

Special Education Needs Policy

And

Whole School Inclusion Policy

GCC This Policy is Currently In Review

EIRCODE	Roll Number: Phone Number: Email: Website:
---------	---

SectionNo.	Content Description	Page Number
------------	---------------------	-------------

Board Approval/Noting Date	
Review Date	TO Be Confirmed

1	Introduction 1.1 Working Definition of Special Needs 1.2 School Description 1.3 Mission Statement 1.4 Operation Context 1.5 The Legal Context 1.6 Context of the School Admission Policy	
2	Aims of the Special /Additional Needs Department	
3	School Procedure 3.1 The Transition Process 3.1 The Identification Process 3.2 Access to Learning Support 3.3 Informing Staff	
4	Organisation of Class Groupings and Learning Support 4.1 Class Groupings 4.2 Modes of Provision of Learning Support 4.3 Approaches to Learning in the SEN Dept. 4.4 Assessment Exam Procedures 4.5 Professional Development	
5	Practicalities 5.1 Roles & Responsibilities 5.2 Access to Psychological Reports and IEPs 5.3 Record Keeping 5.4 Homework Procedures 5.5 Yearly SEN Timetable 5.6 IEP Individual Education Plans/Student Profiles	
6	Involvement of the Educational Partners 6.1 Role of Board of Management	

Board Approval/Noting Date	
Review Date	TO Be Confirmed

	6.2 Role of Principal 6.3 Role of Special Education Needs Coordinator 6.5 Role of Special Education Teachers 6.6 Subject Teachers 6.7 Parental/Guardian Involvement 6.8 Student Involvement 6.9 Role of Special Needs Assistants 6.10 Role of Guidance Counsellor (?) 6.11 Role of NBSS (National Behaviour Support Service) 6.12 Role of Student Support Team	
7	Evaluating Success	
8	Health and Safety Issues for Pupils with SEN	
10	Declaration	
Appendix 1	Role of the Special Needs Assistant??	
Appendix 2	Abbreviations	

Board Approval/Noting Date	
Review Date	TO Be Confirmed

Section 1: **Introduction & Background**

1.1. Working Definition of Special Needs:

“Special educational needs” means, in relation to a person, a restriction in the capacity of a person to participate in and benefit fully from education on account of requiring additional or specialised services or accommodations, or any other condition which results in a person learning differently from a person without that condition. While the definition in the act does not refer to students with Emotional Behaviour Difficulties (EBD), section 7 (4) (B) of the Equal Status Act 2000 does indicate a category of Special Needs in this case and the school will be mindful of these students when allocating Special Education Teaching Supports (SETS).

The Inclusive School:

School aims to create a framework where differences between individuals are accommodated and celebrated. The principal aim of this policy document is to enable all students to access, participate in and benefit from the education normally provided in the school to the fullest extent possible. This is to be done alongside students who do not have these difficulties. However this should only occur in so much as the nature and extent of these needs would not be consistent with:

- A. the best interests of the student in accordance with any assessment carried out under the EPSEN Act(2004) and
- B. the effective provision of education for students with whom the student is to be educated
- C. All teachers are to assume an SEN role within their classes; collegiality and the sense of a shared responsibility is promoted. Policy development has an input from all staff and other partners within the school community

1.2. School Description:

The staff of Griffeen Community College are committed to the holistic development of each student entrusted to their care. Students are supported in their studies and in their search for meaning and identity. All teachers fulfil a pastoral role in helping students to realise their potential. Griffeen Community College provides a strong SEN provision for students who require extra resources and support. Provision is provided for all pupil’s academic, social and personal development.

Rationale for Developing this Policy

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

- Large numbers of children present with Special Educational Needs (SEN) within the school.
- It is considered necessary to develop a school SEN policy to comply with legislation and Department of Education and Skills circulars.

- To assist parents/guardians in making an informed decision in relation to the enrolment of their child in our school. Griffeen Community College aims to serve all the students in our community without prejudice. We welcome all students and acknowledge that diversity will enrich our school.

1.3 Mission Statement

“Every student should be taught a curriculum that is appropriate to his/her developmental level”

(Guidelines for Post-Primary Schools; Supporting Students with Special Educational Needs in Mainstream Schools, 2017)

Griffeen Community College (CC) is a co-educational multi belief post-primary school. The college will operate under the patronage of Dublin and Dún Laoghaire Education and Training Board (DDLETB), in partnership with Scoil Sinéad Ltd., a new partner for post primary education in Ireland. Scoil Sinéad’s mission is to provide an educational platform that facilitates every child to achieve their true potential regardless of individual challenges.

Griffeen CC is a school embracing modern and innovative approaches to teaching and learning through the medium of English. Our shared aim is to create an inclusive and supportive learning environment, utilizing available resources, where all learners will flourish.

Griffeen CC provides an array of educational experiences and development opportunities for students built on the principles of the universal design for learning. The goal of the universal design for learning (UDL) is to use a variety of teaching methods and remove possible barriers to learning providing students with opportunities to succeed. Combining the experience and innovation of DDLETB and the unique vision of inclusive education endorsed by Scoil Sinéad, Griffeen CC is committed to the highest quality educational provision modelled on the capacities and unique needs of each child.

