



Ratoath College

Special Educational Needs Policy



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Introduction

Ratoath College is an inclusive school where students with special educational needs are welcome. The school endeavours to create a caring and safe environment where all students can reach their full capabilities irrespective of any individual needs or differences. We must ensure that “the educational needs of students, including those with a disability or special needs are identified and provided for”. (Education Act, 1998, section 9, p.13.)

Definition of Special Educational Needs

Special educational needs are defined as, “a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability or any other condition which results in a person learning differently from a person without that condition.” (EPSEN Act 2004)

In this policy special educational needs encompass the whole spectrum of needs which includes emotional and behavioural needs.

Aims and Principles

As set out in the NCCA (Draft) Guidelines for teachers of students with General Learning Disabilities the broad aims of education for all students include:

- a) Enabling the student to live a full life and to realise his/her full potential as a unique individual through access to an appropriate broad and balanced curriculum.
- b) Enabling the student to function as independently as possible in society through the provision of such education supports as are necessary to realise that potential.
- c) Enabling the student to develop into a life-long learner.

The school will utilise all resources provided by the Department of Education and Science to make appropriate provision and accommodation for pupils with special educational needs so that they will be able to participate fully in school life as far as reasonably practicable.

Rationale

This policy is drafted in the context of the specific provisions, statutory requirements and guidelines placed on schools by:

- 1) The Education Act 1998
- 2) The Education (Welfare) Act 2000
- 3) The Data Protection Acts 1988 and 2003
- 4) The Education of Persons with Special Educational Needs Act 2004
- 5) The Equal Status Acts 2000 and 2004
- 6) The Continuum of Support Guidelines Post Primary
- 7) Inclusion of Students with Special Educational Needs (DES, 2007)
- 8) Guidelines on the Individual Education Plan Process (NCSE, 2006)
- 9) NEPS Model of Service and the staged approach to assessment and intervention.
- 10) Developing a Code of Behaviour: Guidelines for Schools (NEWB, 2008)

The school wishes to ensure that appropriate procedures are in place to enable it:

- To make accurate and appropriate assessments of students presenting with learning or behavioural difficulties.
- To ensure a preventative, early intervention approach.
- To address the needs of these students so that they may derive full benefit from their education.



- To assess what additional resources may be required by the school to meet specific needs of students.
- To develop a consultative and collaborative solution orientated framework.

An Inclusive Learning Environment

In accordance with the Education Act (1998), Ratoath College strives to “ensure that the needs of all students, including those with special educational needs are identified and provided for”. We believe that inclusion can have a favourable impact on students with, as well as students without, special educational needs. By adopting such an approach, students are encouraged to accept and value individual difference and to bring this attitude with them into the wider society.

Each child has a right to an education free from fear and intimidation, irrespective of gender, race, ethnic background, family status, religion, sexual orientation, aptitude, marital status, age (Equal Status Act, 2000). The school expects a high standard of behaviour as detailed in the Code of Behaviour, its Anti-Bullying Policy and all relevant school policies, and strives to promote positive approaches to achieve this.

At Ratoath College, a student, “with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or the degree of those needs of the child is such that to do so would be inconsistent with:

- a) The best interest of the child as determined in accordance with any assessment carried out under this Act,
- or
- b) The effective provision of education for children with whom the child is to be educated” (EPSEN, 2004, No.2)

Ionad Arkle: ASD Special Classes

Students with special educational needs should, where possible, be educated in mainstream classes along with their peers, with additional supports provided as necessary. Ionad Arkle is part of a continuum of educational provision that enables students with more complex special educational needs to be educated, in smaller class groups, within Ratoath College.

Ionad Arkle offers a supportive learning environment to students who are unable to access the curriculum in a mainstream class, even with support, for most or all of their school day. Students enrolled in Ionad Arkle are included in mainstream classes to the greatest extent possible, in line with their abilities.

In order to access a place in Ionad Arkle a student must have a report from a relevant professional or team of professionals (for example, psychologist, speech and language therapist, psychiatrist) stating that:

1. S/he has an ASD diagnosis.
2. S/he has complex or severe learning need that requires the support of a special class setting and the reasons why this is the case. The professional report must meet DES requirements for the particular disability in question.

The Continuum of Support

The focus of the Continuum of Support is on how post-primary schools may include all students in processes of learning and development. It encompasses a graduated solution orientated framework of assessment and intervention in schools, comprised of three distinct school based processes which are summarised below:

1. **Support for ALL** is a process of prevention, effective mainstream teaching and early identification. These systems are available to all students and effectively meet the needs of most students, typically 80-90% of the school population.

