



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 special educational need. 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 well-being 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.



- Co-ordinate 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 of students, as opposed to being based primarily on a diagnosis of disability. Students under the new 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 learning needs.

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 (see <https://www.sess.ie/categories>).

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.
- All students with a SEN diagnosis will be provided with the opportunity to receive learning support. Qualifying categories of SEN are as follows:
 - Irish exemptions, Cognitive Ability SAS score below 70, and attainments below the second 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 M10/94),
 - 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 Pupil Profile Plan which is devised by the SEN team and distributed by the Principal to staff, including the SNAs,
- Continuum of support by a Student Support Plan which is devised by the supporting teacher, in consultation with the student and his/her parent(s),
- In-class support / support teaching by a suitably qualified teacher to support students with learning difficulties, where possible,
- Withdrawal of students, where deemed necessary, for individual or small group support/resource by suitably qualified teacher(s),
- SEN 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 by the SEN Applications Co-Ordinator and made available on VShare to all staff,
- advice and consultation from the Guidance counsellor and Student Care team,
- reduced curriculum where appropriate.

Section F: Special Education Needs Team

The SEN team consists of:

- SEN Co-ordinator (Principal)
- NCSE Applications Co-ordinator
- Learning support teacher(s)
- Resource Teacher(s)
- Special Needs Assistants
- The Deputy Principal

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

- The guidance counsellor-by invitation from the Principal
- Year heads-by invitation from the Principal.

Roles Within the SEN Team

The SEN Co-Ordinator (*Learning Support Guidelines 2000*)

- The role of the SEN Co-Ordinator is to oversee and co-ordinate all aspects of support for students with SEN.
- To convene and chair meetings of the SEN Team.
- The SEN co-ordinator in conjunction with the Guidance Counsellor has responsibility for overseeing the diagnostic 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 Teacher in this regard.



- Co-Ordination of appropriate interventions for students with SEN.
- The implementation of a monitoring and tracking system in respect of students with SEN and low achievements - copy of results to be placed in the student's file and sent to parents and staff.
- Co-ordination 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 etc. In supporting students with Special Educational Needs.
- Collating all relevant information regarding the individual student, including relevant information supplied from a student's Primary School.
- 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 Care Team(s), Guidance Department and Senior Management.
- Co-ordinates ICT resources for students with SEN.
- Updating and advising staff of current preferred teaching methodologies in relation to students with SEN.
- Liaising daily with our Special Needs Assistants.
- Programme planning for Learning Support classes.
- Communication with whole staff and for teaching, monitoring and evaluating students' progress and Reasonable Accommodations in the Mock and State Exams, Classroom Based Assessments and Assessment Tasks.
- Short meetings with other relevant professionals, psychologists, speech and language therapists, visiting teachers, special school or special class teachers.
- The SEN Co-Ordinator will make available to staff some relevant tips for teaching and learning from the Educational Psychologists.

The NCSE Applications Co-Ordinator

- Applying annually with the necessary documentation for resource hours, SNA access, assistive technology, school transport and necessary administration for the NCSE.
- Acts as secretary to the SEN team.

The Resource Teacher: (Circular 08/02 Appendix 3)

- The role of the Resource Teacher is to provide support for students with Special Educational Needs, through in-class support, small group teaching and withdrawal from mainstream classes.
- Assessing and recording students' needs and progress.
- Setting Targets, in agreement with the class teacher, the student and his/her parents.
- In resource classes: curriculum, homework and project support.
- Student Support Plan template with learning outcomes and record of work done.
- Keeps the Principal and subject teacher informed of the Student Support Plan and the student's progress.



- Meeting and advising parents and liaising with relevant agencies / professionals, as appropriate.

The Learning Support Teacher

- The role of the Learning Support Teacher is to support and to remediate the literacy and numeracy needs of students with SEN.
- Applications for Reasonable Accommodations in State Exams. Identification of students at the beginning of the school year in order for diagnostic testing and other relevant procedures can begin in advance of department guidelines.
- Conducting all relevant diagnostic testing and liaising with relevant students, parents and the SEN Team in relation to such testing with a view to making applications for Reasonable Accommodations in State Examinations, including Assessment Tasks.
- Relevant programme planning, record-keeping and communication with the staff in relation to teaching, monitoring and evaluating the progress of students with SEN.

Special Needs Assistants: (Circulars 07/02, 24/03)

- 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 SEN, 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.
- 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

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. The school work in a collaborative manner with parents and aim to keep lines of communication open in relation to students' progress.



