



Special Educational Needs Inclusion Policy

Section A: Introduction

Presentation College, Carlow, is a co-educational voluntary Catholic secondary school, under the trusteeship of Ceist, which caters for students of all backgrounds and abilities. We aim to provide our students with an education that equips them for life and living in the modern world. We aim to challenge students to share with us the Christian vision of life. We have drawn up a Mission Statement that describes the kind of school we wish to be. We hope that every member of the school community will attempt to live by it and we intend that all of our decisions are informed by it and our school development plans based on it. In this policy the term 'Parent' is taken to include the term 'Guardian'.

Section B: Rationale

The term 'Special Educational Needs' is defined in the Education for Persons with Special Educational Needs (EPSEN) Act (2004) as 'a restriction in 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'.

This policy, and the philosophy that underpins it, reflects our current practice in the area of inclusion and support for students with Special Educational Needs (SEN) in Presentation College, while also taking account of developments in practice as they occur. Inclusion is about reducing barriers where possible to help all students within the school community to be fully included in the educational environment. Collaboration of all parties involved is a prerequisite of inclusion. When all teachers, mainstream and special education, are fully engaged in the process at school level, the outcomes for all the students will be enhanced.

The purpose of the policy is to provide clear guidelines for the use of additional teaching resources provided by the Department of Education and Skills (DES) to support students with identified needs. The policy is implemented in the context of a revised model for allocating Special Education Teaching (SET) resources which was introduced by the DES in September 2017 (see ***Circular 0014_2017***) as well as the following Legislative Framework:

- The **Data Protection Acts** (1998, 1998, 2003, 2018),
- The **General Data Protection Regulations** (2018)
- The DES ***Guidelines for Post Primary Schools Supporting Students with Special Educational Needs in Mainstream Schools*** (2017),
- The **Education for Persons with Special Educational Needs (EPSEN) Act** (2004),
- The **Equal Status Acts** 2000 and 2004,
- The **Education Welfare Act** (2000) and
- The **Education Act** (1998).



We value inclusion in our policies, practices and procedures so that all students in our school are supported in accessing the curriculum and being valued and respected as individuals. We value the wellbeing of our students and staff alike, and we work in a collaborative manner to support teaching, learning, assessment and reporting. The inclusion of students with Special Educational needs in mainstream schools is a national and international development that is supported in national legislation and in statements and reports that have emanated from such international bodies as the United Nations and the Council of Europe.

Presentation College welcomes students with SEN and adheres to the following principles of the EPSEN Act:

- The education of people with SEN shall wherever possible take place in an inclusive environment with those who do not have such needs,
- People with SEN shall have the right to avail of and benefit from appropriate education,
- People with SEN should leave school with the skills necessary to participate, to the level of their capacity, in the social and economic activities of society and to live independent and fulfilled lives.

Section C: Mission Statement

At Presentation College we aim to prepare all of our students, girls and boys alike, for the challenges, responsibilities and experience of adult life in a truly Christian, co-educational environment.

All members of the school community - students, parents and staff, are held in very high regard and their dignity, worth and individuality is respected.

Presentation College welcomes students with Special Educational Needs and this policy is written in that same spirit, where the uniqueness of the individual is recognised and a partnership of learning is created. We strive to build a sense of community based on Christian values. The school's Code of Behaviour acknowledges this and aims to promote a culture of respect throughout the school.

Section D: Aims of Presentation College in relation to students with Special Educational Needs

- To provide, as far as is practicable and having regard to the resources available, a level of inclusive education opportunity to all students with SEN.
- Ensure that all students with SEN are identified and provided for in a fair manner so that their learning potential and their sense of self-worth, dignity and well-being are respected.
- Ensure that students with SEN are offered a broad, balanced and differentiated curriculum.
- Set high standards for students with SEN and provide them with appropriate guidance, encouraging them to achieve their full potential.
- Fostering and encouraging positive partnerships with parents in order to achieve appropriate support at home and in school.

