

Dominican College Sion Hill



Special Educational Needs Policy

September 2019

A Whole School Inclusion Approach

A review of the policy and practises will be undertaken and amendments made as appropriate.

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Section 1.0

Context

Mission Statement

- **Dominican College Sion Hill aims to help each student achieve her full potential academically, spiritually, physically, emotionally and socially in a happy secure environment.**
- A central theme of the mission statement is to provide a whole school environment in which each student can develop to her full potential. Furthermore, the school supports the principle of inclusiveness, particularly with reference to the enrolment of children with a disability or other special educational needs.
- Our policy on special needs supports these aims and is written in the context of recent legislation; in particular:
 - The Education Act 1998
 - Equal Status Act 2000
 - Education for Persons with Special Educational Needs Act 2004.

1.2 Admission Policy

- The Context of the School's Admissions Policy Special Education Needs (S.E.N.)
Dominican College Sion Hill, in compliance with its Mission Statement and keeping in mind the Dominican ethos and values of the school, welcomes applications from students with S.E.N.
- The school operates an open admissions policy; promoting equality of access, participation and benefit for all in as far as the school can fulfil the needs of an individual student. The School is committed to ensuring full entitlement and access for pupils with special educational needs to high quality education with a broad, balanced and relevant curriculum, so that they can reach their full potential and enhance their self-esteem.
- This is consistent with the provisions of the Education for Persons with Special Educational Needs Act 2002, Section 2, which provides that

- *“A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or the degree of those needs of the child is such that to do so would be inconsistent with*
- *The best interests of the child in accordance with any assessment carried out under this act, or*

Section 2.0 Aims and Objectives

2.1 Definitions

- Students with special educational needs are those who are restricted from participating in and benefiting 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).

2.2 Aims

- As set out in *The Education Act 1998, The Education for Persons with Special Educational Needs Act (EPSEN) 2004* and *Equal Status Acts 2000 – 2004* Dominican College Sion Hill aims to:
- Identify students with special educational needs at all stages of their progress through secondary education.
- Provide a level and quality of education appropriate to the needs and abilities of all students within the school.
- Ensure that students with special educational needs are educated in an inclusive school environment and share with their peers as complete an education as possible.
- Ensure that all students with special educational needs are identified and provided for in a fair manner.

- Ensure that special educational needs are met in the context of the whole school and that students with special educational needs are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way.
- Facilitate students with SEN to set achievable goals and provide them with appropriate guidance, encouraging them to achieve to their full potential.
- Encourage and foster partnership with parents in order to achieve appropriate support both in school and at home.
- Monitor and evaluate the effectiveness of practice in support of students with special educational needs.
- The quality of provision for children with special educational needs is maintained and improved through:
 - Creating a supportive learning environment that will help pupils to develop their own learning strategies in relation to their interests and capabilities.
 - Allowing pupils become involved in their own learning and having opportunities to discuss their own difficulties.
 - Encouraging pupils to move from a passive to a responsive and interactive role in which they initiate activities and communication.
 - Supporting staff in setting targets for students with special educational needs to ensure that progress is tracked and achievement identified and celebrated.
 - Providing staff with training, support and opportunities to share good inclusive practice, so that they are confident in meeting the needs and securing the progress of all pupils.
 - Providing staff with the information they need to develop, monitor and review the provision and the progress of students with special educational needs.
- In order to ensure these aims are fulfilled, Management needs to be aware of any special needs as early as possible, so that these needs can be assessed and addressed. In making provision for special needs students the school needs to know whether the incoming student has had access to any of the following resources:
 - Special Needs Assistant or Classroom Assistant
 - Help, for specific needs, from any Resource Teacher
 - Assistance with behavioural modification
 - Psychological assessment - report to be provided
 - Any additional resources to help with their special needs.

- Help in areas including, visual impairment, hearing impairment, general learning
- Disability or emotional disturbance.
- Any resource in relation to travel or mobility, etc.
- Other resources not listed above

2.3 Objectives

The **objectives** of the policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised.
- To plan effectively in order to meet the needs of children with special educational needs.
- To ensure that the targets set on support plans are specific, measurable, achievable and within a realistic time frame.
- To involve children and parents/carers in the identification and review of the targets set for individual children identified within their support plan
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
- That students receive the appropriate tuition within the classroom context, or within a selected group or on a one-to-one basis.
- That students are provided with all possible support as required throughout their time in the school.

