

Our school community provides a caring, happy and safe environment, which strives to foster a love of life-long learning.

We endeavour to develop each person's academic, physical, moral, cultural and spiritual potential based on mutual respect, fairness and honesty.

We want our students to emerge as confident, adaptable, independent, responsible and caring citizens.

School Mission Statement

1.INTRODUCTION

This policy is a revision of a previous Special Educational Needs (SEN) policy and has been updated to accommodate changes brought about by the introduction of a revised allocation model of providing special educational teaching resources to post-primary schools.

Department of Education and Skills (DES) circular 0014/2017, outlines the revised allocation model whereby post-primary schools are awarded a special educational teaching allocation based on each school's educational profile. The revised allocation process, which came into effect in September 2017, replaces previous models for providing learning support, English as additional language support and support for students with both low incidence and high-incidence special educational needs.

The purpose of this policy is to document current practices in relation to identifying students who require additional educational support and to outline procedures in relation to the use, organisation and deployment of resources.

1.1 Aims and Objectives

As set out in The Education Act 1998, The Education for Persons with Special Educational Needs Act 2004 and The Equal Status Acts 2000-2004 St. Colmcille's School aims to:

- Give practical effect to the constitutional rights of children who have a disability or who have other special educational needs, as they relate to education.
- Provide, as far as is practicable and having regard to the resources available, a level and quality of education appropriate to the needs and abilities of all students in the school.
- Ensure that students with special educational needs are educated in an inclusive environment, as far as possible.
- Affirm that students with special educational needs have the same right to avail of, and benefit from education as students who do not have those needs.
- Provide for the involvement of parents in the education of their children and in the decision making process in relation to their children.
- Co-operate and work closely with the National Council for Special Educational Needs (NCSE) and other agencies with regard to the education of students with special educational needs.
- Ensure that students with special educational needs are identified and provided for in a fair and equitable manner so that their learning potential and their sense of self worth and dignity is developed and respected.
- Ensure that all members of staff are aware of the special educational needs of students and of the contribution they can make in this area.
- Ensure that special educational needs is not viewed in isolation, but in the context of the whole school and community.
- Ensure that students with special educational needs are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way.
- Set high standards for students with special educational needs and provide them with appropriate guidance, encouraging them to achieve to their full potential.
- Develop staff expertise in supporting students with special educational needs.
- Encourage and foster positive partnerships with parents, in order to achieve appropriate support at home and at home.
- Co-ordinate the advice, guidance and support of other agencies in supporting students with special educational needs.
- Ensure the effective and efficient use of resources.
- Monitor and evaluate the effectiveness of practice in support of students with special educational needs.

1.2 Scope of the Policy

This policy applies to all students attending St. Colmcille's Community School and who have special educational needs.

1.3 The Legal Context

This policy is drafted in the context of the specific provisions and definitions with regard to children with disabilities and special educational needs, the statutory requirements placed on schools and Boards of Managements by:

- The Education Act 1998
- The Education (Welfare) Act 2000
- The equality Act 2004
- The Education of Persons with Special Educational Needs Act 2004
- The Equal Status Acts 2000-2004
- The Data Protection Acts 1988,1998,2003

This policy is drafted in the context of guidelines for Post Primary schools *Supporting Students with Special Educational Needs in Mainstream Schools*

This policy is drafted in consideration of the Education for Persons with Disabilities Bill 2003 as well as guidelines on Individual Education Plan Process 2006.

2. ORGANISATIONAL ARRANGEMENTS

2.1 School Details & Organisation

St. Colmcille's Community School strives to create an inclusive learning environment where the needs of all students are catered for. The school offers a broad and balanced curriculum at both Junior and Senior cycle.

2.2 Organisation at Junior Cycle

Students are placed in mixed ability teaching groups in First Year. Students are taught in their tutor groups for the majority of subjects.

There is an element of choice in the First Year curriculum with students choosing four out of nine option subjects. The options subjects are:

- Metalwork
- Woodwork
- Business Studies
- Home Economics
- Music

- Technical Graphics
- Art
- Second Modern Foreign Language

Students also have a choice of French or Spanish as the Modern Language.