At Ratoath College we provide the following supports for ALL:

- Creating positive learning environments, with a diversity of learning opportunities.
- Assessment for Learning



- Establishing and teaching clear behavioural and learning expectations
- Establish systems for reinforcing and monitoring students: Rewards and sanctions
- Listen to the voice of the student.

2. **School Support (for Some)** is an assessment and intervention process which is directed to some students, or groups of students who require some additional input, typically 10-20% of the school population. A range of approaches and interventions may be used, including student support files, some of which may be short term, while others may be longer term.

At Ratoath College we provide the following supports for some:

- Participation in a learning support group
- Co-operative teaching / Team Teaching (in-class support)
- Access to an SNA
- A reduced subject load
- Participation in a social skills group (FRIENDS Programme)
- Making accommodations for in-house exams.

3. **School Support Plus (for a Few)** is generally characterised by more intensive and individualised supports. This level of intervention is for students with complex and/or enduring needs and relatively few students will need this level of support, typically 2-5% of the school population. Interventions at this stage are likely to include student support files, involvement of psychologist, speech and language therapists, occupational therapists etc.

This model of assessment and intervention is underpinned by a recognition that special educational needs occur along a continuum, from mild to severe and from transient to long term. Therefore, our response to the needs of students is also offered along a continuum, from whole school and preventative approaches to individualised and specialist approaches.

Roles and Responsibilities

Board of Management

1. To make arrangements for the preparation of a school plan that will ensure the equality of access to and participation in all aspects of the activities of the school by SEN students.
2. To arrange for the publication of the school policy on the education of students with special educational needs.
3. To ensure that reasonable accommodations are made within the school for SEN students.
4. To facilitate parents in gaining access to school records in relation to their child's educational needs and educational progress.

Senior Management

3. The principal should show leadership in developing relevant whole school policies.
4. The principal has responsibility for all aspects of the day-to-day management of policy and provision in relation to SEN students.
5. The principal should ensure that procedures exist for consultation with feeder primary schools regarding the enrolment of SEN students.
6. Arrange for the implementation of a staged approach to the identification and assessment of students with special educational needs.



7. Ensure that mainstream teachers are aware of their responsibilities in relation to the education of SEN students.
8. Arrange for the preparation, implementation, and review of student support files in consultation with parents, teachers, students, the special educational needs organiser (SENO) and others, following the enactment of the EPSEN Act 2004.
9. Facilitate the continuous professional development of staff in relation to the education of SEN students.
10. To apply for and acquire appropriate resources for these students.
11. Consult with and liaise with relevant external bodies and agencies.

Special Educational Needs Co-ordinator (SENCO)

1. This person is responsible for coordinating the school's response to students with special educational needs.
2. To assess the nature and extent of learning difficulties experienced by students.
3. Take a leading role in making arrangements for the planning, implementation, and review of student support files for SEN students.
4. To oversee a referral system for the identification of new SEN pupils and to communicate with staff on supports being offered to newly identified SEN pupils.
5. Assist in programme planning for individual students with special educational needs and to provide advice to colleagues on curriculum, on teaching and learning strategies and on resources.
6. To co-ordinate the application process for reasonable accommodation for SEN students in state examinations.
7. To liaise with the Special Educational Needs organiser in relation to acquiring resources for students, including SNA access and assistive technology.
8. To consult and liaise with NEPS, NCSE, SESS, DES, HSE and other educational and health agencies, as appropriate, for resource and support services for SEN students.
9. To report to senior management periodically on the work undertaken, the progress of students and on any challenges for the SEN department.
10. Facilitate the arrangement of psychological or other assessments of students who are suspected of having special educational needs.
11. Manage a tracking system for all students with special educational needs and maintain records of progress in relation to these students.

Resource Teachers/Learning Support Teachers

1. The core task of the resource teacher is to provide support for students with special educational needs.
2. To draft student support files for assigned SEN students in consultation with the special education needs coordinator and others.
3. Set targets for students and monitor progress.
4. Assess student progress and maintain records of such assessments.
5. Consult periodically with mainstream teachers so that there is a coordinated approach to supporting SEN students.
6. To keep records of work undertaken during the year.
7. Be involved in the selection and maintenance of teaching and learning resources.