- 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 Co-Ordinator, are available by appointment to meet with parents regarding concerns.
- Parents are encouraged to discuss any issues or concerns with the school at the earliest opportunity.

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 Department are in regular contact with the parents of students with Special Educational Needs. The SEN Team endeavour 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, meetings or 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 learning plans is sought and encouraged. Students are encouraged to set learning targets, as indicated in the Pupil Profile 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 additional 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 and Personal Pupil Plans.
- At senior cycle, students act as informal mentors through programmes such as 'Meitheal', and the Student Council to those in the Junior Cycle. This helps to generate a collegiality amongst the students and allows the senior students to harness their role as leaders in the school.



Classroom Teacher:

- The class teacher (subject teacher) has primary responsibility for the progress and care of all students in the classroom, including students with special educational needs.
- The subject teacher seeks advice from the SEN Team, if necessary.
- 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 class teacher/subject teacher assumes responsibility for all students in his/her 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 class teachers create a classroom environment that accommodates and takes cognisance of the students' difficulties.
- The class 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 class teacher is alerted to the possibility and brings their concerns to the attention of the SEN Co-Ordinator.
- The class teacher is welcome to input into the Individual Planning Process of the student (Circular 30/14 page 8 paragraph 5), and liaises on all relevant matters with the Resource Teacher, Learning Support Teacher, SEN Team, the student and his/her parents, as appropriate.
- All staff will be briefed by the Principal 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.

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*):

- Co-ordinates entrance assessments.
- Regularly liaising with the SEN Team in relation to the needs of students with SEN as they arise.
- Diagnostic testing – DATs/CATs-Cognitive ability. Transfer information to SEN Co-Ordinator.
- 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 if and when required.
- Participation in the Junior and Senior Student Care Teams.



- Evaluation of the Guidance and Counselling needs and services.

Year Heads:

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

- Regularly liaising with the SEN Team in relation to the needs of students with SEN in their Year Group, as they arise (using the Concern Slip).
- Involvement in the academic, 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 SEN Team.

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 SEN Team.
- Appoints a Special Educational Needs Co-ordinator from amongst the staff and to work closely with the Co-Ordinator to oversee and ensure that students with SEN are offered an inclusive, broad, balanced and differentiated curriculum as far as is practicable.
- In consultation with the SEN Co-Ordinator 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.
- Is responsible for the distribution of resource hours as allocated by the NCSE.
- Advises the SEN Team of all incoming students with SEN.
- Advises the Irish Department of students entering the school with Irish exemptions.

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, 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 department are met.

Identification of Students with Special Educational Needs:

A Special Educational Needs Register is updated at the beginning of every academic year. This register contains information on each student with a diagnosed Special Educational Need. The SEN Co-Ordinator will make available to staff some relevant tips for teaching and learning from the Educational Psychologists. Relevant NCCA materials and other guidelines are available in the workroom. This SEN Register is available to teachers on VShare. Relevant files relating to SEN are stored securely in the workroom and on students' individual files in the Year Heads office.

Information regarding incoming First Year students with SEN is sought before the student starts school. The Principal makes contact with the parent to investigate the specific needs of the student and in turn provides this information to the staff in August.

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 Co-Ordinator. External professionals may contribute relevant information in support of the students with SEN, and with their parents' consent.

The recommendations for each student with a psychological report are photocopied and placed in a folder in the secure SEN file in the workroom. Tips from these recommendations are communicated to the subject teachers by the SEN Co-Ordinator.

In many cases a student's needs are resolved through the provision of differentiated work suited to meet their needs. For those students whose progress continues to cause concern referral to the SEN Team by the subject teacher, using the Concern Slip system, may be appropriate.



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 assessment of diagnostic testing taking place. The result of the assessment may indicate that a student needs additional support to adequately access the curriculum in this case the students needs are supported but a number of different structures available which may include:

- Monitoring by Year Head
- Mentoring/monitoring by Resource Teacher or a member of the SEN Team
- Differentiated work appropriate to their needs
- Study skills given by a member of the SEN Team or Guidance Counsellor
- Referral to the Learning Support Teacher
- Referral to Guidance Counsellor
- 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.

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 Psychological Service 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').
- 'Targeted-school support' is provided to students with additional care needs who require additional support over and above that which can be provided through whole-school support.
- '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.

Accessibility - Supporting Students with Access Needs:

The school authorities will make every reasonable effort to accommodate and support students (and visitors, where relevant) 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 (namely Arial 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.