First year students can avail of a taster option for all option subjects. They are then asked to pick 2 option subjects to study for the Junior Cycle. Students and parents can seek support in making this decision by the subject teacher. For students with special educational needs the learning support teacher and/or the resource teacher are also available to support/advise the student and parents regarding these decisions.

It is expected that teachers will implement differentiated approaches for teaching and learning ensuring that the skills of all students are catered for.

2.3 Organisation at Senior Cycle

Transition Year is an optional year between Junior and Leaving Certificate. The Transition Year programme aims to:

- Educate for maturity with an emphasis on social awareness and increased social competence
- Educate through experience of adult working life as a basis for personal development and maturity
- Promote general, technical and academic skills with an emphasis on inter-disciplinary and self directed learning.

A broad curriculum is offered in Transition Year, which caters for the needs and interests of all students.

2.4 Leaving Certificate Programmes

At Senior Cycle the students study the Leaving Certificate Programme. Students study Irish, English, Mathematics, French/Spanish and three option subjects. The option subjects include Accounting, Art, Business, Biology, Chemistry, Construction Studies, Economics, Engineering, Geography, History, Home Economics (Social & Scientific), Music, Design and Communication Graphics and a second language.

For some students the Leaving Certificate Applied Programme is most suited to their needs and when appropriate this programme is offered at Senior Cycle.

3. IDENTIFICATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The education of students throughout the school rests in the first instance with the subject teacher. Each teacher should be aware of which students are likely to experience barriers to learning. In many cases a student's needs are resolved through the provision of differentiated work suited to their needs.

For those students whose progress continues to cause concern a referral to the SEN Core team by the Yearhead may be appropriate. The referral process should be underpinned by evidence which shows, that despite receiving differentiated learning opportunities, the student made little or no progress even when teaching approaches are targeted to a pupil's identified area of weakness.

Having reviewed the documentation and liaised with the relevant staff, the SEN Core Team may decide that a student would benefit from further intervention and assess the student using in house testing. If an educational psychological test is deemed necessary, parents are informed and their consent is sought prior to any NEPS funded assessment taking place. The outcome of both forms of assessment will determine what course of action is taken.

Assessment results may indicate that a student has not got a special educational need. In this case the students' needs are supported through the structures available to all students. These may include:

- Differentiated work appropriate to their needs
- Mentoring/monitoring by Year Head
- Monitoring by the Care team
- Inclusion of the student at school support/ school support plus level
- Review of entry levels for State Examinations
- An agreed referral to an outside agency.

If the results of the assessment indicate that a student has a special educational need the SEN Core team discuss documentation and allocate support appropriately.

3.1 Transfer from Primary School

Prior to entry to St. Colmcille's the Head of First Year and the Special Needs Co-ordinator visit or contact the feeder Primary Schools. The school sees this liaison as an important step in ensuring proper identification of students with special educational needs and the continuity of provision for them.

Visits are arranged for students with special educational needs prior to their transfer to St. Colmcille's.

Information received from the Primary Schools and parents coupled with the results of the Cognitive Ability Tests (CAT) help the school identify those students who may need additional support at Secondary School level. This liaison is an important step in ensuring identification of students with special educational needs and the provision of relevant support. Each student's Education Passport is sought from primary schools. This is a suite of documents designed by the National Council for Curriculum and Assessment (NCCA) which includes

- The student's sixth-class report card
- My Profile sheet for children
- My Child's Profile sheet for parents
- A special educational needs summary form. These documents are held on file and are used to inform planning for additional educational supports.

A student who has received support by the Department of Education at Primary School will not automatically have this entitlement on transfer to Secondary school.

To support the transfer of all students to St. Colmcille's there is a comprehensive Induction programme.

A 'buddy-system' operates in the school, which gives Senior students the opportunity to work with the incoming First Years.

All First Year teachers are briefed on matters relating to the students they are going to teach or come into contact with. Clearly the extent to which individual teachers are given confidential information is a sensitive matter. It is however important that teachers have as much information as possible regarding the students they teach if they are to contribute towards the best possible learning environment for them.