Mission Statement

Griffeen CC promotes the development of the whole person. It aims to nurture, in partnership with parents, responsible citizens equipped with skills for learning and for life. By creating a supportive and motivating learning environment we ensure that every student is given the opportunity to succeed. Awareness of students individual learning styles informs the learning strategies, thus personalizing the learning exchange for each student. The spirit of the college is based on respect, tolerance, understanding and appreciation for the diversity of our changing world. The Board of Management oversees the development of a caring and inclusive community where wisdom, inclusion and dignity are core values of our school. Fostering an atmosphere of mutual respect is central to what we do.

The community of teachers and parents, supported by the Board of Management are committed to creating a caring, learning community where each student is valued and accorded respect and dignity. Students will learn with pride, progress with confidence and achieve with human purpose.

Our Key Principles:

- Wisdom-we aim to promote the importance of experience and good judgement
- Inclusion – we promote social inclusion and provide opportunity for all.
- Dignity – we promote equality of access to education and the dignity of each individual.

Board Approval/Noting Date	
Review Date	March 2020

- Respect for diversity – we welcome diversity and embrace the values, cultures and traditions of all our pupils to the benefit of all.

School Motto

“Learn with pride and progress with confidence”

1.4 The Legal Context

This policy is prepared with reference to the following legislation:

- The Education Act 1998 (EA)
- The Education (Welfare) Act 2000 (EWA)
- The Equal Status Act 2000 (ESA)
- The Education for Persons with Special Educational Needs Act 2004 (EPSEN)
- Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools
- The Data Protection Acts (1988, 1998, 2003)
- The freedom of Education Acts (1997 and 2003)
- The European Union General Data Protection Regulation 2016
- The Framework for Junior Cycle 2015
- NCCA Junior Cycle Wellbeing Guidelines 2017
- Circular 0014/2017 – Special Education Teaching Allocation
- Circular 0015/2017
- Add new **Irish Circular and other**

1.5 The Context of the Schools Admissions Policy (allocated in line with the whole school admissions policy)

The identification of SEN is an integral part of the admissions process in Griffeen Community College. It ensures that the principles of inclusivity and integration underpin the transition of students with Special Educational Needs to GCC. Admission is given to students when the Special Education Teaching Supports is allocated by the Department of Education.

Griffeen Community College operates an open admissions policy; promoting equality of access, participation and benefit for all in as far as the school can fulfil the needs of an individual student. The Board of Management is committed to ensuring full entitlement and access for pupils with special educational needs to a high-quality education with a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem and self-efficacy. This is consistent with the provisions of EPSEN 2004, Section 2, which states that

“a child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or the degree of those needs of the child is such that to do so would be inconsistent with (a) the best interests of the child in accordance with any assessment carried out under this act or (b) the effective provision of education with whom the child is to be educated”.

Board Approval/Noting Date	
Review Date	March 2020

Section 2: Aims of the Special Educational Needs Department

Aims:

All students, in this policy, refers to every student, including those with additional or special educational needs, within Griffeen Community College. The aim of this document is to enable all students to access, engage in and benefit from the education provided to all to the greatest extent possible unless this is inconsistent, because of the nature or degree of the need of the student with the best interests of that student as determined by EPSEN(2004) or is inconsistent with the effective provision of the education of other students.

- To enable all students to gain access to, participate in and to have a positive educational experience. “To ensure that students have a positive sense of themselves as learners and a strong sense of their own efficacy and capacity to improve” (NCCA Wellbeing Guidelines, 2017)
 - To involve parents/guardians in this process.
 - To enable students to monitor their own learning and become independent life -long learners and promote their capacity to live fulfilled lives in society.
 - To promote inclusivity through equality for all to access and participation in our school community
 - To ensure all pupils are empowered to participate in school life on an academic, social & personal level.
 - To provide a school community which celebrates individual differences
 - To provide equal access to the curriculum for all pupils.
 - To promote effective strategies for teaching students with SEN in resource, learning support and mainstream classes.
 - To make every teacher aware of their responsibility to differentiate their subject’s curriculum to allow all pupils to experience success in their learning.
 - To develop the necessary staff expertise and structures to support students with additional educational needs
 - To emphasise the importance of a collective, collaborative and community-based approach for SEN provision within the school.
1. To ensure full entitlement and access for pupils with special educational needs to a high-quality education with a broad, balanced and relevant curriculum, so that they can reach their full potential and enhance their self-esteem.
 2. To educate pupils with learning difficulties, wherever possible, alongside their peers within the normal curriculum after giving due consideration to the appropriate wishes of their parents/guardians and the necessity to meet individual needs.
 3. To identify and assess pupils as early and thoroughly as is possible and necessary to ensure that we can meet those needs.
 4. To work closely with parents/guardians and pupils to identify needs, set targets and assess progress. This will require close co-operation and communication between all concerned.

Board Approval/Noting Date	
Review Date	March 2020

5. To meet the needs of all pupils who have learning difficulties, by offering appropriate SETS by the most efficient use of all available resources.
6. The provision for pupils with SEN is a matter for the whole school and we strive to enable all staff to play a part in identifying students with Special Educational Needs and to take responsibility for recognising and addressing their individual needs through appropriate supports which are deemed fitting to the student's needs. We will ensure that consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
7. Some whole staff training has been undertaken in the areas of Specific Learning Difficulties such as Dyslexia, positive behaviour approaches and assessment for learning. Staff have developed plans in the areas of Literacy and Numeracy.
8. This SEN policy is also fully focused on assisting the development of Literacy and Numeracy as a whole school goal. To enable pupils with learning difficulties/disabilities to be familiar with Literacy, Numeracy and basic skills, in order for them to lead full and productive lives.
9. To stimulate and maintain pupil curiosity, interest and enjoyment in their education.
10. We recognise that many pupils will have a Special Educational Need(s) at some time during their school life. In implementing this policy, we will strive to find strategies that will help them to participate fully in the school community. Whilst many factors contribute to the range of difficulties experienced by some children we believe that much can be done to overcome them by parents/guardians, teachers and pupils working together.