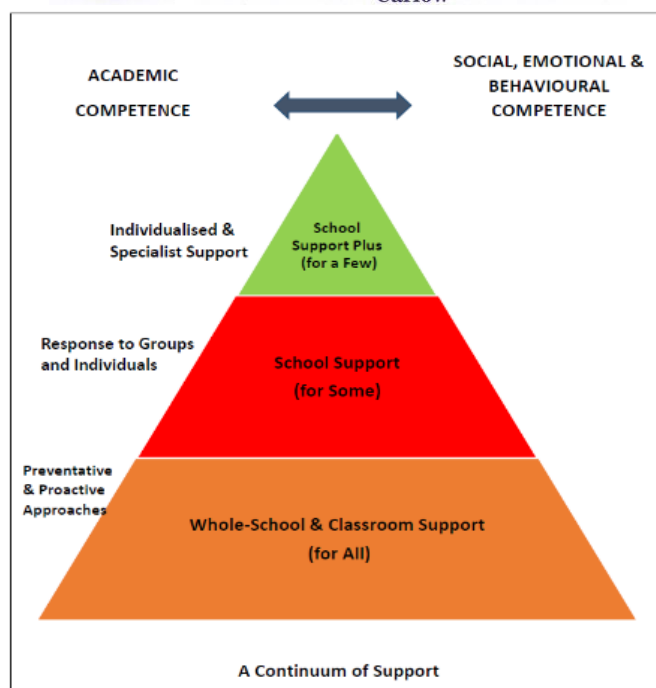


- Coordinate supports and advice from in school sources eg. Visiting teachers for students with sensory impairments, National Educational Psychological Services, National Council for Special Education and state agencies (e.g. NCSE/HSE/Child and Family Agency) as needed in supporting students with Special Educational Needs.
- Monitor and evaluate the effectiveness of practise in support of students with Special Educational Needs.
- Support and facilitate staff in engaging in relevant Continuing Professional Development (CPD) in the area of Special Educational Needs. It is the professional responsibility of staff to ensure that they engage with appropriate CPD in order to support all students entrusted to their care.

Section E: Interventions

Under the 2017 model of allocation of support for students with SEN, a greater level of autonomy is provided to schools in managing and deploying special education teaching support within schools - based on the individual learning needs (including literacy, numeracy, social, emotional and behavioural needs) of students, as opposed to being based primarily on a diagnosis of disability. Students under this allocation model will be identified by the school for additional teaching support in accordance with the Continuum of Support Guidelines, and the Guidelines which accompany Circular 14_2017. The allocation provides a single unified allocation for special educational teaching needs to each school, based on that school's educational profile. This allocation allows Presentation College to provide special education teaching support for all students who require such support in this school, within available resources. We endeavour to deploy resources based on each students' individual needs. Resources will be deployed based on the principle that students with the greatest level of need should have access to the greatest level of support. Where possible, we aim to ensure that students who access support lessons are grouped according to similarity of need. The Principal and teachers will use their professional judgement in applying the principles and practices set out in the Continuum of Support Guidelines / C14-2017.

Teachers will be provided with opportunities to engage in Continuing Professional Development in the area of SEN, and encouraged to adopt classroom-based support strategies for students with SEN e.g. <https://www.sess.ie/categories/general-learning-disabilities/mild-general-learning-disability/tips-learning-and-teaching>



We endeavour to adhere to the following six principles, insofar as is practicable, to guide the SEN Support implementation process (These principles are further explored in the Guidelines for Post Primary Schools, 2017):

**Supporting Students with Special Educational Needs in Mainstream Schools:
Implementation of the Revised Special Education Teaching (SET) Model, 2017**

(See NCSE Toolkit: New Special Education Teacher (SET) Model - DES: 2017)

1. Resources provided to support students with special educational needs will be used to facilitate the development of a truly inclusive school.
2. Supports provided to students with special educational needs will be based on identified needs and be informed by regular reviews of progress (in consultation with parents and students) as outlined in the Continuum of Support Guidelines.
3. The class/subject teacher has primary responsibility for the progress and care of all students in the classroom, including students with special educational needs.
4. Special education teaching supports provided to schools should be used solely for the support of students with identified special educational needs, including those students for whom English is an Additional Language (EAL). The special education teaching supports cannot be used to reduce the pupil-teacher ratio in mainstream classes. Neither can they be used to allow any special education teacher sole responsibility for the delivery of any curriculum subject to any particular class.
5. Students with the greatest levels of need should have access to the greatest level of support, and whenever possible, these students should be supported by teachers with relevant expertise who can provide continuity of support.



6. The school will aim to establish and maintain a core team of teachers to meet the needs of students with special educational needs. All members should have the necessary experience and access to Continuing Professional Development to support the diverse needs of students with special educational needs.

- The school maintains a password-protected Special Educational Needs register in which we document the names of students who have identified needs, their identified needs and diagnoses (Category 1), and those with emerging needs (Category 2). Students with identified needs will be provided with relevant support, within our resource capacity, using the NEPS Continuum of Support model to prioritise students most in need of support. Qualifying categories of SEN are as follows:
 - Irish exemptions, Cognitive Ability SAS score below 70, and attainments below the tenth percentile, or if the student has been living outside of the country / educated up to the age of eleven outside the Republic of Ireland (see Circular 0055_2022),
 - Specific Learning Difficulties (Dyslexia, Hyperlexia, Dyscalculia, Dysgraphia),
 - General Learning Difficulties (Borderline GLD – an IQ of 70-79),
 - Emotional/behavioural difficulties (Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder),
 - Physical Difficulties (Dyspraxia, Hearing Impairment, Wheelchair-User),
 - Speech and Language Disorders,
 - Sensory Impairments (Visual, Hearing Impairments etc),
 - Autism/Autistic Spectrum Disorders/Pervasive Development Disorder,
 - Assessed Syndrome (e.g. Downs Syndrome),
 - ESOL – English for Students with Other Languages,
 - Gifted Children,
 - Genetic disorders.