3.2 Students transferring into other Year Groups

When a student is accepted into St. Colmcille's to join a year group other than First Year information is sought from their previous school and parents/guardian. This information is passed to the Year Head and the Special Needs Co-ordinator where appropriate.

4. ASSESSMENT AND IDENTIFICATION

4.1 Entrance Assessment

After enrolment, all in-coming first year students are invited to sit a cognitive abilities test which measures a student's ability in verbal, quantitative, spatial and non-verbal reasoning. Reading Comprehension, Spelling and Mathematical attainment tests are administered at a later date. The results of these tests are reported and used to:

- Identify students who may not previously have been identified as having special educational needs
- Identify students who may be highly able or of exceptional ability.
- Identify students for discrepancies between measured ability and attainment scores.
- Ensure students are placed in mixed ability class groupings.
- Monitor student's academic performance.

4.2 Further Identification of Students with Special Educational Needs.

Further to the procedures above, and in accordance with section 14.1(e) EPSEN 2004, teachers and other relevant employees of the school are aware of the importance of identifying children and students who have special educational needs. To this end, subject teachers are encouraged to identify students who may be experiencing difficulties and to bring this to the attention of the yearhead with potential referral to the SEN Core team.

In many cases a student's difficulties will be resolved through appropriate differentiation, however, where a student's progress continues to cause concern the yearhead will refer the student to the SEN department.

5. SUPPORT PROVISIONS

5.1 Coordination of SEN

SEN provision within the school is managed by a team which comprises of the following

- SEN Co-ordinator.
- A SEN Core team
- Special needs Assistants.

Members of the SEN CoreTeam meet every week to plan, prepare, execute and evaluate SEN services provided in the school. The team operates in consultation with the Principal and Deputy Principals , Yearheads, the Guidance department and with outside agencies such as the National Council for Special Education (NCSE), the National Educational Psychological Service (NEPS), the SENO, the Education Welfare Officer (EWO), the Visiting Teacher service for both hearing impaired (VTHI) and vision impaired (VTVI) students, speech therapists, occupational therapists.

5.2 Allocation of Support

As recommended by the Department of Education and Skills, St Colmcilles Community School operates a Continuum of Support Framework to assist in identifying and responding to students' needs. This framework recognises that "special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that students require different levels of support depending on their identified educational needs" (Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools, p.6).