Guidance Counsellor

1. Provide individualised guidance and support for students with special educational needs.
2. The guidance counsellor can assist with arrangements for the successful transfer of students to the school and in gathering information on these students.
3. The guidance counsellor can assist in making other teachers aware of how SEN students may be helped in the school.



4. Advise students and their parents of the disability supports available at third level.
5. In consultation with senior management and the Special Educational Needs coordinator, the Guidance Counsellor assists in identifying students who may benefit in applying for a third level college place through the Disability Access Route to Education (DARE)
6. To assist students in making the DARE application
7. To liaise with the disability/access officers in the third level colleges so as to support those students who are applying for the DARE programme.

Classroom Teacher

1. The classroom teacher has a primary responsibility for the progress of all students in his/her class and is aware of students with specific learning difficulties in the classroom.
2. The classroom teacher has a central role in identifying students who may be at risk and for drawing the attention of the special needs coordinator to such students.
3. Teaching needs to be differentiated in order to meet individual needs and specifically to facilitate the achievement of individual targets as set out in student support files.
4. The needs of SEN students are to be considered when selecting textbooks, planning and teaching lessons, setting homework and when setting tests for the class group.
5. Teachers need to be aware of the specific needs of students in the class and contribute to the setting of the learning targets in the student support files.
6. Teachers can contribute to school development planning for SEN students through strategic planning at subject department level within the school.

Students

1. To co-operate fully with the school in the implementation of the policy.
2. To play a role in the development, implementation and review of their student support files.

Special Needs Assistants

Special needs assistants (SNAs) are allocated to the school to provide care assistance to named students who have special educational/behavioural needs. The duties of special needs assistants are set out in Circular SNA 0030/2014.

1. An SNA may assist in areas of personal care, supporting mobility, or supervising work or recreation activities.
2. SNAs may assist the student both in an academic context within the classroom and in the wider sphere of their personal and social education outside of the classroom.
3. Duties involve tasks of a non-teaching nature such as:
 - Assisting students write, take notes and write down homework
 - Assisting students to board and alight from school buses
 - Where necessary, travelling as escort on school buses may be required
 - Assisting on out- of -school visits, walks, examinations, and similar activities.
 - Assisting the teacher in the supervision of students with special educational needs
 - Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom.
 - Assisting students prepare for class.
 - Participation with school development, where appropriate.



- Other duties appropriate to the grade as may be determined by the needs of the pupils and the school from time to time.

Parents

1. Parents of a child with special educational needs can provide invaluable information to the school in relation to their child's learning difficulties.
2. Parents can shed valuable light on their child's strengths and learning preferences and can play an active part in the development, implementation, and review of their child's individual education plan.
3. Parents are encouraged to keep the school informed of the progress, or the difficulties, they observe in the child's learning.
4. Parents also assist their child by showing an interest in his/her schoolwork and by arranging an appropriate place at home for them to do homework.
5. By familiarising themselves with the approaches taken in the school, parents provide more effective support for their children at home.

Identification Process

A crucial element of the Continuum of Support is that the school offers "school-wide screening of attainments, aptitudes and behaviour, to identify those which may need monitoring or intervention. The idea is that, rather than wait to see which students may fail, the school intervenes quickly and at the least intrusive level to respond to needs." (The Continuum of Support, Post Primary Guidelines)

New students

1. On the school application form parents are asked to indicate by ticking a box if their child has been assessed by a psychologist or psychiatrist or would like a place in our special classes.
2. Parents are also asked to make a copy of any assessment available to the school at the time of enrolment.
3. Parents are encouraged to speak to the SENCO on Open Evening.
4. The special educational needs co-ordinator will follow up on any outstanding assessments with the parents and/or the school. The SENCO will also speak with primary school teachers and arrange for transfer meetings. If the student received support at primary level we aim to continue support at the same level, unless there is evidence to suggest that this is now inappropriate.
5. Students may also be identified by standardised assessments administered to all new entrants (CAT4).
6. The SENCO and relevant Moltóir liaise with feeder primary schools and post primary schools, in the case of transfer students, to get a general profile of students and to get information on the supports being given to SEN students. This will alert the school to students who may not yet be identified as SEN students.



Existing students

1. Students may be identified by class teachers through observation and routine assessment. Teachers will follow the referral system for the identification of students with SEN. Teachers will liaise with SENCO and LS team to follow targets set out in Student Support Files.
2. Parents/Guardians may contact the school directly if they have concerns.