Educational Interventions

- Continuum of support, for students who need the assistance of a Special Educational Needs Assistant (SNA), by a Personal Pupil Plan which is devised by the SET Team and the SNA, in consultation with the student and parent(s), and shared with the staff via VShare by the Principal to staff,
- Continuum of support by a Student Support Plan which is devised by the SET Team, in consultation with the student and his/her/their parent(s),
- In-class support / support teaching by a suitably qualified teacher to support students with learning difficulties, where possible (Co-Teaching model),
- Withdrawal of students, where deemed necessary, for individual or small group support by suitably qualified teacher(s),
- SET Team will provide helpful information, available on VShare, for each teacher to support students with SEN in their classes,



- SEN register will be drawn up and updated by the SEN Coordinator and made available on VShare to all teaching staff,
- Advice and consultation from the Guidance counsellor and Student Support Teams,
- Provision of the Level 2 Learning Programme (L2LP) where deemed appropriate,
- Reduced curriculum where appropriate and in exceptional situations,
- Provision of the My Friends Youth Resilience Programme to students in First Year,
- Provision of the Touch Type Read Spell (TTRS) programme for a small number of students,
- Provision of other targeted interventions, as appropriate.

Section F: Special Education Teachers (SET) Team

The SET Team consists of:

- SEN Coordinator
- Learning support teachers
- Special Needs Assistants
- Any substitute teacher replacing any teaching member of the SEN Team (where possible),

It may occasionally be necessary to invite the participation of the following:

- A Guidance Counsellor
- A Deputy Principal
- Year Heads
- Student Support Teachers, on occasions.

Roles Within the SET Team:

The SEN Coordinator (*Learning Support Guidelines 2000*)

- The role of the SEN Coordinator is to oversee and co-ordinate all aspects of support for students with SEN
- To liaise with Year Heads and the Student Support Teams in the identification of students' needs.
- To convene and chair meetings of the SET Team
- The SEN Coordinator, in conjunction with the Guidance Counsellor, has responsibility for overseeing the testing of students, programme planning, consultation with parents, teachers and students, communication with whole staff, monitoring and evaluating students' progress, and liaising with the Learning Support Teachers in this regard
- Visiting feeder primary schools and gathering relevant information on students with identified needs
- Identifying students at the beginning of the school year in need of testing
- Coordination of testing and liaising with relevant students, parents and the SET Team in relation to such testing with a view to making applications for RACE, including Assessment Tasks
- Coordination of entrance assessments in literacy and numeracy



- Coordination of appropriate interventions for students with identified needs
- Liaising with Year Heads in monitoring students' academic progress and identifying students with emerging needs
- Coordination of supports and advice from in-school sources and also of other agencies e.g. visiting teachers for students with sensory impairments, NEPS, NCSE, SENO, OTs etc. In supporting students with Special Educational Needs
- Collating all relevant information from enrolment forms regarding individual students identified needs, including relevant information supplied from a student's Primary School
- Coordinating the process and applications for Reasonable Accommodations (RACE) in State Examinations
- Arranges for Reasonable Accommodation in house exams where possible
- Monitor and evaluate the effectiveness of practise in support of students with Special Educational Needs and liaising with Year Heads, Subject Teachers, Student Support Teams, Guidance Department and Senior Management
- Coordinating ICT devices for students with SEN, including devices for students' use during the State Examinations
- Updating and advising staff of current preferred teaching methodologies in relation to students with SEN
- Liaising daily with our Special Needs Assistants
- Coordinating planning for Learning Support lessons
- Communication with whole staff and providing information for teaching, monitoring and evaluating students' progress and Reasonable Accommodations in the Mock and State Exams
- Liaising with Junior Cycle Coordinator where necessary regarding best practice for engagement with Classroom Based Assessments and Assessment Tasks for students with identified needs
- Liaising with other relevant professionals, psychologists, speech and language therapists, occupational therapists, visiting teachers, special school or special class teachers
- Coordinating Student Support Plans with the Learning Support teachers, in consultation with the relevant students and their parents, including setting and reviewing appropriate targets, in agreement with the subject teacher, the student and his/her/their parents.
- The SEN Coordinator will make available to staff some relevant tips for teaching and learning from the Educational Psychologists.
- Meeting and advising parents, where necessary.

Student Support Teachers

- The role of the Student Support teacher is to provide support for students with identified needs, through in-class / co-teaching support, small group teaching, small group and individual withdrawal from mainstream classes
- Assessing and recording students' needs and progress
- Be guided by the students' individual Support Plans, including their targets and actions



- Document planning, implementation and review of Student Support by means of the Student Support Resource Plan file template
- Liaise with the relevant subject teacher(s) of students being supported regarding the students' needs and appropriate support interventions
- Keeps the subject teacher informed of the Student Support Resource file and the student's progress
- Liaising with the SEN Coordinator regarding the content, approaches and appropriate duration of all interventions and supports provided.

