal following the finalisation of the allocation of hours by the SENO for the coming year.

6.6 IEP Individual Education Plans

Section 9 of the EPSEN Act (2004) relating to IEP provision has not yet commenced and we await guidelines from the Council in this regard. In the interim we have developed a template for IEP planning.

Section 7 The Educational Partners

7.1 The Role of the Board of Management

- To ensure that a policy is in place and that it is reviewed regularly.
- To take recommendations for improvement where appropriate.
- To advise management of correct procedure.
- To ensure that the school meets its requirements in relation to inclusion under the Education Act (1998) & the EPSEN Act (2004).

7.2 Role of Principal

- Assumes overall responsibility for the development and implementation of the school's policies on Special Needs and Learning Support.
- To sanction exemption from certain subjects as requested.
- To ensure adequate timetabling of hours for learning support, resource, traveller 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 special needs team as required.
- To organise the in-service training in special needs for staff.
- To allocate some time on teachers timetables to facilitate starting the IEP process

7.3 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, managing SNAs, overseeing pupils' records, liaising with parents, making a contribution to in-service, linking with external agencies in order to raise the achievement of children with SEN.

7.4 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 making arrangements for the planning, implementation 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 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
- liaise in the management, procurement and maintenance of specialised learning and teaching resources for students with special educational needs
- assist staff members in identifying and availing of career development opportunities in special education.

- The principal may also delegate other functions, such as the management of an official school file on each student with special educational needs and the filing and storage of confidential reports
- Co-ordinates the collection of assessments of incoming students and works with parents and feeder schools to identify students with special needs.
- Works with the Principal in the allocation of students to classes and the allocation of students to individual Learning Support teachers.

7.5 Role of the ASD Coordinator

- Assist the Principal with prospective student enrolment process
- Organise transition process from primary to post primary
- Organise transition process from post primary to Further education
- Request information from previous school(s)
- Hold regular meetings with parents of ASD students
- Continued liaising with outside professionals
- Liaise with school management
- Liaise with mainstream teachers
- Liaise with ASD Programme student's bus drivers
- Using a collaborative approach, compile IEP's for students with a diagnosis of ASD
- Ensure IEP's are reviewed and monitored on a regular basis
- Carry out Diagnostic assessment of students with ASD (as required)
- Carry out Social skills assessment of students with a diagnosis of ASD
- Compile a profile for each ASD Student and disseminate to all staff highlighting social/educational needs and provide strategies and intervention to address those needs
- Develop social/life skills programme to suit the needs of the student with a diagnosis of ASD
- Contribute to ASD Programme policy development
- Be responsible for resources and resource procurement for the ASD special class
- Attend ASD specific conferences and in-services
Assist with Reasonable Accommodations applications
Organise CPD for staff and SNA's in particular Autism Training
- Manage SNA's while assisting with care needs in ASD Special class
Assist with Assistive Technology Applications
- Ensure a whole centre approach is adopted when addressing the needs of a student with a diagnosis of ASD

- Ensure that the learning environment within ASD special class is stimulating, well managed and fulfils Health and Safety regulations
- In addition to the role of the SNA as per circular 0030/2014
- The ASD coordinator will support the SNA in understanding the role to:
- Support the child to feel comfortable and safe in their school environment
- Identify what a child is able to cope with and what their stressors are so that appropriate interventions are put in place
- Ensure that a child is not put in a situation which he/she would find particularly difficult to cope with
- Enable a child to become more independent
- Encourage and support the student to socialise with peers
- Maintain a calm demeanour when supporting the child at all times

7.6 Role of Resource Teacher/ Learning Support

- Teach individual and small groups of students requiring learning support.
- To develop individual programmes based on the IEP for these students.
- 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
- Paired Reading
- Various numeracy/ literacy initiatives

7.7 Subject Teachers

- To implement the Special Needs Policy by taking into account 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.
- Ensure that their subject plan accommodates SEN students

7.8 Parental 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. Both the parents and the students have important and relevant information to offer.
- On Admission Day information on special needs provision in the school is passed on to parents/guardians. Information booklets make parents aware of the special concessions and accommodations available for students in State Examinations.
- Parents are invited to contact the SEN Department during the year in addition to meeting the Learning Support teachers at Parent/Teacher Meetings.
- Parents are always 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 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 are always contacted if support staff are concerned for the welfare of the student.