Screening and Assessment

- If a particular student doesn't have a psychologist's report then a member of the Learning Support Team may administer a diagnostic assessment (WIAT III).
- The results of this are reviewed in consultation with mainstream class teacher feedback and results of in class tests.
- If the school is of the opinion that the student fits the criteria for further supports then parents will be contacted and he/she may be assigned team teaching or learning support.

Testing

All new first year students sit a standardised test (CAT4) in March - April prior to attending the school. The results of these tests are recorded and are discussed with parents where a concern arises. A summary of the results is discussed with the teaching staff.

In 5th year all students sit a further test. The results of these tests are discussed individually with the students by one of our Guidance Counsellors.

Curricular Provision at Junior and Senior Cycle (L2LP / LCA)

At Ratoath College the provision of support for those with educational needs is supported, facilitated and coordinated through the School's Learning Support Department. A dedicated team of teachers and special needs assistants form the core teaching staff within the Learning Support Department. This is supported by many other teachers who team-teach classes in a variety of subjects supporting students with special needs. Literacy and numeracy are central to the work of the Learning Support Department but a variety of other subjects are essential to a comprehensive and balanced educational programme. For example, life skills, social skills, organisational skills, relaxation techniques and time management.

Students who have availed of learning support or resource teaching hours during the junior cycle may feel that the Leaving Certificate Applied programme (LCA) offers them the most appropriate learning environment. This is, however, just one of the options open to pupils, they also have the opportunity to apply for a place in Transition Year and the established Leaving Certificate Programme.

While the LCA programme has been running in Ratoath College for a number of years, its availability each September is dependent on the number of suitable applicants that year. Additional literacy/numeracy interventions may be provided to senior students when deemed appropriate and within available resources.

Mol an Óige agus Tiocfaidh sí



Study skills programmes and career guidance are offered to all senior pupils through career classes and through individual support on request.

Transition from Primary to Post Primary Education

For most students with significant special educational needs in post-primary schools, their difficulties have been identified during primary schooling and are well documented. For a smaller group of students, needs may emerge in post-primary, perhaps arising out of an acquired injury, the more complex school environment, changes in home circumstances or perhaps needs may emerge as new students from abroad join the school community.

Collaboration between primary and post-primary schools is also important in helping to identify those who might be at risk during transition, so that monitoring can be put in place for students who may have emerging needs.

Parents of students enrolling in our ASD classes will be invited to attend a series of transition meetings with the SENCO. Students will be invited to attend an orientation day with our SENCO and SNA team prior to their commencement. This day will allow them to familiarise themselves with our building and staff members they will work closely with. Each student will be given a transition booklet to complete. This booklet will include a map of the school, some fun activities, a welcoming message from staff members and students, images of our management team, learning support team and SNAs.

Applications for Supports and Resources

1. The SENCO, in consultation with the principal and parents, processes all forms in relation to these applications and forwards the information along with a copy of the student psychological report to the Special Educational Needs Organiser (SENO).
2. Each application will have to meet the necessary criteria in order to be successful in obtaining the requested support.
3. The SENCO will notify the school in writing if applications have been successful or not. The number of resource hours assigned to successful applicants will be contained in this notification together with the reasons why other applications were unsuccessful.
4. A meeting is usually arranged with the SENCO in the final term to discuss SEN provision for the subsequent academic year.
5. The school may appeal a decision not to reward requested support.
6. Parents are informed of all decisions by the SENCO.



Additional Resources

Any other resources identified by the SEN department as beneficial for supporting SEN students may be purchased following consultation with the principal and subject to budget constraints. The usual procurement regulations will apply.

Special Needs Provision

All teachers are responsible for differentiating learning for students in their classroom. Teachers are informed of students with SEN and are made aware of their particular difficulties/ weaknesses and are advised of appropriate teaching strategies to assist student learning.

1. Students with special educational needs are withdrawn from Irish (subject to having been granted an exemption) and are assigned to a teacher for small group tuition at this time.
2. The level of support provided for each SEN student will be based on the resources allocated by the Department of Education and Science and on the assessed needs of that student.
3. The Learning support teacher and each subject teacher collaborate on the degree and form of support to be provided during these periods of withdrawal.

Applications for Reasonable Accommodation in Certificate State Examinations (RACE)

Students who have been identified during our screening process, as having specific learning difficulties may apply for special consideration in state examinations.