Section 3.0 Legislation and Department of Education Publications

3.1 Legislation

- This policy takes account of the following legislation and Department of Education publications.
- **Legislation**
- The Education Act 1998
- The Equal Status Act 2000
- The Education Welfare Act 2000
- The Education of Persons with Special Educational Needs Act 2004 (EPSEN)

3.2 Department of Education Publications

- **Department of Educational Publications**
- Task Force Report of Dyslexia
- Understanding Dyslexia package from the Department of Education
- Guidelines for teachers of students with General Learning Difficulties
- Post Primary Guidelines on the Inclusion of Students with Special Educational Needs 2007
- The NCSE implementation report on the EPSEN Act 2006
- Inclusion of Students with Special Educational Needs, Post Primary Guidelines (2007)
- Signposts SESS (2008)
- A Continuum of Support for Post-primary Schools, Guidelines for Teachers NEPS (2010)
- A Continuum of Support for Post-primary Schools, Resource Pack for Teachers NEPS (2010)
- Inclusive Education Framework, a Guide for Schools on the Inclusion of Pupils with SEN NCSE (2011)
- Circular 0014/2017, New Allocation Model
- Exemption from the study of Irish, Revising circular M10/94

Section 4.0 Roles and Responsibilities.

4.1 The Role of the Board of Management

- To ensure that the school has a special educational needs policy in place, to approve the policy and monitor the implementation of the policy.
- To ensure that all students with learning support / special educational needs are identified and assessed.
- To oversee that the provision for any student with special educational needs is taking place and that necessary resources are sought on behalf of students with special educational needs.
- To ensure that parents/carers of students with SEN are notified of a decision by the school that SEN provision is being made for their child
- To promote the development of positive partnership with parents and other relevant agencies in relation to students with SEN.
- To ensure that parents are informed of their child's special educational needs and how these needs are being met.
- To ensure that parents are consulted with regard to and invited to participate in the making of all significant decisions concerning their child's education.
- To ensure that a broad, balanced and differentiated curriculum is provided in the school to ensure as far as is practical that students with special educational needs leave school with the skills necessary to participate to the level of their capacity in an inclusive way in society.
- To be aware of all provisions made for students with SEN, including the allocation of funding, equipment and resources.
- To ensure that a student with special educational needs is included in the activities of the school together with children who do not have special educational needs.

4.2 The Role of the Principal

- To assume overall responsibility for the development and implementation of the school's policies on S.E.N. and Learning Support
- To inform the Board of Management of issues, which are relevant to special educational needs.
- To ensure adequate timetabling of hours for learning support and resource hours.

- To consult with support personnel and other professionals regarding the needs, progress, and review of individual students.
- In consultation with the Special needs team, to ensure that a support plan is prepared for relevant students
- To sanction exemption from certain subjects as requested.
- To establish a ‘Special Needs Support Team’ within the school with a specific remit to ensure identification of and support for students with special educational needs.
- In consultation with the Special Educational Needs team and other relevant personnel, to liaise with the Department of Education and Skills regarding needs and provision. This also includes applications for reasonable accommodations and exemptions in relation to state exams as well as assessments.
- To ensure the effective and efficient use of resources, including the allocation of resource hours and funds.
- To promote a whole school approach to special educational needs, make all staff aware of their responsibilities in this area and to facilitate appropriate staff development in this area.
- To promote the development of positive partnerships with parents of students with special educational needs.
- To support the procedures of the policy and ensure its effective implementation
- Prepare data for DES in support of requests for additional resource and staff to meet the special educational needs of students.

4.3 The Role of the Guidance Counsellor

- Dominican College Sion Hill has two fully qualified Guidance Counsellors to provide educational and personal counselling as well as vocational career guidance. The Guidance

Counselling service is seen as having a central role in the continuous guidance process of each individual student, which begins prior to the entry of the student to the school and concludes when the student has left the school.

- This service is provided by the Guidance Counsellors and members of the school's Student Support Team who work with a variety of others, including members of staff, parents, and other professionals outside the school setting.