7.9 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.

7.10 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 appendix 2).

7.11 Role of Guidance Counsellor

- To participate in the preparation of the Special Needs Policy of the school.
- To work with the Special Needs Team and other staff in the implementation and review of this policy.
- To liaise on an ongoing basis with the other members of the 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, 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 S.E.N. students and to assist students in assessing these supports.

7.12 Role of HSCL (Home School Community Liaison)

The aim of this scheme is to maximise the active participation of children in learning. Partnership is established between Homes, School and Community. Classes for parents are provided and a Parents Room set up. A close relationship is built up through home visits and programmes for parents. This close relationship facilitates better provision of care for SEN pupils.

7.13 Role of School Completion

School Completion Programme supports work in local primary schools as well as our school. Their aim is to reduce early-school leaving. This support helps SEN pupils in their levels of attainment in school. Initiatives include One to One work, group work and in class provision. There are Parental Support Programmes in place in conjunction with the local family centre. They are very involved in the Transition Programme from Primary school to Post-primary.

7.14 Role of NBSS (National Behaviour Support Service)

The NBSS supports students in their learning so that they are enabled to fulfil their potential and achieve success at school. Whole staff training and advice to the SEN team are also provided. The NBSS Team liaise with outside agencies to ensure that every support is availed of.

7.15 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.

7.16 Role of NEWB

The National Educational welfare board is made up of The School Completion Programme, Home School Community Liaison and the Educational Welfare Service. It works to secure better educational outcomes for pupils.

7.17 Role of JCSP Co-ordinator

The JCSP Co-ordinator works with School staff to improve Literacy & Numeracy levels of pupils. Reading and writing programmes are implemented and a range of fun activities are held to encourage student learning. Various initiatives are planned in the school to meet student needs

7.18 Role of SST (Student Support Team)

The Care Team is representative of all the groups caring for pupils in the school. It includes senior management, guidance, teachers, School Completion. The team meets weekly to discuss pupils and their needs. It is an important support for SEN pupils.

Section 8

8.1 Evaluating Success

The success of the School's SEN policy and provision is evaluated through

- Progress of pupils with SEN in our school
- Analysis of pupils test results
- Feedback from teaching staff, Care team, pupils, parents, Educational Psychologist.
- Annual review meetings
- DEIS targets
- SSE evaluations

Section 9

9.1 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 particular student.

It will be customary to hold case meetings with relevant professionals with the permission and knowledge of the student's parents (and their attendance) in order 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 in advance.

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

Section 10

10.1 Health and Safety Issues for Pupils with SEN:

Some pupils need one to one supervision during break times, and this is provided by the SNA's. There is no distinct social area for SEN pupils during break time. Social areas are common to all pupils, and integration is promoted. SNA's generally accompany pupils on school outings such as games and tours. Issues relating to Health and Safety of all students are referred to BOM. Students who have special education needs are subject to the Coláiste Gleann Lí code of behaviour in the same way as other students. However, NEPS are consulted when misbehaviour of students with special needs threatens the health and safety of other students.

The main school building ground floor is wheelchair friendly.

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This Special Educational Needs Policy was adopted by the Board of Management of Coláiste Gleann Lí on:

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Signed _____
(Chairperson)

Signed _____
(Principal)

Appendix 1

Provision Mapping based on Continuum and Disability

Provision Map for Coláiste Gleann Lí

Date: 2017-2018

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 Carpets in all classrooms Soundfield 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 Use of Loop/ soundfield system 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 Braille machine 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

<i>Emotional/ Severe Emotional Disturbance</i>	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)
<i>Moderate General Learning disability</i>	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
<i>Autism/ Autism Spectrum Disorders</i>	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
<i>Specific Speech and Language Disorder</i>	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, WordBar. Communication skills	Speech and Language support / advice Visual organiser ICT – Writing with Symbols

Appendix 2

Role of the Special Needs Assistant

Note: This information is an Appendix attached to Circular 07/02 and Circular30/14, 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 particular difficulties e.g. Helping with physically disabled pupils with typing or writing.
4. Assistance with clothing, feeding, toile ting 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 particular needs of the pupil concerned.