Section 3: School Procedures

3.1 The Transition Process from Primary School to Griffeen Community College

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

- (a) This process begins with a call/visit by members of SEN staff to all the feeder schools in a given year. Primary schools are informed of our Open Night. On the Open Night, staff trained in SEN are available to consult with parents/guardians and to advise of the school provision. The newly appointed Year Zero Year Head gives a talk to all parents who attend the Open Night to give an overview of the process for incoming. Parents/guardians of a student with special needs are advised to present documentation once enrolment is confirmed to ease the transition process.
- (b) Incoming Parents Night is held in March/April of the incoming year. All parents and students are invited. The date is in the calendar. It is published on our home page. The Principal, Deputy Principal, Year Head, Transition and Transfer Year Head, and MIT administrator advise the invitees on the steps to take to ease the transfer into GCC. Staff are available to answer questions on the night.

Board Approval/Noting Date	
Review Date	March 2020

- (c) An Experience Afternoon is arranged for May to allow incoming students, who elect, to experience the school environment such as lockers, classrooms etc. A member of the SEN team will visit with all primary schools, from Easter to link with SEN /SNA personnel and to ease the transition process. In May all Primary schools are asked for permission to share their Pupil Passports which informs planning for incoming students. A meeting is held with the incoming 1st year Year Head to outline the student body profile. The parents of and the young person who has been in a Special Class or school is invited for a separate visit, if they wish. In the month of June the SNA's visit with the schools of students who have SNA access to observe incoming students and speak with their primary school SNA.
- (d) A specific programme, **Belonging Plus**, is taught to the new 1st year cohort for the first term in GCC. This programme is designed with the 1-1 digital nature of the school. It highlights the use of the devices, digital safety, digital literacy, E book use. This is taught through various subject options, with oversight from the Year Zero Year Head.

The ability of the school to respond to the educational needs of any student applying for admission is dependent on the Department of Education supplying the appropriate facilities and resources to allow the school to meet that need. It may therefore be necessary for the Board of Management to defer enrolment of a student pending provision of appropriate resources by the NCSE.

3.2. The Identification Process

Further to the procedures outlined above and in accordance with Section 14.1(e) of the EPSEN Act 2004, the school shall ensure that

‘teachers and other relevant employees of the school are aware of the importance of identifying children and students who have special educational needs’

In Griffeen Community College information with regard to incoming 1st years is gathered from parents/guardians, their primary schools and their enrolment forms. All information is gathered and dealt with in accordance with GDPR compliance. However it is very important that to meet the needs of our students with additional education need that this information must be shared with the relevant staff to allow equal access to the curriculum. This information is assembled onto TEAMS in a secure Special Needs Register which can only be accessed by the appropriate staff as designated by Senior Management and the SENCO. The Enrolment Form requests information about an incoming students’ assessed need or if they have received learning support in their previous school. All teaching staff have access to the AEN Register on TEAMS and the AEN tab on VSware. AEN students are identified on TEAMS by colour to assist teaching and learning.

The wholesale standardised testing of the 1st year body takes place from the 3rd week of September to allow students to settle in and be comfortable with the school environment. GCC uses the digital format of CAT4, the NGRT and an edited version of the PDST Maths

Board Approval/Noting Date	
Review Date	March 2020

Competency. The latter is hard copy. The results are collated on a class and Year basis. The data is stored on TEAMs and is used to support withdrawal and co teaching decisions.

We utilise the following to identify those in our student body who may require additional support. All

- CAT4 Intake Screening
- Student Passport from primary school
- Standardised Testing – literacy/numeracy
- Teacher referral
- Student referral
- Parental referral/consultation
- Student Support Team referral
- Outside agencies eg CAMHS
- Psych. Ed. Reports
- Medical Reports
- Speech and Language Reports
- Occupational Reports
- Diagnostic Assessments in Literacy/Numeracy

Using the above data and in accordance with Circular 0014/2017 students access support in line with the following criteria:

- Performing below the 10th percentile in standardised numeracy and literacy tests
- Students who are identified as having significant need based on monitoring of ongoing in-house assessment of attainment
- Students who are identified as having significant social, emotional, behavioural need
- Those who are identified as having difficulties with organisation, attention, co-ordination or speech whether these are transient or long term
- Students who present with additional need as outlined in their Psych. Ed. Report either SLD or GMLD (borderline, mild, moderate)
- Students with significant and complex need eg Autism
- Students who present with EAL needs (English Additional Language Support)

3.3. Access to Learning Support

Students who access learning support in Griffeen Community College do so within the model of special education teaching support organised in-line with “A Continuum of Support for Post-Primary Schools” (DES 2007).

Revised Special Education Teaching Allocation

Supports for special education teaching is provided directly to schools by the Department of Education based on their educational profile.

This allocation is to support all students who require educational support in their school.

Board Approval/Noting Date	
Review Date	March 2020

Griffeen Community College will deploy such resources as required to the educational need of a student without the need for the diagnosis of disability by psychological educational report.

Special education teaching allocation provided to the school shall be used solely for the support of students with identified special educational needs.

Students for whom English is an Additional Language (EAL) will be supported from these supports.