4.4 The role of the SEN team

The Special Educational Needs team is responsible for coordinating the provision of special educational needs throughout the school. Their role involves:

- The SEN team meet on a weekly basis, in order to ensure best practice in relation to the supports being provided to our students. These meetings are formal and minutes are taken. There are also meetings with senior school management, meetings with external agencies, staff meetings, in-service training and staff training. Teachers will also have regular meetings with learning support teachers regarding students' in class support.
- SEN register: at the beginning of each academic year a SEN student register is compiled and circulated to all teachers. This register includes details in relation to student's name, class and year, category of SEN, amount of support allocated.
- Record Keeping: All SEN records and individual SEN student files are kept in a secure file in the Guidance office. Best practice guidelines in relation to data protection are followed. Teachers can access student support plan on the SEN tab on VShare
- Overseeing the day to day operation of the school's SEN policy.
- Liaising with and advising fellow teachers on students with SEN.
- To co-ordinate a support plan for all students with SEN in consultation with parents, student, teachers. (**Appendix 2**)
- Co-ordinating provision for pupils with SEN.
- Assessing and recording a child's needs and progress.

- Informing staff of all students with SEN.
- Overseeing the records on all pupils with SEN, ensuring that these records are kept up to date.
- Informing all new members of staff in their induction of the SEN policy and provisions in place for students with SEN.
- Advising school management on current legislation and information regarding students with SEN.
- Advising management on relevant CPD and resources for all staff.
- Acting as a support to staff for information regarding students with SEN and where necessary the completion of a support plan.
- Liaising with other professionals in the interest of the student with SEN where appropriate. E.g. Child psychologists, speech and language therapists
- Co-ordinating the process of identifying students with SEN.
- Arranging to meet with parents of students identified with SEN during a year and maintain a record of these meetings.
- Applying for reasonable accommodations for the State Exams.
- Liaising with external agencies including:
 - National Council for Special Education
 - National Education Psychology Service (NEPS)
 - Special Education Needs Organiser (NCSE)
 - State Examinations Commission
 - Psychologists, Speech & language Therapists, Occupational Therapists
 - Dyslexia, Dyspraxia Associations
 - Autism/Asperger Support Ireland
- *(This list is not exhaustive and the school will further develop links with outside agencies as the needs of the students dictate.)*

4.5 The role of support teacher.

- To work with the SEN team.

- Active involvement in co-operative teaching in mainstream classes and linking with mainstream teachers of students with SEN.
- Withdrawing students for additional classes in particular subjects where necessary
- Meeting and advising parents, when necessary.
- Teaching one – on – one, in small groups or through support/team teaching.
- Developing literacy and numeracy skills, life/study/organisational skills, exam preparation, revision, meeting project deadlines.

4.6 The role of the SNA

- Special needs assistants help teachers in schools by providing classroom support to students with a wide variety of severe learning, physical and or behavioural difficulties. The SNA makes a valuable contribution to the provision of inclusive education for students with SEN.
- The duties of the Special Needs Assistant are assigned by the Principal acting on behalf of the Board of Management and are outlined in Circular SNA 12/05.

These duties include:

- Organisation of the student in relation to timetable familiarity, class materials, homework recording and class preparation.
- Liaise with teachers of students with SEN.
- Providing emotional support to students as required.
- An SNA is expected to treat all matters relating to school business and their work in school as strictly confidential.
- Helping students to improve independent living skills.
- Supporting students in social activities and school outings.
- Attending to students' physical needs.
- Assisting in therapy sessions.

4.7 The role of Subject Teacher

At Dominican College Sion Hill the academic progress of students throughout the school rests in the first instance with the subject teacher. The college recognises that it is the professional duty of each subject teacher to support the students using strategies which will have been made available to them. In order to ensure that as a school we meet the needs of all our students subject teachers are encouraged to:

- Be aware of the school's SEN Policy for dealing with students with special educational needs.
- Familiarise themselves with the reports and testing regarding students in their class with SEN.
- Read all student support files for SEN students in their care. Teacher should know the targets and strategies for said student for that term.
- Seek advice from the SEN department regarding students with special educational needs.
- Advise the SEN department where necessary.
- Participate in continuous professional development, particularly with regard to common difficulties e.g. Dyslexia, Specific and Language difficulties and Dyspraxia.
- Support the provision of differentiated learning in the classroom for students with Special Educational Needs through effective teaching and learning
- Support and encourage independence in the student. This is particularly important for Senior Cycle students.
- Help identify students that may require learning support.
- Establish effective teaching and learning strategies for students with SEN.
- Completion of a referral form for any students who may require learning support
(Appendix 1)

4.8 The role of the student

- The SEN department fully involve students in skills audits and discussions around their

learning needs and Student Support File.