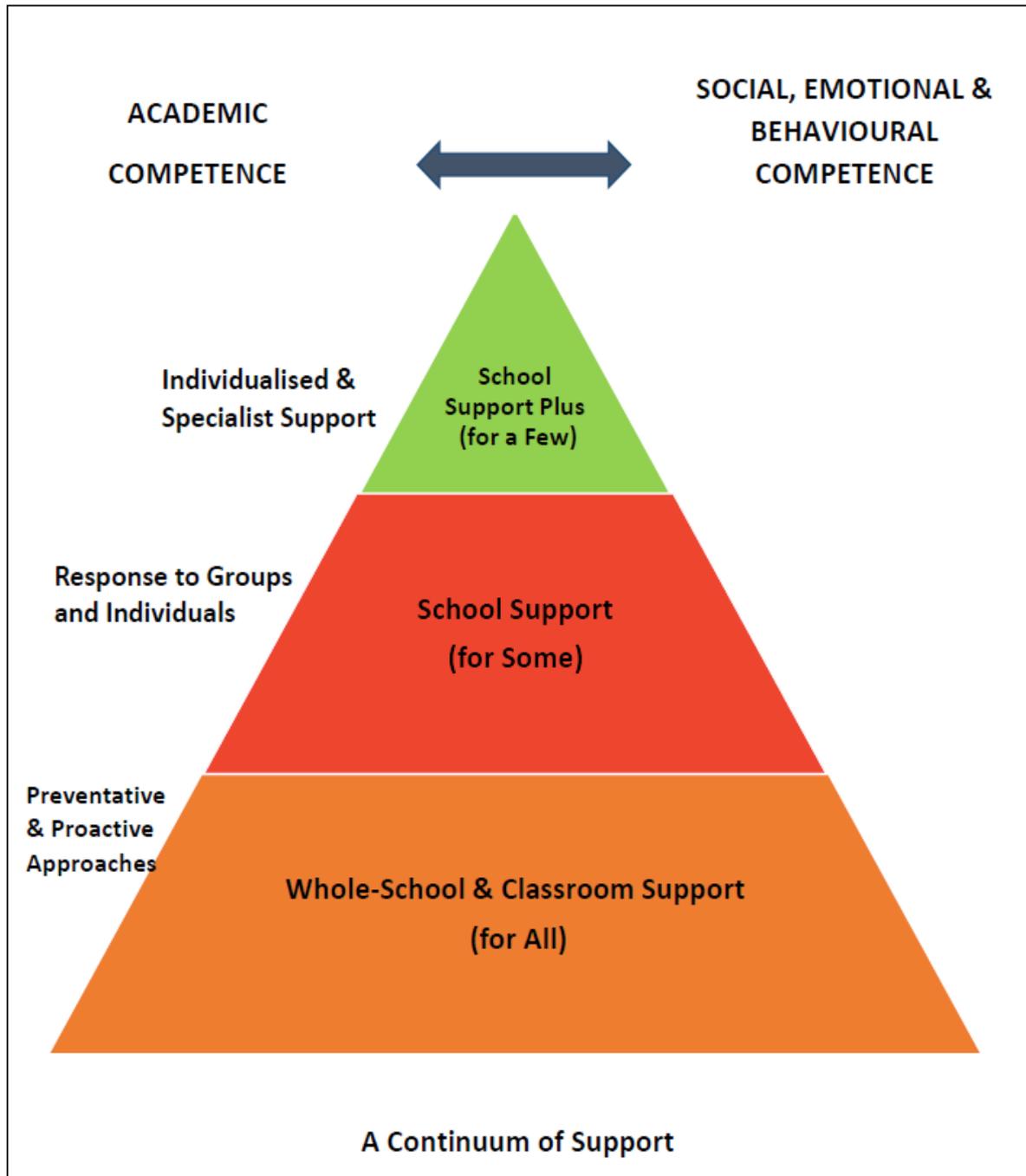
In all cases, the subject teacher has primary responsibility for the appropriate education of all students in the class and the majority of students will be adequately supported through appropriate differentiation within the classroom. Where additional teaching support is required, the school strives to provide the greatest level of support to students with the greatest levels of need. Support is based on identified needs and is informed by regular reviews of progress as recommended by the DES in their *Guidelines for Post-Primary Schools. Supporting Students with Special Educational Needs in Mainstream Schools*, p.5.

Additional teaching support may be appropriate where:

- A student has an additional educational need identified by an educational psychologist, psychiatrist or other health professional.
- A student is operating at or below a standard score of 90 on tests of ability and/or attainment.
- A student has social emotional and behavioural difficulties.
- A student is operating with English as an additional language.
- A student has been identified as being gifted or of exceptional ability.

5.3 Levels of Support and Models of Support

St.Colmcille's Community school implements the DES Continuum of Support Framework which suggests the following levels of support



All students are supported in the classroom by appropriate differentiation in teaching and assessment practices. Where additional teaching support, at the level of School Support for some, is

- In-class support through the use of co-teaching
- Withdrawal for support in literacy or numeracy or for subject specific support. This may be on a one-to-one basis or in small groups.

5.4 Facilitating students to follow a reduced curriculum.

Students are encouraged to follow a full curriculum including a modern foreign language. If this presents difficulties, and if it is considered to be in a student's best interest, it may be for the student to follow a reduced curriculum. This course of action will only be undertaken if it is considered to be an essential intervention and will always be in consultation with parents and Principal.

Parents are required to discuss the implications of such a decision, re third level education and future career choices, with the Guidance Counsellor. Each case will be treated on an individual basis. While, in practice, it is often a modern foreign language that is selected, there is no default subject when considering a reduced curriculum, and all options will be considered. Students with Irish exemptions, who meet the criteria for additional support, receive their support at timetabled Irish times where possible. Likewise, students who follow a reduced curriculum will, where possible, receive support at scheduled subject times.