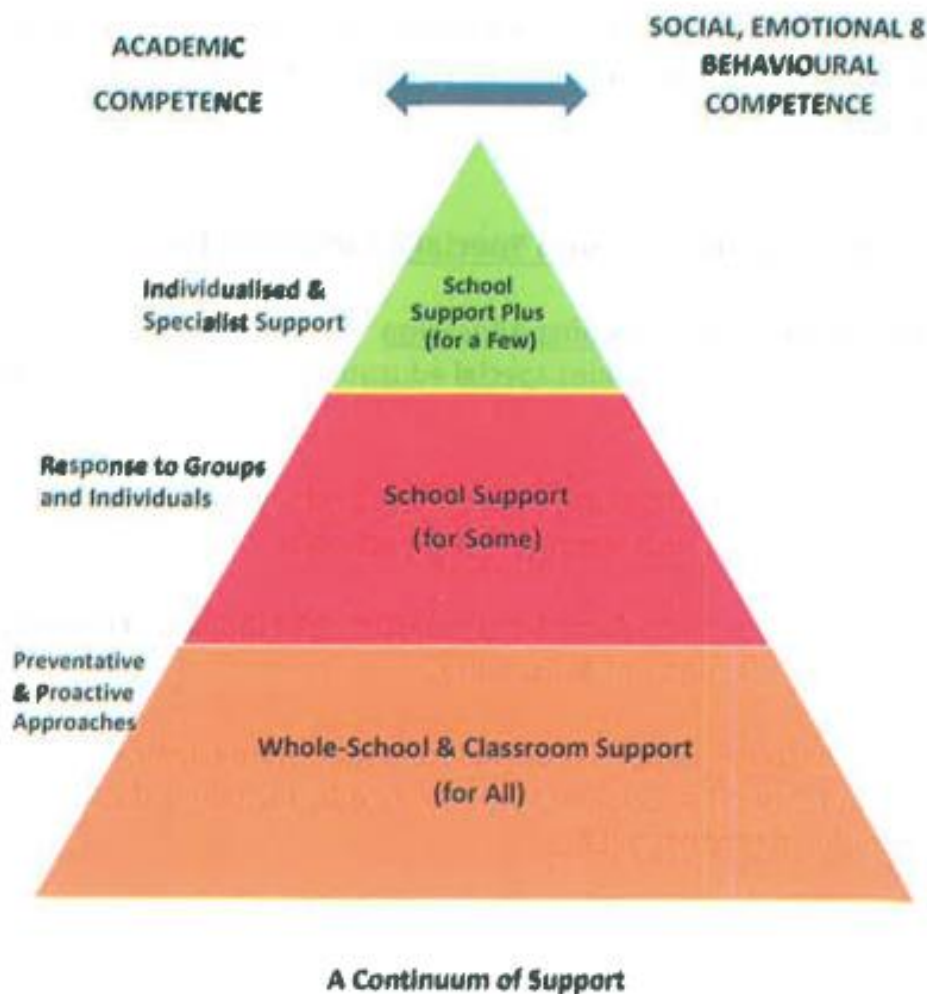
In line with the Continuum of Support model those students who are identified by GCC as having the greatest need will have access to the greatest level of support.

In GCC we will endeavour, in as much as is feasible, to support these students with teachers who have a high level of expertise in the field.

All decisions of how resources should be deployed shall be taken by the Senior Leadership Team and the SENCO.

The following is a visual of the Continuum of Support Model that Griffeen Community College employs to deploy resources across the school. **Support for All** is a whole school classroom based approach. **School Support** is offered to fewer or “some” students for whom the class based approach has not been fully mitigating. **School Support Plus** is an individualised approach required for very few students in a school cohort.

Board Approval/Noting Date	
Review Date	March 2020



3.4. Informing Staff

The Principal, Deputy Principal SENCO and Learning Support team have access to all assessment results. In accordance with the ESPEN Act, 2004 all teaching and support staff (SNA) are made aware of diagnoses at the 1st staff meeting of the year. These diagnosed needs are put onto the AEN tab on VSware. The powerpoint of all identified need in the school is shared with teaching staff on the Staff SEN Teams. This is updated every August. CAT/NGRT/Maths Competency results are made available to teaching staff, as indicated, so as to inform their class planning and UDL/differentiation/scaffolding. An Additional Education Need register is also updated regularly. All teaching staff have access to this on the Staff Teams. The staff Teams also has colour coding by each base class to assist learning and teaching. After each SEN dept. meeting the Register is updated, as is necessary. Each Staff meeting has an SEN input to update or inform through CPD. **The staff room has a register of student medical needs eg asthma with the students VSware image with measures to be taken in the event a student becomes unwell.** CURRENTLY in update phase.

Section 4: Organisation of Class Groupings and Learning Support

Board Approval/Noting Date	
Review Date	March 2020

4.1 Class Groupings

- All classes in Junior Cycle are of mixed ability.

4.2 Modes of Provision of Learning Support

Provision for all students is based on NEPS continuum of support (DES 2007). This model organises support at three different levels:

- Support for ALL students
- School Support (for some students)
- School Support Plus (for a few students).

The Continuum of Support framework is used in GCC to assist us in identifying and responding to students' needs. This framework recognises that special education needs occur along a continuum which ranges in form and time ie mild to severe, transient to long term. Therefore the level of support required will be different for each student who is identified.