- Students have input into their learning targets
- Students at Support for Some and Support for few are involved in the planning of their IEP/Student Support File and are invited to attend the IEP meeting.
- Students on behaviour support plans are encouraged to self- monitor.
- *The school believes that achievements are maximised when students take ownership of their learning.

4.9 The role of Parents/Guardians:

- The school provides parents/guardians with regular reports on the progress of their child.
- The school journal is used for weekly/ daily home-school communication, and parent-teacher meetings are held once a year for face to face communication.
- Students receive a school report three times in the school year (October, February and Summer)
- Special arrangements may be made with the parents/guardians in relation to the homework that each individual student with SEN is expected to undertake.
- Regular communication is available through email to SEN team, phone calls and meetings on request.
- Parents/guardians help the school by keeping the teachers informed of the progress/ difficulties, they observe in their child's learning as they progress through post primary school. This should include showing an interest in the completion of homework and familiarising themselves with approaches taken in school.

4.10 The role of the Student Support Team

- The team comprises of Principal, Deputy Principal, SEN Representative, Guidance counsellor, Year head, class teacher, SPHE teacher and relevant teacher involved depending on the referral/concern. Meetings are held every two weeks.
It is a student-focused mechanism put in place by the school in order to:
- co-ordinate the support available for students in the school

- facilitate links to the community and other non-school support services
- enable students with support needs to continue to access a full education
- assist staff to manage those students effectively
- ensure new staff members are briefed about policies and procedures relating to student well-being and support
- advise school management on the development and review of effective student support policies and structures.

Various models of referral exist:

- a subject teacher informs the class tutor of a concern
- the tutor may suggest actions to be taken or may refer directly to year head
- year head and tutor discuss what actions might be taken and make a plan for intervention or
- may refer at once to the student support team

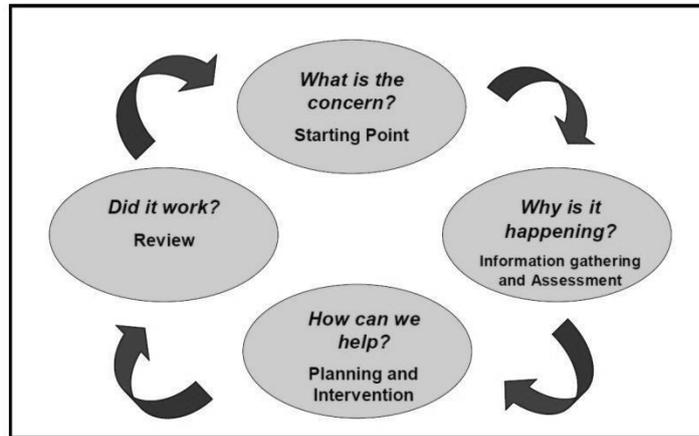
Section 5.0 Identification of Students with Special Needs.

5.1 Procedures for Identifying a Student with SEN

Continuum of Support

- We use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

- The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.
- This problem-solving process is illustrated as follows:



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

Students will be identified in the following ways:

New Students

- Through parents/guardians who contact the school directly
- Information obtained from Application Form of new students. Information from a written report sent from the student's Primary school to Dominican College Sion Hill by student's parent's/guardians
- Relevant documentation given to the SEN team by the Primary School teacher/ Resource teacher. A transfer review form is completed by the Primary school
- Reports submitted by parents from relevant professionals.

- 1st years complete CAT 4 (Cognitive Ability Testing), NGRT (New Group Reading Test) and PTM (Project Test in Maths). These tests also help identify students who need additional support/targeted intervention.

Existing students

- By mainstream subject teachers and Class Tutors through SEN Referral form (Appendix 1) accompanied with sample of work.
- By parents who contact the Principal, the tutor or the Resource teacher

Students transferring from another school

- Present and previous professional assessments, transfer review forms meeting with parents/guardians.

School based identification.

- A class teacher, tutor and/or Year Head can refer any student they are concerned about to the SEN team. Referral forms are available to all staff (See Appendix 1). Any referral made by a class teacher or tutor must be forwarded to the SEN team to complete a broader profile. It is during this initial assessment that learning, emotional, behavioural and social needs are established.

Preliminary screening

- If it is deemed appropriate the SEN team initiate a process of formal and informal assessment.