The Learning Support Teacher

- Supporting students with additional / identified needs. This may include supports / interventions from a range of the following areas: literacy, numeracy, social skills, organisational skills, behavioural interventions, speech and language support, English as an Additional Language support, wellbeing and life-skills
- Preparing Student Support Plans for students with identified needs, in accordance with the Continuum of Support, including setting of appropriate targets, monitoring and reviewing the targets and actions in the plan, in consultation with the student, their parent(s) and subject teachers
- Linking with subject teachers to ensure the most relevant aspects of support are implemented
- Contributing to the SET Team meetings
- Supporting the work involved in applications for RACE
- Supporting the work of the SEN Coordinator in the areas of administration, testing, identifying students with additional needs, provision of appropriate interventions, monitoring and reviewing students' progress and liaising with subject teachers
- Applications for RACE in State Exams. Identification of students at the beginning of the school year in order that testing and other relevant procedures can begin in advance of department deadlines
- Conducting all relevant testing and liaising with relevant students, parents and the SET Team in relation to such testing with a view to making applications for RACE in State Examinations, including Assessment Tasks
- Relevant planning, record-keeping and communication with the staff in relation to teaching, monitoring and evaluating the progress of students with identified needs.



Special Needs Assistants: (Circular 30_2014)

- The role of the SNA is specific to the need of the student/students to whom the SNA is assigned.
- The safety of students with SEN is paramount in the role of the SNA. The SNA supports the students with SEN in a manner that makes the environment as safe and accessible as possible.
- The SNA is responsible for the care and well-being of the student in a manner that values, respects and supports the student as well as promoting independence (Circular 30_2014).
- At all times the wishes and preferences of students with SEN and their parents are taken into consideration by the SNA, subject to school resources. This is particularly important in the area of toileting and intimate care.
- To support the care needs of the student with SEN, where relevant, in a manner that values, respects and supports the student as well as fostering his/her independence in an age-appropriate manner.
- To provide organisational support to students identified with emerging needs.
- The SNA may be required to assist students with SEN on extra-curricular and co-curricular activities, field trips and other educational outings and tours.

Other Relevant Roles in Relation to Students with SEN / Identified Needs

Parents:

- Parents are the primary educators of their children. It is the responsibility of parents to communicate clearly and accurately with the school authorities where they know or suspect any SEN-related issues with their child. Parents are consulted and consent sought where screening, testing and profiling is conducted (see enrolment form). The school works in a collaborative manner with parents and aim to keep lines of communication open in relation to students' progress.
- Parents are consulted where a Student Support Plan is appropriate, and their contribution to the plan is valued.
- Parents play a key role in supporting their child and the school in the identification of students' needs and supporting them in their ongoing learning and progress. Parents are encouraged to discuss any issues or concerns with the school at the earliest opportunity.
- The school regards the partnership with parents as a very important one and is always open and responsive to expressions of concern made by parents. Parents are invited and encouraged to attend any meeting concerning their child's progress. The Year Head, and when appropriate the SEN Coordinator, are available by appointment to meet with parents regarding concerns.



The school recognises its responsibility under section 14 of the Education for Persons with Special Needs Act 2004 to:

1. Inform parents of their child's special educational needs and how those are being met.
2. Consult parents with regard to making all decisions of a significant nature concerning their child's education and invite them to participate in such decisions.

The Special Educational Needs Team are in regular contact with the parents of students with Special Educational Needs. The SET Team endeavours to keep all lines of communication open between the school and parents as it places a great emphasis on the invaluable involvement of parents in their child's education. This contact can take the form of a formal school letter, email, meetings, telephone calls or via the school journal.

Students receive a formal assessment report twice in the school year. There is one Parent-Teacher meeting per year group where parents have the opportunity to meet with all teachers.

Students:

Students' active consultation and involvement in their learning and Support Plans is sought and encouraged. Students are encouraged to set learning targets, as indicated in the Support Plan, and work towards the achievement of those targets. Students are encouraged to seek help and support if they encounter difficulty in their learning, and may request support, which is subject to school resources.

- We believe that achievements are maximised when students take ownership of their own learning.
- Students are encouraged to adopt a proactive and independent approach to their studies.
- Students are consulted on the content and approach taken in relation to their Student Support Plans.

Classroom Teacher:

- The subject teacher has primary responsibility for the progress and care of all students in the classroom, including students with special educational needs.
- The teacher regularly checks students' profiles on VShare for updates on the SEN tab, and implements the advice and recommendations given there and in Psychological Reports and other relevant documents, as advised.
- The subject teacher seeks advice from the SET Team, if necessary, and liaises with Learning Support teachers, as appropriate.
- This responsibility extends to all matters relating to the access, organisation and participation of students with SEN in educational outings and tours (see Educational Outings and Tours Policy).



Throughout an educational outing the subject teacher assumes responsibility for all students in his/her/their care, including students with Special Educational Needs. Where a class/subject teacher is not participating in the outing, the Organiser assumes such responsibility. At all times in advance of an educational outing the class/subject teacher will liaise with the Organiser to ensure that risks are minimised, full accessibility by taxi/coach and in the destination premises are organised at the time of booking.