This framework ensures that the interventions move from class based to more individualised support and that this is informed by careful monitoring of progress of the student. In Griffeen Community College a whole school approach means that all screening, assessment and reporting is utilised to effectively identify those students who present as "at risk" and thereby access any and all levels of support as needed.

The provision of Learning Support for All is targeted at students from 1st to 3rd year. This support is reviewed at the end of each academic year.

A Student Support Plan (SSP). It is a written plan that details the nature of support needed for a particular student. The plan will outline the targets to be met with interventions, resources and strategies to be employed for the benefit of the student. It is a working document which is amended and reviewed at periods throughout its active life. The participants in its construction are SEN staff, parents/guardian, student, teaching staff and others as necessary to the successful fulfilment of the document. The SSP is shared with all staff who teach the student so as to set targets within their particular subject.

Support for ALL Students

Literacy

- Access of all first years to "Transition and Transfer" interventions such as– Vocabulary Enrichment, promoting reading and writing, coping and study skills.
- Drop Everything and Read, Word of the Week
- Paired reading
- Screening of reading comprehension skills for all 1st year students
- Assistive settings on ipad/laptops (2024/25)

Numeracy

Board Approval/Noting Date	
Review Date	March 2020

- Screening of all 1st years for numeracy skills
- Numeracy promotion through Maths Club, maths competitions etc.
- Numeracy promotion eg Multiplication square in Journal etc.

Interventions and Curricular Support

- Team Teaching/ Co-operative teaching is utilised to support all students in class in particular subjects
- GCC is a UDL(Universal Design for Learning) school. This is applied to all class planning.
- Assessment for Learning(AFL) and active teaching methodologies are promoted school wide
- Assessment and monitoring of students in class, mid-term assessments/exams
- Whole School Communication and Collaboration eg all staff meetings have an SEN input
- Collection and analysis of school wide screening data and transfer information attendance and behavioural information by the SEN team.
- Homework Support club

Social, Emotional and Behavioural Support

- All 1st years access “Belonging plus” programme for transition coping skills
- Lunchtime Learning Hub Support – friendship and games eg Chess
- Restorative Practice: Explicit teaching of these skills
- Lunchtime Clubs eg photography, choir
- After School Clubs eg Music
- Whole School positive behaviour system eg positive postcards home
- Student Support Team – once a week meeting to discuss the support needs of students
- Check and Connect
- Student Council
- Psychological support from PSS

School Support – Some

This support is targeted at those students for whom whole school interventions have not had sufficient impact to meet the needs of those students. This % is generally between 10% and 20% of a given school community. This group of students may require transient or longer term interventions and supports while still accessing the Support for All interventions. A range of interventions and approaches are utilised. This process requires consultation which includes the parent/guardian and student, is target led and puts in place accommodations to offer assistance.

Literacy

- Access to smaller group withdrawal for literacy support – reading groups: Rapid Reading/CSI, Read Theory, SNIP etc – a variety evidence based programmes and interventions

Numeracy

Board Approval/Noting Date	
Review Date	March 2020

- Access to smaller group for numeracy support – curricular, social numeracy, evidence based intervention - Numeracy Ninjas, Khan Academy

Interventions and Curricular Support

- Academic monitoring
- Additional support through small group withdrawal
- Reduced curriculum with insertion of short courses, where appropriate
- Attendance is monitored by Year Head for some students
- L2LP may be a consideration subject to satisfying criterion
- Communication and collaboration with teaching staff and SNA's about the learning needs and support of a student

Social, Emotional and Behavioural Support and Interventions

- Access to small group Emotional and Behavioural Social Skills support programmes such as NCSE People Skills
- Meet with student's guardians to discuss interventions, progress and to organise a referral to the PSS for assessment or CAMHS
- Access "Alert" programme
- Access individualised interventions from SEN support team eg Movement Matters (OT)

School Support Plus – Few

The number of students who fall into this category generally amount to approximately 5% of the student population. Their difficulties are significant and generally require intensive individualised supports. The student will likely require a Student Support Plan, input from professional agencies and specialist individualised interventions.

Support may include some or all of the following:

- SNA Support
- Behaviour Support Plan
- Student Support Plan
- Specialist liaison – Speech and Language Therapists, CAMHS, visiting teacher
- One to one individualised work with the SEN department
- Reduced Curriculum. This may include L2LP.
- Art Therapy
- Life Coaching

4.3 Approaches to Learning in the SEN Department

Staff provide a variety of experiences/activities during a course of study. Staff identify the learning style of the individual and use suitable methodologies to appeal to the kinaesthetic,

Board Approval/Noting Date	
Review Date	March 2020

auditory, sensory, linguistic, visual and interpersonal intelligences. There are opportunities for individual and group activities, peer learning and independent study.

4.4 Assessment Exam Procedures

Reasonable Accommodations in Certificate Examinations (RACE).

The RACE scheme is operated by the State Examinations Commission (SEC). The scheme is created to facilitate the access of students with special educational need to state examinations. The scheme communicates to the examiner the difficulty the student has whether physical, visual, hearing and/or a learning difficulty. A number of measures may be put in place

- Word processor
- Recording device
- Scribe
- Reader/reading assistant
- Spelling and grammar waiver
- Special centre
- Reading pen
- Modified exams

RACE applications are made to the SEC by the SEN department on behalf of students who have had a need identified by any of the assessments already outlined. Support will have been offered prior to application. Applications are made on the basis of current need. The results of Standardised testing which is administered by qualified SEN staff is the basis for application as set down by SEC guidelines. Once accommodation has been granted for the Junior Cycle Exam it is reactivated for the Leaving Certificate if it is a continuing need. The accommodation received appears on the examination certificate. As much as is possible these accommodations will be made available for in house exams once resources are available.