6. ROLES AND RESPONSIBILITIES

6.1 The Role of the Board of Management

- To ensure that all students with learning support/special educational needs are identified and assessed.
- To ensure that the school has a special educational needs policy in place, to monitor the implementation of that policy and to ensure its evaluation.
- To ensure that a broad, balanced and differentiated curriculum is provided in the school to ensure in 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 ensure that necessary resources are sought on behalf of students with special educational needs.
- To ensure that a special educational needs co-ordinator is appointed from among the teaching staff.
- To promote the development of positive partnerships with parents and other relevant agencies/personnel and 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 the Special Educational Needs Policy forms part of the School plan
- To develop a whole school approach to literacy and in numeracy under Section 14 of the Education for Persons with Special Educational Needs Act 2004.
- To ensure that an awareness of special educational needs is inculcated in students in the school.

6.2 The Role of the Principal

- On behalf of the Board of management of St. Colmcille's Community School the Principal has responsibility for all aspects of the day-to-day management of policy and provision for students with special educational needs. The Principal may delegate certain functions to appropriate teachers (as outlined in Section 18 of the Education of Persons with Special Educational Needs Act 2004).
- To appoint a special educational needs co-ordinator from amongst the staff and to work closely with the co-ordinator.
- In consultation with the Special Needs Co-ordinator ensure that an Individual Education Plan is prepared for relevant students in the given timeframe (i.e. one month from the date of issue of an appropriate assessment)
- On drafting and/or reviewing such plans, the Principal shall ensure that cognisance is taken, at the appropriate time, of the needs of the student to continue his/her education or training on becoming an adult.
- To inform the Board of Management of issues, which are relevant to special educational needs.
- In consultation with the Special Educational Needs Co-ordinator and other relevant personnel to liaise with the Department of Education and Science regarding needs and provision. This also includes applications for reasonable accommodations and exemptions in relation to state examinations as well as assessments.
- To ensure the effective and efficient use of resources, including the allocation of resource hours and funds.
- To establish a 'Special Needs Support Team' with the school with a specific remit to ensure identification of and support for students with special educational needs.
- To promote a whole school approach to special educational need, 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 ensure that procedures exist for consultation with feeder primary schools with regard to the enrolment of new students with special educational needs.

6.3 The Role of the Deputy Principals

- Allocate time for members of the SEN Team to plan, prepare, execute and evaluate SEN services provided in the school and to allocate time, as appropriate, for subject teachers to engage with SEN team members regarding individual student's needs, progress and review.
- To organise in-service for staff.

6.4 The Role of the Special Educational Needs Co-ordinator

- Co-ordinate the work of the SEN team.
- Plan for, and timetable, the provision of additional teaching support.
- Implement the policy and support other teaching staff.
- Develop awareness among staff of the characteristics and effects of particular disabilities and the arrangements that need to be made within classrooms to meet the learning needs of pupils. Advise on the availability, suitability and use of resources/equipment for students with special needs.
- Coordinate the consultation with feeder schools and the collection of relevant information on incoming first years with Special Educational Needs.
- Consult with the Deputy Principal regarding the allocation of students to mixed ability classes.
- Communicate relevant information to staff re students with SEN.
- Liaise with Principal in applying for appropriate resources from the Department of Education and Skills (DES).
- Liaise with the RACE Coordinator.
- Maintain a register of pupils who have been identified as having a special educational need and/or who may be in receipt of additional teaching support.
- Liaise with year heads, guidance counsellors, subject teachers and special needs assistants.
- Co-ordinate the work of special needs assistants,
- Monitor the progress of students with SEN.
- Communicate with parents re the progress of pupils.

- Liaise with external agencies and support services such as NEPS, visiting teachers, HSE personnel and SENO.
- Ensure that appropriate special arrangements are in place for house and state exams.
- Process the granting of exemptions from the study of Irish.
- Co-ordinate the formulation of student support plans where appropriate.