- It is particularly important that all teachers create a classroom environment that accommodates and takes cognisance of the students' difficulties and needs.
- The teacher plays an important role in the early identification of the learning difficulties that are present and may not have yet been formally identified. The teacher is alerted to the possibility and brings their concerns to the attention of the SEN Coordinator. The SEN Concern Clip should be completed by the teacher as a record of the concern, and entered into the SEN folder in the workroom.
- The class teacher is welcome to input into the Individual Planning Process of the student (Circular 30_2014 page 8, paragraph 5), and liaises on all relevant matters with the Learning Support Teacher, SEN Coordinator, SEN Team, the student and his/her/their parents, as appropriate.
- All staff will be briefed by the SEN Coordinator at the start of the year in relation to the students with SEN in their care, and the SEN Register will be made available to staff on VShare as early as possible in the school year.
- VShare student profiles (SEN tab) are updated regularly throughout the year as information becomes available. Teachers should check the tabs regularly for updates.

Guidance Counsellor:

The role of the Guidance Counsellor in relation to students with SEN consists largely of the following functions (*Post Primary Guidelines, p.79*):

- Coordinates CAT 4 entrance assessments and liaises with SET Team, Principal and Academic Tracking Coordinator in relation to the data obtained.
- Regularly liaising with the SET Team in relation to the needs of students with SEN / students with identified needs as they arise.
- Counselling in personal, educational and career development; Supporting the Well-being and Pastoral Care of students.
- Personal and social development.
- Career information management.
- Consultation with community organisations.
- Vocational preparation: job search skills, preparation for work experience.
- Referrals to other professionals and agencies when required.
- Participation in the Junior and Senior Student Support Teams.
- Liaising with Learning Support teachers who will conduct relevant testing for DARE applications.
- Evaluation of the Guidance and Counselling needs and services.



Year Heads:

The Year Head has a pivotal role in relation to students in the Year Group who have SEN / identified needs and is involved on a number of levels. The role of the Year Head within the year group consists largely of the following functions:

- Regularly liaising with the SET Team in relation to the needs of students with SEN / identified needs in their Year Group, as they arise (using the SEN concern slip).
- Involvement in the academic, pastoral, personal, spiritual, moral, aesthetic, inter-personal and physical needs of the student.
- To act as link person for a student with SEN who has been referred to them by the SET Team.
- Contributing to the Student Support Team meetings in relation to the identification of students' needs and the provision of appropriate supports for students with identified or emerging needs.
- Liaising with SET teachers in relation to the preparation and review of Student Support Plans.
- Monitoring students' progress, including academic tracking, and liaising with the SEN Coordinator in relation to identifying students' support needs and areas of concern.

School Principal:

- Ensures that systems are in place to identify students' needs and monitor their progress.
- Facilitates the Continuous Professional Development of all teachers in relation to education of students with SEN.
- Ensures that all school staff (teachers, SNAs) are clear regarding their roles and responsibilities.
- Ensures the effective involvement of parents, students and external professionals/agencies.
- Responsibility for all aspects of the day-to-day management of policy and provision for student with Special Educational Needs. The Principal may delegate certain function to appropriate teachers (as outlined in section 18 of the Education of Persons with Special Educational Needs Act 2004).
- Ensures that resources are deployed so the students with the greatest level of need receive the greatest level of support.
- Ensures that teaching methodologies are appropriately adopted to meet the diverse learning needs of students.
- Ensures that an appropriate Classroom Support process is being implemented, and may delegate the administration of this process to a member of the SET Team.
- Appoints a Special Educational Needs Coordinator from amongst the staff and to work closely with the Coordinator to oversee and ensure that students with SEN / identified needs are offered an inclusive, broad, balanced and differentiated curriculum as far as is practicable.
- In consultation with the SEN Coordinator the Principal ensures that a whole school approach to Special Educational Needs Inclusion, making all staff aware of their responsibilities in the area of SEN and to facilitate professional staff development in the area of Special Educational Needs.



- Promotes the development of positive partnerships with parents of students with Special Educational Needs.
- Ensures that procedures exist for consultation with feeder Primary schools with regard to enrolment of new students with SEN.
- Informs the Board of Management of issues that are relevant to Special Educational Needs.
- Advises new staff (during the school year) of students with Special Educational Needs. This may be delegated to a member of the SET Team or New Teacher Induction Coordinator.
- Is responsible for the distribution of the SEN allocation, as allocated by the NCSE.
- Advises the SET Team of all incoming students with SEN.
- Overseeing the work of the SET Team and provision of appropriate supports for students with identified needs.
- Applying annually, with the necessary documentation, for resource hours / NCSE allocation, SNA access, assistive technology, school transport and necessary administration for the NCSE.
- Timetabling of SET Team and provision of supports for students with identified needs.
- Providing a suitable budget to cover costs of purchasing necessary materials to support students with identified needs, including some equipment, testing materials and support materials.

Board of Management:

The Board of Management has an important role in developing, supporting and monitoring school policy on Special Educational Needs Provision. The Board of Management oversees the development, implementation and review of school policy on SEN Inclusion, ensures adequate accommodation and teaching resources and provides a secure facility for the storage of records in respect of students with SEN.