4.5 Professional Development

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

4.6 Exemption from the study of Irish

Students who present with an exemption from the study of Irish do so for reasons enumerated in the circular below. If in Post Primary a student needs to apply for such an exemption the parent/guardian should contact Griffeen Community College. If a need is identified in the student with the exemption that can be supported by withdrawal against Irish this may be accommodated. Circular 0052/2019 **Add New Circular**

Section 5: Practicalities

5.1 Roles and Responsibilities

Board Approval/Noting Date	
Review Date	March 2020

Principal and Senior Management Team
SENCO and SEN Department Teachers
Subject Teachers:
Special Needs Assistants:
Special Education Teachers

5.2 Access to Psychological Reports and SSP's

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

Files are maintained by the Principal, Deputy Principal, SEN Coordinator. Access to these files is granted to: teaching staff, Tutor and Year Head.

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

Relevant information is provided to teachers at the first staff meeting of the school year and Staff Meetings throughout the year.

5.3 Record Keeping

Each SEN teacher keeps their own attendance and progress records. This information is used in creating, evaluating, adjusting and planning IEPs or Educational Profiles. The SEN team records all meetings and information on students from subject teachers, SST and parent's/guardian's requests. Student records are stored in a locked filing cabinet in the Main Office.

5.4 Homework Procedures

Where homework is given, the same procedures as per the Homework Policy apply. Homework is noted in the student's journal. This is the communication between home and school. Formative feedback should follow the school norm.

5.4 Student Support Plans

SSP's are collated under the supervision of the SENCO by the SEN team in collaboration with interested parties. They are kept on Teams.

Section 6: Involvement of Educational Partners

6.1 Role of the Board of Management

- To ensure that a policy is in place and that it is reviewed every three years or whenever it is deemed necessary by the Board.
- To consider recommendations for improvement where appropriate.

Board Approval/Noting Date	
Review Date	March 2020

- To ensure that the school meets its requirements in relation to inclusion under the Education Act (1998) & the EPSEN Act (2004).

6.2 Role of Principal

- Assumes overall responsibility for the development and implementation of the school's policies on Special Needs and Learning Support.
- To sanction exemption from certain subjects as requested.
- To ensure adequate timetabling of hours for learning support, resource, traveller and EAL support.
- To allocate time for staff to reflect, review and plan curricular arrangements, for planning of individual programmes (ISSP's), for consulting with support personnel and other professionals regarding the needs, progress, and review of individual students. The principal shall provide adequate time for review of policy by SEN teachers as required.
- To facilitate the in-service training in special needs for staff.

6.3 Role of SENCO

The SENCO's role involves working with the Principal and the Board of Management to determine the strategic development of the policy. Other responsibilities include coordinating the provision for pupils with SEN, liaising with and giving advice to teachers, managing SNAs, overseeing pupils' records, liaising with parents/guardians, making a contribution to in-service, linking with external agencies in order to raise the achievement of children with SEN.

The following is a list

- Assessments of referred students.
- Development and of SSP's in consultation with all parties.
- Putting programmes and interventions in place for student body.
- Evaluation of SSP's.
- Organisation of RACE
- Applications for Assistive Technology
- Yearly meetings re incoming 1st years/sen/sna's
- Co-ordination of incoming 1st year Entrance Assessments
- Analysis
- Referrals where appropriate to PSS, external support agencies
- Dissemination of SEN information to all staff at beginning of school year and regular updates
- AEN Register updated
- On-going support and advice to Senior Leadership, year heads, tutors and teachers with regard to SEN matters pertaining.
- Attendance at parental/discipline meetings if required
- Co-ordination of regular timetabled SEN meeting.
- Liaison with incoming parents of students with additional educational need, primary schools and services
- Attendance at weekly timetabled Student Support Meeting
- Regular consultation with school management regarding the allocation of hours and resources within the SEN department
- Attendance at meetings with the SNA team

Board Approval/Noting Date	
Review Date	March 2020

6.4 Role of Special Education Teachers

- Teach individual and small groups of students requiring learning support.
- Write targets for each student receiving learning support.
- Offer advice to subject teachers and other departments on employing differentiated teaching methods and resources in their subject teaching
- Liaise with certain professionals when requested by management
- Various numeracy/literacy initiatives

6.5 Role of Subject Teachers

Section 22 (1) of the Education Act 1998 states the primacy of the teacher in the education and personal development of students in schools.

The classroom teacher is responsible for educating all students in his/her class, including any student with a special educational need. The class teacher has primary responsibility for the progress and care of all students in his/her classroom, including students with special educational needs. Circular 0014/2017

It is the responsibility of the teacher to ensure that each student is taught in a stimulating and supportive classroom environment where all students feel equal and valued. The class teacher may gather information through formal and informal means, with a view to informing interventions. The classroom teacher also has a significant role in identifying and responding to students with additional needs, including differentiating the curriculum as appropriate. These responses will be informed and assisted by collaboration with colleagues, the SEN team and parents/guardians.

The classroom teacher will also make specific accommodations for students within the class because of concerns about a student's progress, application, communication, behaviour or interaction with peers and the development of a programme of differentiated instruction for that student.

To implement the Special Needs Policy by considering the needs and learning styles of all their students and to employ suitable teaching methods so that all students can access the curriculum at an appropriate level.