Informal assessment

- Observations from mainstream teachers
- Consultation with parents
- Meeting with student
- Informal assessment of literacy, numeracy, Language and Communication, PSD

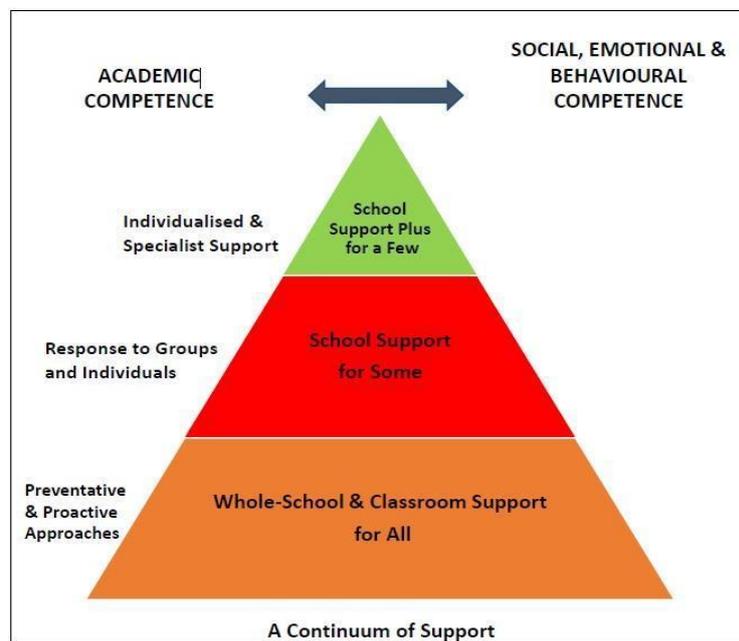
Formal assessment

- Review of entrance exam and CAT 4, NGRT and PTM testing.

- Review of in-house exams and reports
- Behavioural record if appropriate
- Referral for psychological report if appropriate
- SEN team administer WIAT 3 to detect any literacy learning difficulties

5.2 Follow up actions for students identified as having SEN

Provision and the Continuum of Support



Continuum of Support

The model of assessment and intervention, as practiced in Sion Hill, is underpinned by recognition that special educational needs occur along a continuum, from mild to severe and from transient to long term. Our response to the needs of students is organised according to NEPS's Continuum of Support

Student Support Plans

A Student Support Plan is devised for students with Special Education needs. All students involved in SEN support will have a tailored learning plan and students with more complex needs having a more detailed support plan.

The support process involves:

- Gathering Information: Personal/ Background details.
- Educational details (primary school details/assessment and learning support details)
- Categorisation of need (assessment reports/ information attained from parents)
- General profile based on formal/informal assessment.
- SEN provision
- Priority Need
- Setting targets for each priority learning need:
- Identifying the strategies and resources required:
- Relevant documentation
- Setting the date for review: A review occurs each academic year. However, it may occur more often dependent on student progress and circumstances

The support plan aims to include the most relevant information in a clear and concise manner.

STAGE 1: CLASSROOM SUPPORT

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are **additional to or different** from those required by other pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support

incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs. Differentiation strategies are utilised.

STAGE 2: SCHOOL SUPPORT

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

STAGE 3: SCHOOL SUPPORT PLUS

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

Section 6.0 Models of SEN provision/interventions

In assessing and deciding which students need to be in receipt of supplementary teaching and which students may benefit from support within the mainstream context the following options are considered:

- Curricular differentiation
- Curricular reduction (reduced load) - A student with SEN who experiences difficulty in coping with the breadth of the current curriculum is permitted to 'drop' a subject. This occurs only after all avenues have been exhausted. A consultation between the parents/guardian and guidance teacher is also necessary. Parents must sign a consent form giving

permission for a reduced subject load.

- Team Teaching/Co-operative Teaching
- In-class support/Differentiation
- Inclusion of SNA in specific classes
- Small group withdrawal
- Individual withdrawal
- Interventions e.g.: Talk about (social skills), TTRS (Touch, Type, Read and Spell for typing and literacy skills), Toe by Toe (Literacy skills), SNIP Programmes (literacy skills), Friends for Life (anxiety and relationships), Vocabulary Enrichment Programme (literacy skills)

The period of intervention recommended for each student is dependent on the nature and extent of their individual need. The duration of provision is varied and is reviewed throughout the intervention. There are cases where support is needed on a short-term basis, after which the student is in a position to recommence with the regular curriculum. All decisions in this regard are discussed with parents/guardians, class teachers, the student, principal and guidance counsellor.