All roles are reviewed as the need arises, and may be subject to change to ensure the priority needs of the SET department are met.

Section G: Identification of Students with Special Educational Needs

A password-protected Special Educational Needs Register is updated at the beginning of every academic year and throughout the school year. This register contains information on each student with a diagnosed Special Educational Need and those with emerging needs. The SET Team will make available to staff some relevant tips for teaching and learning from the Educational Psychologists. Relevant support materials and guidelines are available in VSware documents (e.g. NCSE and NEPS materials). This SEN Register is available to teachers on VSware. Relevant files relating to SEN (e.g. Student Support Plans and Educational Assessments) are stored securely on students' individual files in the Year Heads' office and relevant information is shared with teachers via the students' VSware profiles.



Information regarding incoming First Year students with SEN is sought before the student starts school. The Principal meets each incoming student with their parent(s) and makes notes of relevant information to make available to staff in August, and store on the student's file.

Information and documentation is gathered from the Primary School with the permission of the parent of the specific student. This information is collated by the SEN Coordinator. External professionals may contribute relevant information in support of the students with SEN, and with their parents' consent.

A summary of the recommendations for each student with a psychological report / educational assessment report are placed on the students' profiles on VShare for the attention of their teachers. Tips from these recommendations are communicated to the subject teachers by the SEN Coordinator via VShare.

Data from standardised tests and regular subject assessments, available on VShare, is used to help identify students' needs.

In many cases a student's needs are resolved through the provision of differentiated work suited to meet their needs – this is the responsibility of the subject teacher. For those students whose progress continues to cause concern referral to the SET Team by the subject teacher or Year Head, using the SEN Concern Slip system, may be appropriate. The Continuum of Support will be applied to provide a range of varied supports for the few, some and all students, as determined by the SET Team in consultation with the Student Support Team(s).

Where screening or standardised tests are conducted by the SEN Coordinator or member of the SET Team, instruments as advised in relevant DES Circulars will be used (see Circular 0067_2020).

If the SEN Team decide that the student would benefit from further intervention they will assess the student's needs. Parents are involved at the stage of identification, and consent is sought prior to any testing taking place (see enrolment form). The result of the assessment may indicate that a student needs additional support to adequately access the curriculum. In this case the student's needs are supported but a number of different structures available which may include:

- Differentiated teaching, learning and assessment, relevant to the students' needs
- Monitoring by Year Head
- Mentoring/monitoring by SET / Learning Support Teacher
- Differentiated work appropriate to their needs
- Study skills given by a member of the SET Team or Guidance Counsellor
- Referral to Guidance Counsellor where appropriate
- Referral for a formal educational assessment to (NEPS)
- Referral to an outside agency that may be equipped to meet the needs of the student in relation to a family or other personal matter



- Intervention-led supports may be put in place and the student's progress monitored. These may include interventions for literacy, numeracy, emotional, social and behavioural difficulties
- In some instances there may be limited and short-term subject-specific support provided.

The Continuum of Support Model:

The continuum of support enables the school to identify and respond to students' needs in a flexible way. SEN supports are deployed and utilised using the National Educational Psychological Service (NEPS) Continuum of Support Framework. Resources, skills and staff are deployed so that:

- The learning, well-being and care needs of students are met through whole-school and classroom planning and supports, which include preventative and early intervention approaches (i.e. 'whole-school support' / support for all).
- 'Targeted-school support' is provided to students with additional needs who require additional support over and above that which can be provided through whole-school support (support for some).
- 'Intensive-school support' is provided to a smaller number of students with the greatest level of additional care needs to assist in enabling them to achieve their individualised goals in school (support for few).

Section H: Accessibility - Supporting Students with Access Needs

The school authorities will make every reasonable effort to accommodate and support students (and visitors) who have access needs. Examples of this are as follows:

- Wheelchair – accessible electric doors are installed at the front entrance and the Askea entrance to the school.
- Three designated wide wheelchair accessible parking bays are available outside the front entrance to the school.
- The Reception Office is accessible via a wheelchair-accessible window.
- Access to, from and around the building is facilitated through access ramps, where required, even surfaces and the use of a lift to the upper gym area.
- All wheelchair-users have access to height-adjustable tables in classrooms.
- There are two well-equipped wheelchair-accessible toilets/bathrooms.
- Assistive Technology and other equipment is purchased for students with SEN, as recommended by their Occupational Therapists and other professionals.
- All staff will use fonts which are more easily accessible to students and parents with Dyslexia (e.g. Arial, Calibri or Comic Sans) in handouts, worksheets, notes, letters etc. In addition, coloured background paper will be used where possible for written materials supplied to students with Dyslexia, and coloured slide backgrounds used in visual presentations.



- A classroom is open at lunchtimes, twice a week, to facilitate quiet reading. This facility is accessible to all students and may be enjoyed by some students who have Autism.

Section I: Intimate Care of Students

Definition: Intimate Care may be defined as any activity required to meet the personal care needs of the individual student. Parents have a responsibility to advise the Principal and SNA of the intimate care needs of an individual student. Staff have a responsibility to work in consultation with the students concerned and their parents.