1. All applications for reasonable accommodation in state examinations are processed by the SENCO in consultation with the resource teachers and school management.
2. The written consent of parents/guardians is sought prior to processing the application.
3. The students concerned are also consulted.
4. This form is then forwarded to the State Examinations Commission by the SENCO.
5. The school is notified in writing by the SEC of the outcome of the application.
6. The result of the application is then conveyed to the student and his/her parents.
7. If the student is successful, then the school will make every effort to ensure that the relevant facilities/supports are provided.



Exemption from the study of Irish

Guidance on exemptions from the study of Irish is provided in the context of a revised circular which introduced by the Department of Education and Skills with effect from September 2019. Circular 0053/2019 is a revision of Circular M10/94 Revision of Rule 46 of the "Rules and Programme for Secondary Schools".

1. Students attending our ASD classes are automatically granted an exemption.
2. Section 2.2 of Circular 0053/2019 sets out the exceptional circumstances in which consideration may be given to granting a student an exemption from the study of Irish:
 - a. students whose education up to 12 years of age (or up to the final year of their primary education) was received outside the state and where they did not have opportunity to engage in the study of Irish
 - b. students who were previously enrolled as recognised students in a primary or post primary school who are being re-enrolled after a period spent abroad, provided that at least three consecutive years have elapsed since the previous enrolment in the State and are at least 12 years of age on re-enrolment
 - c. students who present with significant learning difficulties that are persistent, despite having had access to a differentiated approach to language and literacy learning in both Irish and English over time. Documentary evidence to this effect, held by the school should include Student Support Plans detailing:
 - regular reviews of learning needs as part of an ongoing cycle of assessment
 - target-setting
 - evidence-informed intervention and review, including test scores (word reading, reading comprehension, spelling, other scores of language/literacy) at key points of review. and at the time of the application for exemption present with a Standardised Score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.
3. The consequences of not studying Irish are outlined clearly to students and their parents by a member of the Guidance department before an exemption is processed.
4. A Certificate of Exemption is completed, by the SENCO, and signed by the principal in respect of each student granted an exemption. This certificate will specify the date on which the exemption was granted and the criteria under which it was granted.
5. Every effort will be made to provide learning support for these students while their classmates are studying Irish.

Modern Language Waivers / Curricular Modification

SEN students may study a language at "ab initio" level in senior cycle if they follow the Leaving Certificate Applied Programme.

Other curricular modifications are considered for individual students in exceptional circumstances. Consultation between all relevant partners is deemed essential when making such decisions. No exemption from any subject



is automatic or a student entitlement. The timetabled periods which become available due to such curricular modifications may be used, if possible, to implement individual resource interventions and learning support.

Student Support Files

Each student in receipt of resource assistance will have a student support file in the school

1. The SSF is a written document prepared for a specific student and specifies the learning goals that are to be achieved by the student over a set period of time and the learning strategies, resources and supports necessary to achieve those goals. (NCSE Guidelines)
2. The plan is a collaborative process involving the school, parents, the student (where appropriate) the SENO and other relevant personnel and agencies.
3. The procedures specified in Section 3 of the “Guidelines on the Individual Education Plan Process” will be followed in developing plans, as appropriate.
4. The contents of the Plan will be as follows:
 - A description of the nature and degree of the pupil’s abilities, skills and talents.
 - A description of the student’s special educational needs and how these affect his/her educational development.
 - A description of the present level of educational performance, including a record of formal assessments.
 - A description of the special education and related support services to be provided to enable the student to benefit from education and to participate in the life of the school.
 - Targets are set and strategies to achieve these targets are outlined.
 - Review date and arrangements.

Record Keeping

Each SEN student will have a file which will be maintained by the SENCO in the school.

The file will contain the following:

1. Personal details of student.
2. A statement of skills and talents.
3. A description of needs.
4. Standardised test scores.
5. Details of exemptions and waivers.
6. A description of the support being provided, including time and the personnel involved.
7. A copy of his/her SSF.
8. A scheme of work for each academic year (if withdrawn from class for LS)



9. A copy of assessments given by SEN department.
10. Details of results achieved and targets met for each academic year.
11. Details of all meetings in respect of this particular student.
12. Any other relevant information.

Exceptionally Able Students

The NCCA Guidelines for Exceptionally Able Students (2007) uses this term to describe students “who require opportunities for enrichment and extension that go beyond those provided for the general cohort of students” (2007, p.7). An exceptionally able student is one who has the capacity for or demonstrates high levels of performance in an academic area or within a domain specific ability in a non-academic area.