Section 7.0: Reasonable Accommodations for State and In-House Examinations (RACE)

Applications are made by the SEN team for RACE provision for students with SEN sitting a Junior Certificate or Leaving Certificate Examination.

Accommodations are granted by The State Examinations Commission. The school will make an application for relevant accommodations for students who meet the criteria, as laid down by the SEC, at Junior Cycle and these accommodations can be reactivated for Leaving Cert, with the school being satisfied that the student still has a need for the accommodation. Further details are available in the RACE Guide for Exam Students at www.examinations.ie.

Where resources permit and when deemed appropriate, readers, scribes and other accommodations are available to students who qualify for such accommodations at mock exams and other school assessments. Students in non-exam years sitting a differentiated test will have that noted on their report.

Section 8.0: Exemptions from Irish

- Incoming first years with Irish exemptions are noted.
- Certificates of exemption from the study of Irish must be submitted with the enrolment application.
- The school will only consider granting an exemption for Irish when a written request is made by the student's parents.
- The guidelines set down by the Department of Education and Science are strictly adhered to (Circular M10/94).
- Withdrawal for Learning Support/ Resource is arranged for students with SEN, who do not study Irish, during Irish time.

9.0 EAL students (English as an Additional Language)

Our teaching is guided by the DES Action Plan for Education 2018 which aims to make Ireland's education and training system the best in Europe by 2026: "harnessing education to break down barriers for groups at risk of exclusion and setting the benchmark for social inclusion". The first goals are to improve the learning experience and the success of learners and to improve the progress of learners at risk of educational disadvantage.

Students who learn English as an Additional Language participate in English & Communication classes based on the Cambridge English A2 Key for Schools Language Specifications. Level-testing and consultation ensure that these students' individual language needs are met. Their academic progress is closely monitored by a cross-curricular team.

Regular testing of listening, speaking, reading, writing, vocabulary and grammar enables students to track their learning. All students are actively encouraged to participate in all aspects of school life, including all extra-curricular opportunities. The public speaking competition in Transition Year English & Communication class and the annual international lunch and multi-cultural show are especially popular among all students.

10.0 EA Students (Exceptionally Able)

We are committed to providing an environment which encourages all students to maximise their potential and this clearly includes students who display some form of exceptional ability. Note that there is a separate policy dealing with Gifted and Talented students which is supplementary to this document and is not intended to replace it. The definition of exceptionally able is that given by the NCCA Guidelines on Teaching Gifted and Talented Students (NCCA, 2007). An exceptionally able student is one who is in the top range of 5-10% of the student population. Types of provision include a mentor system, classroom differentiation, school-based provision and personal development

Section 11.0 Administration

11.1 Administration procedures

- Ensure there is a staff room notice board for matters of a general nature.
- Create a SEN department policy.
- Develop a student file on each student referred to the SEN department – containing student's needs, the teachers and non – teaching staff involved, strategies and targets for the student.
- Create a support plan with parents and pupils which should include learning and behaviour targets which must be reviewed to ensure they are being met.
- SEN team keep a record of the results of all assessments and reassessments conducted.
- SEN team are responsible for the storage of all reports from external professionals and all correspondence from the Department of Education and Skills and parents.
- All reports relating to special educational needs of existing and incoming students should be made available to SEN personnel on request.
- The SEN team maintain a register of all reports from external professionals and devise means of informing relevant personnel of the existence of such files.

11.2 Access to information

- All reports are to be kept in a locked filing cabinet in the guidance counsellor's office, to be accessed only by the special needs team or teachers of the student as required.

- All information is managed in accordance with the directive of both the Freedom of information and Data Protection Act.

Section 12.0 Continuation of Professional Development

- Through the monitoring and evaluating of our provision the SEN team, with the Principal will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan. Staff who attend further courses will provide feedback on courses attended through staff meetings or department/faculty meetings.
- The effectiveness of such professional development will be monitored and evaluated by the SEN team, and information provided during the annual evaluation of the school's overall SEN provision. SEN staff should become members of ILSA (Irish Learning Support Association).
- Recommend all teaching staff consult the National Assessments Guidelines for teachers of students with general learning difficulties.
- Conduct an audit of staff training needs to help up skill on current methodologies.
- Encourage all staff to attend in-service/seminars. The NCSE run online courses.