Some examples of intimate care: feeding, washing, oral care, dressing/undressing, toileting etc.

Principles of intimate care: Every student has the following rights:

- To be safe
- To personal privacy
- To be treated with dignity and respect
- To be valued as an individual
- To be involved and consulted in their own intimate care to the best of their abilities
- To express their views on their intimate care in accordance with their age, ability and stage of development, and to have their views taken into consideration
- To have levels of intimate care that are as consistent as possible.

The school authorities recognises that the intimate care needs of individual students are particular and individual to students. Every reasonable effort is made to support students in this area in a manner that respects their safety, dignity, well-being, privacy and independence. Intimate care may be carried out by two staff, where appropriate.

At all times the wishes and preferences of the individual student (Student Voice and Student Choice) and his/her/their parents will be taken into consideration in supporting the student in their intimate care needs, including toileting, notwithstanding professional adherence by SNAs and others to safety and health requirements and advice from relevant professionals.

There will be flexibility in the deployment of SNAs to support students' intimate care needs in accordance with the wishes and preferences of the particular students and their parents, subject to school resources. At all times, safety is paramount and will be exercised by those supporting the students in this area. The relevant professional code of conduct must be followed by those involved in the intimate care support of students.

Any concerns regarding intimate care of students must be reported to the Principal immediately, and parents informed.



Section J: Students with SEN Participating in Educational Outings and Tours

It is the wish of the school authorities that all students may be permitted to access and participate in educational outings and tours. Every reasonable effort is made to support students with SEN in participating fully in such outings and tours.

It is the responsibility of the subject/class teacher to provide for the inclusion of our students with SEN on all school outings, trips and tours that are organised.

It is the responsibility of the subject/class teacher to obtain parental consent for the students to participate in outings, trips and tours.

For students that have been allocated a SNA it is the role of the subject/class teacher to inform the SNA of the outing/trip/tour. The SNA may inform the teacher of any concerns etc. and this will result in both closely planning to cater for the needs of the student with SEN. However, the ultimate responsibility is with the subject/class teacher.

It is the responsibility of the subject teacher to ensure that all necessary access and participation arrangements are in place at the time of booking the outing/tour, including access to buildings, open areas and toilets. The teacher must ensure that the venue has appropriate wheelchair access and suitable toileting facilities to accommodate the particular dimensions of the wheelchairs involved. This will require from the subject teacher specific communication with the student, his/her parents, the SNA, a local Taxi Company (e.g. giving specifications of wheelchairs, including over-sized or motorised wheelchairs), the Coach Company, other organisations (eg. Irish Wheelchair Association / Muscular Dystrophy Ireland etc.) and the destination organisation to ensure ease of access and participation by all students, including students with SEN (see Educational Outings and Tours Policy). Where a generic outing/tour is organised (i.e. not subject-related), it is the responsibility of the outing/tour Organiser to ensure that all such arrangements are in place and the roles outlined above for the subject/class teacher are fulfilled.

Where a student has a medical condition or additional need which requires medication or other equipment / supplies, it is the responsibility of the parent to ensure that these are made available to the organising teacher before the outing/tour commences, and that all relevant information is supplied to the organising teacher. The parent should also liaise with the SNA, where relevant. Students must bring with them any equipment which may be required e.g. inhaler, epipen, insulin, juice drink.



Section K: Models of Special Needs Provision:

The identified needs of the students, within the allocation of resources available to the school, dictate what type of intervention strategy is most appropriate. The key areas of support are in literacy, numeracy, emotional, social and behavioural difficulties where there are identified needs. In assessing and deciding which students may benefit from support within the mainstream context, the following options are considered.

- Cooperative teaching strategies / support teaching / co-teaching
- In-class support from a supporting subject teacher / SET teacher
- Small group withdrawal
- Peer tutoring / paired reading
- Individual curricular review/ reduction
- Individual withdrawal
- Appropriate levels at assessments / examinations in consultation with parents, students, class teachers and management.
- Inclusion of SNA in specific classes.

It is school policy that all students study Irish to Leaving Certificate, with limited exceptions. All students with SEN are offered the opportunity to study Irish at Presentation College. However in some individual circumstances students with learning difficulties, specific or general, may be exempted from studying Irish, in accordance with CL 0055_2022. This exemption process is done in consultation with the SET Team, Guidance Counsellor, parents, individual students, Irish teacher, NEPS Psychologist and School Management.

Students with identified needs will receive first priority in the allocation of supports – those with the greatest level of need being prioritised for the greatest level of support. The SET teacher will prepare a Support Plan for the student in consultation with the student, parent, SET Team and relevant Student Support Team.

Section L: Monitoring, Evaluation, Assessment and Reporting

All students with SEN in Presentation College are monitored on an ongoing basis. Our Academic Tracking system involves regular assessments throughout the school year for all students (except those in Transition Year). The data from assessments is monitored by subject teachers and Year Heads. Assessment may be formal, informal, summative or formative.