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 parents will be taken into consideration in supporting the student in his/her 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.

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.

Models of Special Needs Provision:

The individual needs of the students, within the resources available to the school, dictate what type of intervention strategy is most appropriate. In assessing and deciding which students may benefit from support within the mainstream context, the following options are considered.

- In-class support from a supporting Subject Teacher/Resource teacher
- Individual withdrawal
- Small group withdrawal
- Co-operative teaching strategies / support teaching
- Inclusion of SNA in specific classes
- Peer tutoring
- Individual curricular review/ reduction
- Withdrawal/Resource classes
- Appropriate levels at examinations in consultation with parents, students, class teachers and management.

It is school policy that all students study a modern language/Irish to Leaving Certificate, with limited exceptions. All students with SEN are offered the opportunity to study a modern language/Irish at Presentation College. However in some individual circumstances students with learning difficulties, specific or general, may be exempted from studying a modern language/Irish. This exemption process is done in consultation with the Resource Teacher, Learning Support Teacher, Guidance Counsellor, Parents, individual students, Language Teachers, NEPS Psychologist and School Management. Those students who have been exempted are withdrawn and given help in literacy and numeracy. All withdrawals are done in consultation with the subject department/teacher and permission from parents.

Academic Support:

Students listed on our SEN Register will receive first priority in the allocation of supports, including academic supports, where necessary. Students with specific learning difficulties, and students with general learning difficulties are prioritised in that order. A student with SEN and/or his/her parent may apply for academic support by completing and signing the Student Support Application Form, available under the Parent Tab of our website, www.presentationcollegearlow.com A member of the SEN Team will liaise with the student, his/her class teacher and the SEN Team as necessary in



making every effort to source suitable support from the human resources available. Where available, and deemed appropriate, that member of the SEN Team will confirm in writing to the parent that support will be provided in specific subjects/areas. The supporting subject teacher/Resource Teacher will consult the student and his/her parents in the preparation of an individual Student Support Plan, which is signed by the parent and reviewed by the teacher after six sessions and subsequent six sessions where support continues. The Plan is implemented fully by the support/Resource teacher. Where the support is concluded the supporting teacher will notify the student and parent.

Monitoring, Evaluation, Assessment and Reporting

All students with SEN in Presentation College are assessed on an ongoing basis. Assessment may be formal, informal, summative or formative.

Incoming First Year students will sit some of the following assessments:

- Standardised literacy/numeracy assessments.
- Standardised Cognitive Ability Tests (CAT 4).

Third Year-all students sit the Differential Aptitude Tests (DATs)

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 35/2017.
- Dyslexia Test
- Non Reading Intelligence Test
- Wide Range Achievement Test (WRAT IV) or WRAT III

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

- Third and Sixth Year students sit mock Junior Cycle and Leaving Certificate Examinations.
- Exam classes are given opportunities to sit mock oral examinations.
- All students except Third students sit house exams in November.

The following publications may also be consulted in conjunction with Circular 35/2017:

- National Centre for Guidance in Education (NCGE) School Guidance Handbook: <http://schoolguidancehandbook.ncge.ie/document-detail/BestPractice-Ethical-and-Legal-Considerations-in-Psychometric-Testing-forGuidance-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-webased-resources/54>



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- 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/NationalEducational-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/Circulars-andForms/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 tests by class teachers.
- In class questioning by class teachers.
- Assessing homework/project work by teachers.
- The literacy and numeracy skills of students with SEN may be assessed.
- The responsibility for many aspects of formal and informal assessments lies in the first instance with the subject teacher.
- The organisation of the DAT tests is the responsibility of the Guidance Department
- Resource/Learning support teachers take responsibility for literacy/numeracy testing of students with SEN.

Using Assessment Data:

Assessment Data is Used To:

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



Recording Assessment Data:

- Teacher's record assessment marks both for formal and informal in their own personal record diaries and enter onto VShare, where appropriate.
- 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.

Recording Assessment Data:

- The SEN Department 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 SEN Department manage a significant amount of the assessment information for students with SEN. 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 SEN Team if they have a concern about a student in their group. If a student has been identified as having Special Educational Needs the SEN Department will also play a key role in monitoring student progress.

Evaluation:

- The successes of any intervention strategies are monitored on an ongoing basis through formal and informal assessment. The SEN department 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:

17th January 2019.

Signature of Chairperson: _____

For and on behalf of the Board of Management

Date of next review: January 2021