To take steps to inform themselves of the special needs of any student in their class and to bring any concerns regarding such a student to the relevant personnel.

School Trips

Teachers are required to make themselves aware of the special requirements of the students for whom they are planning a trip and account must be taken to allow for access to all.

- During the planning stages the needs of individuals in the group must be considered and catered for eg accessibility to the venue

Board Approval/Noting Date	
Review Date	March 2020

- Teachers rather than SNA's must be available to accompany students who are unable to travel alone
- Students with additional need will need to have the school phone number in their phone

6.6 Parental/Guardian Involvement

- A critical factor for students with additional need to engage successfully with all aspects of their life in GCC is the collaborative relationship which develops between the SEN team and parent/guardian. We aim to begin as early as possible to grow this relationship. Both the parents/guardians and the students have important and relevant information to offer which will enhance their engagement.

Transition

- Open Night: the SEN department give information to incoming students and parent/guardian
- Enrolment Form: Parent/Guardian outline need so that resources can be put in place
- Incoming Parents Night
- An incoming orientation r is offered to students in early May

First Year

- A 1st year Parents night
- Parents are contacted if concerns are raised by a score on the Entrance Screening Test (standard score less than 84)
- Parents/guardians are invited to contact the SEN Department during the year in addition to meeting the Learning Support teachers at Parent/Teacher Meetings if they feel their student needs support.
- Parents/guardians will be contacted if a student requires further assessment by an outside agency. They will be provided with information and support to help them in this decision.
- Parents/Guardians are collaborators in the development of an SSP and the review of the SSP.
- Parents/guardians are expected to support the work of the school with the student and to ensure the correct use and maintenance of any aids or equipment that are provided for the student.
- Parents/guardians are always contacted if support staff are concerned for the welfare of the student.

6.7 Student Involvement

In GCC students can self-refer. If they are experiencing difficulties they first speak to the subject teacher and then to the SEN department. It is imperative that students are engaged in their own learning journey, their involvement will benefit their learning. They provide information on their own particular learning style, their skill set and interests. Therefore it is also important to note that a continual refusal to engage with said provision may lead to its withdrawal and redeployment elsewhere within the student body.

Board Approval/Noting Date	
Review Date	March 2020

- To contribute to the drawing up of learning programmes and the setting of learning targets for themselves considering their own strengths and weaknesses
- Students are consulted regarding support. It's provision is always dependent on the student's consent.
- To contribute to the selection of texts and other materials that may help to reach these targets.
- To contribute to the review of learning programmes.
- To co-operate with the agreed programme and its evaluation by participation in appropriate tests and assessments.

6.9 Role of Special Needs Assistants

Special Needs Assistants are recruited specifically to assist schools in providing the necessary non-teaching services to pupils with assessed educational needs. Their duties are assigned by the Principal acting on behalf of the Board of Management. Their work is supervised either by the Principal or another teacher as determined by the Principal. Those duties include tasks of a non-teaching nature. These duties are assigned in accordance with Circular 0071/2011.

The role of the SNA is not to be a constant presence as assistant to an individual student nor as an alternative teacher to young people with special needs. They are a valued whole school resource. As such they may assist any student, who from time to time, may require assistance or who has intermittent care needs.

Students access the support of the SNA team based on their adjudged level of need which can change over the course of a term or year. The interests of the student are foremost in deciding the level of support that they require. Their opinion must be obtained, as far as is practicable, and utilised when decisions are being made as to level of access. The main aim is to develop independence from the SNA.

- As valued staff members the SNA's must adhere to all of the principles of care, inclusion and dignity as teaching staff.
- Confidentiality in relation to all matters must be observed.
- The classroom teacher is responsible for all matters pertaining to the implementation of classroom management, work and discipline and will adjudge such matters solely
- Those students with need should be encouraged to work independently
- SNA's are given access to cpd and whole school training as it pertains to their role. Attendance at whole school staff meetings which pertain to them is expected.
- Discipline falls to the teaching staff. Outside of the classroom eg transition times an SNA can intervene but must bring it to the relevant member of staff as soon as possible
- All SNA's are required to notate the days happenings. **They must be typed up onto a centralised document. See (appendix 1)**

6.9 Role of Guidance Counsellor

- To participate in the preparation of the Special Needs Policy of the school.
- To work with the Special Needs Team and other staff in the implementation and review of this policy.

Board Approval/Noting Date	
Review Date	March 2020

- To liaise on an ongoing basis with the other members of the Special Needs Team and Student Support Team as relevant matters arise.
- To provide a range of services to all students, including careers information, study skills and examination techniques, consultation with parents/guardians, referral services etc. with an awareness of the special educational needs of students.
- To work together with Special Needs Team to conduct assessments of incoming first years and other students new to the school. To advise the Principal of any matters arising from such assessments.
- To support students who have been referred.
- To advise on supports available at third level for SEN students and to assist students in assessing these supports.

6.11 **Role of NBSS (National Behaviour Support Service)**

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

6.14 **Role of the Student Support Team**

The Support Team is representative of all the groups caring for pupils in the school. It includes senior management, guidance, teachers, SNA's. The team meets weekly to discuss pupils and their needs.

Section 7 **Evaluating Success**

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

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

Section 8 **Health and Safety Issues for Pupils with SEN**

Some pupils need one to one supervision during break times, and this is provided by the SNA's.. Social areas are common to all pupils, and integration is promoted. SNA's generally accompany pupils on school outings such as games and tours. However the Learning Hub is accessible to students with additional need as a measure to support them during lunch times. It is generally a transient need but for those who welcome it for a longer period of time it is available. This is reviewed on an ongoing basis to maintain the inclusion of all.