Incoming First Year students will engage in some of the following assessments:

- Standardised literacy/numeracy assessments (e.g. PPAD-E, MaLT).
- Standardised Cognitive Ability Tests (CAT 4).

Second Year students from 2023-24 will complete the WIAT III test.



The data gathered from these and other assessments (e.g. subject assessments) helps to inform the SET Team of the identified needs of students.

Further testing may include:

- Any formal assessment approved for use in the current academic school year and subsequent years. Assessment Instruments (including tests and web-based resources) approved for use for guidance and/or learning support in post-primary schools will be in accordance with The Department of Education and Skills Circular 0067_2020.

Other professionals working with the school may formally assess students having obtained the necessary permission from parents prior to testing.

- Third and Sixth Year students complete mock Junior Cycle and Leaving Certificate Examinations.
- Exam classes are given opportunities to complete mock oral examinations.
- All students (except Transition Year students) have academic tracking results recorded on VShare at regular intervals which helps to inform planning and identification of students' needs.

The following publications may also be consulted in conjunction with Circular 0067_2020:

- National Centre for Guidance in Education (NCGE) School Guidance Handbook: <http://schoolguidancehandbook.ncge.ie/document-detail/BestPractice-Ethical-and-Legal-Considerations-in-Psychometric-Testing-for-Guidance-Counsellors/39>
- National Centre for Guidance in Education (NCGE) School Guidance Handbook: <http://schoolguidancehandbook.ncge.ie/document-detail/A-Guide-for-postprimary-schools-in-developing-a-policy-for-the-use-of-assessment-instrumentsincluding-tests-and-webbased-resources/54>
- National Educational Psychological Service (NEPS) A Continuum of Support for Post-Primary Schools: Resource Pack for Teachers: http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS/neps_post_primary_continuum_resource_pack.pdf
- Department of Education and Skills Inclusion of Students with Special Educational Needs: Post-Primary Guidelines: http://www.education.ie/en/Publications/Inspection-ReportsPublications/EvaluationReportsGuidelines/insp_inclusion_students_sp_ed_needs_pp_guidelines_pdf
- Department of Education and Skills School Self-Evaluation Guidelines for Post-Primary Schools: http://schoolself-evaluation.ie/postprimary/wpcontent/uploads/2012/11/sse_guidelines_post_primary.pdf
- Circular Letter 0025/2012: <http://www.education.ie/en/CircularsandForms/ActiveCirculars/Implementation-of-the-National-Literacy-andNumeracy-Strategy.pdf>



- Link to the State Examinations Commission's Guide on Reasonable Accommodations at Certificate Examinations (RACE):

https://www.examinations.ie/schools/cs_view.php?q=fd8bb6c95031c7af7bc67154c68381c5656a4829

Informal Assessments:

- End of unit/chapter assessments by class teachers
- In-class questioning by class teachers
- Assessing homework/project work by teachers
- Assessing Classroom Based Assessments and Assessment Tasks by teachers
- The literacy and numeracy skills of students may be assessed
- The responsibility for many aspects of formal and informal assessments lies in the first instance with the subject teacher
- The SET Team, through referrals, organise testing of students in Literacy and Numeracy.
- Students may be asked to self-assess
- Peer-assessment is conducted under the teacher's guidance
- Students should enter all results from subject assessments into their academic tracking graphs in their school journals to track and reflect on their individual progress. They should also set targets for improvement, using a different colour, on these graphs and note actions to help improve, where relevant.

Using Assessment Data:

Assessment Data is used to:

- Track student progress
- Highlight students' academic and/or cognitive potential
- Identify learning needs of students
- Profile a Class Group/Year Group

Recording Assessment Data:

- Teachers record assessment marks (e.g. subject assessments, CBA results) onto VShare.
- House Examination results as well as comments from each individual teacher are included on the school report to parents which are posted after formal house exams in November and at the end of the school year.
- Parental access to ongoing reporting of students' assessment will be facilitated through VShare via individual access codes for parents.
- The SET Team maintain files/profiles for the students with whom they work. Included in these files are any additional assessments that the students may have taken.



Access to Assessment data:

- The school is aware that some assessment material is of a sensitive nature and therefore it is treated confidentially and only made available to appropriate personnel, taking due cognisance of Data Protection Requirements.
- The SET Team manage a significant amount of the assessment information for students with identified needs. Relevant information is disseminated as appropriate by the SEN Team.

Monitoring Arrangements:

- The responsibility for monitoring student progress lies with the subject teacher. Subject teachers may liaise with Year Heads and/or the SET Team if they have a concern about a student in their group and should complete a SEN Concern Slip, noting the actions they have taken to date to support the student's learning. Where it is established that a student has identified needs the SET Team will play a key role in monitoring the student's progress.

Evaluation:

- The successes of any intervention strategies are monitored on an ongoing basis through formal and informal assessment. The SET Team consult with students, parents, teacher and Year Heads in the formulation and review of Individual Plans.

This policy has been reviewed, amended and ratified by the Board of Management on:

27th April 2023

Signature of Chairperson: _____

For and on behalf of the Board of Management

Date of next review: April 2025