Section 13.0 Process for Development and Review

The school has an action to support the implementation of this policy with clearly identified monitoring and evaluation opportunities.

This policy and the success of the schools' provision for special needs education will be reviewed annually by the Special Needs Team.

The policy has been ratified by the Board of Management on _____

It will be reviewed annually.

Signed _____ (Chairperson)

Section 12.0 Appendices

12.1 Appendix 1 Student Referral Form

Dominican College Sion Hill

REFERRAL FORM

Teachers Name: _____ Subject: _____

Student's Name: _____ Class: _____

Concern Expressed Please tick

- Learning
- Social
- Emotional
- Behavioural

Problem Defined:

Observations in Class:

Assessment Procedures (written exam/home-work/team Projects/presentations/practicals):

Parental Concerns:

12.2 Appendix 2 Support Plan

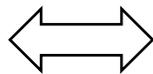
Dominican College Sion Hill



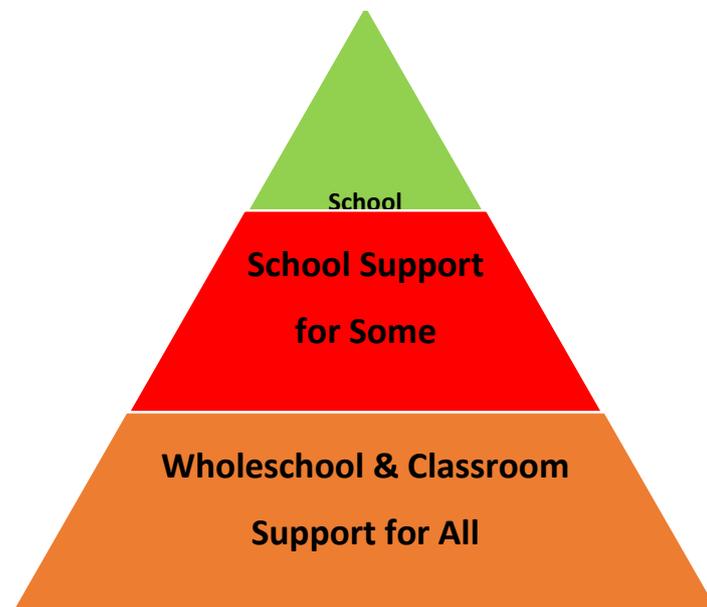
STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

A Continuum of Support

ACADEMIC SUCCESS



SOCIAL, EMOTIONAL &
BEHAVIOURAL COMPETENCE



Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Support Checklist

Name:	Age:	Class:
General Information	Date Checked	Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning- screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by learning support/resource teacher or other school staff?		
16. Other interventions put in place in school?		

Action needed		
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Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20

SUPPORT PLAN*

Classroom Support

School Support (Support for SOME)

School Support Plus (Support for A FEW)

To be completed by the teacher(s).

For help, see *SEN: A Continuum of Support - Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74; *A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers*, pp. 51, 53, 54, 57.

Student's name		Age	
Lead teacher		Class/year	
Start date of plan			
Review date of plan			
Student's strengths and interests			
Priority concerns			
Possible reasons for concerns			
Targets for the student			
Strategies to help the student achieve the targets			
Staff involved and resources needed			

Signature of parent(s)/ guardian(s)	
Signature of teacher	

*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.

SUPPORT REVIEW RECORD*

Classroom Support

School Support (Support for SOME)

School Support Plus (Support for A FEW)

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers*; *A Continuum of Support for Post-Primary Schools, Resource pack for Teachers*; *Student Support Teams in Post-Primary Schools*.

Student's name	Class/ Year
Names of those present at review	Date of Review
What areas of the plan have been most successful and why?	
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?	
Have the student's needs changed since the start of the plan, and if so how?	
Recommended future actions – <i>what, how, who, when?</i>	
Any comments from the student?	
Any comments from the parent(s)/guardian(s) comment?	
Signature of parent(s)/ guardian(s)	
Signature of teacher(s)	

Outcome of review (tick as appropriate)

	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support		Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
	Continue at Current Level of Support		Request consultation with other professionals

*A consultation with a NEPS psychologist/ other professionals may contribute to this review.