Ratoath College recognise that exceptionally able students have particular needs.

1. These students are identified through a combination of standardised testing, teacher assessment and consultation with former schools
2. Teachers differentiate for these students in their classroom by assigning them more challenging work in line with their ability.
3. The school would endeavour to match these up with other high ability students in other years.
4. These students would also be encouraged to participate in enrichment activities such as: Debating, Public Speaking, Mathematical/Scientific projects, literary competitions, Chess, Creative and Enterprising projects, information technology etc.
5. To successfully meet the needs of these students a student support file should be drafted in consultation with the student, parents, special needs organiser and others.
6. The strategies outlined in Appendix 2 will enable teachers to present learning opportunities to meet the needs of these students.

EAL Students

The EAL Assessment Kit developed by the NCCA will be used to assess student’s proficiency and to inform target setting in the student support file. Students with an exemption from Irish will be invited to attend learning support classes while their classmates are studying Irish. Students are permitted to use dictionaries for in-house exams where they meet RACE requirements. Co-teaching may also take place in a number of an EAL students classes, depending on resources available.



Outside Supports / In-service

Special educational needs staff are facilitated in attending relevant in-service courses. In addition, in-house seminars/workshops are provided for staff on SEN related topics.

Special Educational Needs Co-ordinator Network

LMETB has organised a special educational needs co-ordinators' forum where teachers can:

- Exchange ideas and information about developments and resources.
- Discuss teaching and learning strategies.
- Set guidelines for best practice
- Provide a structured system of support and improve morale
- To identify and meet in-service needs.

National Educational Psychological Service (NEPS)

The school is committed to working in a positive partnership with NEPS and the assigned psychologist visits the school:

- To provide direct contact and services to students who need the support of a psychologist
- To engage in individual casework with students with special needs
- To provide support in developing a whole school approach to such issues as specific learning difficulties, behavioural management, bullying and responses to critical incidents
- To undertake individual assessment of students.
- To provide support in relation to learning, behavioural and social and emotional development.

The National Council for Special Education (NCSE)

The remit of this council is “to co-ordinate the provision of education and related support services for students with special educational needs” (Inclusion of Students with Special Educational Needs – Post Primary Guidelines 2007).

The NCSE has a network of Special Educational Needs Organisers (SENOs) and these are the principal contact persons for schools, parents and local health authorities on all issues concerning the organisation, coordination and provision of educational services for children with special educational needs.

The SENO makes decisions on applications and co-ordinates the allocation to the school of additional resources such as:

- Resource teaching hours



- Special Needs Assistants (SNAs)
- Assistive technology
- Special transport

The Special Education Support Service (SESS)

The main aim of the SESS is to enhance teaching and learning with particular reference to students with special educational needs. The SESS provides professional development for schools as follows:

- Direct support for individual teachers
- Supports to groups of teachers and whole school staffs
- Expert support on specific aspects of special needs
- Access to appropriate training

The National Council for Curriculum and Assessment (NCCA)

The NCCA has developed a suite of materials called Guidelines for Teachers of Students with General Learning Disabilities. These guidelines show how the junior cycle curriculum can be differentiated to meet the needs of students with general learning disabilities.

The Department of Education (DoE)

The DoE has responsibility for providing for education, including the education of students with special educational needs. The inspectorate has a responsibility for providing support and advice to recognised schools.

The National Educational Welfare Board (NEWB)

The main function of the NEWB is to ensure that each child attends a recognised school or otherwise receives a certain minimum education. Amongst other functions the Board may advise and assist children and parents of children who have problems with attendance and behaviour in school.

Other Agencies

- Health Service Executive
- Youthreach
- Dyslexia Association of Ireland (DAI)
- Irish Learning Support Association (ILSA)
- Irish Association for Teachers in Special Education (IATSE)



Success Criteria

1. Students with special educational needs are identified, assessed and receive appropriate provision.
2. There is a whole school approach to identification and provision for SEN students.
3. Student Support Files have been drafted for all SEN students.
4. The progress of students is monitored and assessed to ascertain if targets have been achieved and needs met.
5. There is close co-operation with all agencies to ensure a multi-agency approach to support.
6. There is a regular review of policy and practice in relation to special educational needs.

Monitoring and Review

This policy will be monitored by the Special Educational Needs department in the school and will be discussed annually at staff meetings.

A major review will take place on a five-year cycle.