Board Approval/Noting Date	
Review Date	March 2020

Issues relating to Health and Safety of all students are referred to BOM. Students who have special education needs are subject to the same strictures within the Code of Behaviour in the same way as other students.

Should students need to take medication it is administered by the principal to the student. The Authority for Administration of Medication (Appendix 3) form must be signed by the parent/guardian and kept on file.

Section 9: Declaration

This Griffeen Community College Policy was formed following consultation with all staff, members of the Board of Management, Parents and the Student Council. It is recommended that this policy be reviewed every three years or whenever it is deemed necessary by School Management. It was adopted by the Board of Management of Griffeen Community College on:

GCCThis Policy Is Currently In Review

Board Approval/Noting Date	
Review Date	March 2020

Signed: _____

Date: _____

Name

Chairperson of the Board of Management

Signed: _____

Date: _____

Name

Board Secretary & School Principal

GCCThis Policy Is Currently In Review

Board Approval/Noting Date	
Review Date	March 2020

Appendix 1

Role of the Special Needs Assistant

See SEN Procedure Document

Note: This information is an Appendix attached to Circular 07/02 and Circular30/14, and as such is the most recent clearly defined role of the Special Needs Assistant.

Duties are assigned by the Principal Teacher in accordance with circular 10/76: "Duties and responsibilities of Principal Teachers" and sanctioned by the Board of Management.

Their work should be supervised either by the Principal or by a class teacher. Those duties involve tasks of a non- teaching nature such as:

1. Preparation and tidying up of the classroom(s) in which the pupil(s) with special needs is/are being taught.
2. Assisting children to board and alight from school buses. Where necessary travel as escort on school buses may be required.
3. Special assistance as necessary for pupils with difficulties e.g. Helping with physically disabled pupils with typing or writing.
4. Assistance with clothing, feeding, toileting and general hygiene.
5. Assisting on out-of-school visits, walks and similar activities.
6. Assisting the teachers in the supervision of pupils with special needs during assembly, recreational and dispersal periods.
7. Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom.
8. General assistance to the class teachers, under the direction of the Principal, with duties of a non- teaching nature. (Special Needs Assistants may not act either as substitute or temporary teachers. In no circumstances may they be left in sole charge of a class).
9. Where a Special Needs Assistant has been appointed to assist a school in catering for a specific pupil, duties should be modified to support the needs of the pupil concerned.
10. This list is not exhaustive and additional duties may be added as requested by the Principal.

Appendix 2 - Abbreviations

Below is a list of abbreviations used across several Griffeen Community College policies and documents.

ACE	Autism Centre of Excellence
ASC	Autistic Spectrum Condition
BOM	Board of Management
BSP	Behaviour Support Plan
CAMHS	<i>Child and Adolescent Mental Health Services</i>
CAT	Cognitive Ability Test
CPNS	Child Protection Notification System
CSPE	Civic, Social and Political Education
DDLDP	Deputy Designated Liaison Person
DEIS	Delivering Equality of Education in Schools
DES	Department of Education and Science
DLP	Designated Liaison Person
EP	Education Plan
EPSEN	Education for Persons with Special Educational Needs
ETB	Education and Training Board
NGRT	New Group Reading Test
HSE	Health Service Executive
ICT	Information and Communication Technology
SSP	Student Support Plan
JCSP	Junior Certificate Schools Programme
LCVP	Leaving Certificate Vocational Programme
LGBT	Lesbian, Gay, Bisexual, Transgender
MUGA	Multi Use Games Area
NBSS	National Behaviour Support Service
NCBI	National Centre for the Blind Ireland
NCSE	National Council for Special Education
PSS	Psychological Support Service

NEWB	National Education and Welfare Board
NLN	National Learning Network
OT	Occupational Therapy
PC	Pastoral Care
PE	Physical Education
RACE	Reasonable Accommodations at Certificate Examinations
RE	Religious Education
RSE	Relationships and Sexuality Education
SEN	Special Educational Needs
SENO	Special Educational Needs Officer
SESS	Special Education Support Service
SETS	Special Education Teacher Support
SNA	Special Needs Assistant
SPHE	Social, Personal and Health Education
SSE	School Self Evaluation
TUSLA	Child and Family Agency
TY	Transition Year

GCCThis Policy Is Currently In Review

Authority for Administration of Medication

For the administration of Medication to students under 18 years of age in Griffeen Community College to be signed by a parent/guardian.

Student's name:	
Date of birth:	
Weight:	
Name of medication:	
Dosage:	
Condition for which medication is required:	
Under what circumstances should medication be given to the student at school/college?	
Other medication being taken:	

GCCThis POL

ew

Please Note:

-

I consent to the student's self-administration of this medication:	Yes	No
GPs name:	Phone number:	
1st emergency contact:	Mobile:	
2nd emergency contact:	Mobile:	

view

I authorise administration/supervision of medication by a school/college representatives of _____ in dosage of _____, to _____ the student identified above under the circumstances outlined above.

I understand that information about my child's medical condition and treatment will be shared with school/college representatives and medical personnel as necessary. I also consent to the disclosure of this information to appropriate medical practitioner/s, e.g. in an emergency, and to relevant insurers as required.

Signed: _____ Date: _____

Print name: _____

GCCTH1