6.5 The Role of the Subject Teacher

At St. Colmcille's the academic progress of students throughout the school rests in the first instance with the subject teacher. In order to ensure that as a school we meet the needs of all our students subject teachers are required to:

- Be aware of students with SEN and AEN in their class groups and differentiate as appropriate
- Be aware of the School's policy and procedures (as outlined in this document) for dealing with students with special educational needs.
- Seek advice from the SEN Department regarding students with special educational needs.
- Take responsibility for their own continuous professional development particularly with regard to common difficulties e.g. Dyslexia & Specific Language difficulties
- Develop an attitude of ownership to the education of students in their classes with Special Educational Needs.
- Where a student has an SNA the subject teacher should plan how to most effectively engage the SNA in consultation with the resource teacher or the SEN Co-ordinator.
- Support/encourage independence in the student. This is particularly important for Senior Cycle students.

Subject teachers must have due regard to the rights of students with special educational needs. The school recognises that it is the professional duty of each subject teachers to support these students using the strategies, which will have been made available to them.

6.6 The Role of the Guidance Department

The role of the Guidance department is to ensure that each student regardless of academic ability reach their full potential through supporting them as a whole person throughout their school life. The Guidance Counsellors attend weekly care meetings with senior management, chaplain and a member of the SEN Department. They also liaise regularly with the SEN core team and SEN Coordinator as required. As a team we ensure that those students struggling in school for whatever reason are getting the extra support required from the relevant personnel within or outside our school system.

Guidance in schools refers to a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance. The Guidance Counsellors have a very important role in assisting all students at the different stages of schooling. The wellbeing of our students is very important and permeates through every meeting we have with students be it individually or as a group. To facilitate this, students and parents are encouraged and welcomed to make appointments with the Guidance Department. The Guidance Counsellors meet with students from first year to sixth year to discuss topics such as subject choice, subject levels, student wellbeing and Leaving Certificate programmes (Leaving Certificate Applied, Leaving Certificate Vocational Programme and Leaving Certificate Established). All of this is done with a view to eventual career choice. The Guidance Department administers DATs and CAT 4 Level E and G upon entry to St. Colmcilles and in Transition Year. Referrals as appropriate are made to NEPS.

It is acknowledged that students with special educational needs may require greater support at formal transfer points in their school progression and the Guidance Counselor will be particularly aware of these students.

Counselling offered within a guidance context is a key part of the school guidance and wellbeing programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing. Counselling may include personal counselling, educational counselling, career counselling or combinations of these to meet the wellbeing needs of our students. Students who fulfill the criteria for DARE, an application is made with the assistance of the Guidance Counsellor.

When appropriate, in a formal and/or informal setting the Guidance Counsellor is available to staff who may want to seek advice and or relevant information regarding students of all academic abilities and how they can be best supported in school.

6.7 The Role of the Special Educational Teacher (SET)

In St. Colmcille's the SET works closely with students who have special educational needs. The role of the SET is wide-ranging, varied and holistic. The Special Educational Needs Co-ordinator provides each Year Head with a timetable for each student allocated support hours. The name of the allocated SET is included on this timetable. SET and subject teachers aim to work in partnership thus ensuring that students are supported as effectively as possible.

The SET regularly monitor students to discover where they are now, how have they progressed and decide (in collaboration with other relevant parties) how a student's should and can progress.

The SET has a very good insight into a student's needs and when appropriate can provide advice to subject teachers as to the teaching methodologies best suited to that student.

The SET provides direct teaching to a student with special educational needs either to reinforce the teaching that takes place in the classroom or to improve upon the core skills that may be necessary to successfully access the second level curriculum.

At times withdrawal from the classroom may not be the most appropriate means of supporting the student. In these instances the SET and the subject teacher may decide that co teaching would have a greater educational benefit.

When appropriate the SET is invited to contribute at meetings involving parents and/or outside agencies.

6.8 The Role of the Special Needs Assistant (SNA)

The Special Needs Assistant provides care assistance to named students who have special educational needs. They make a valuable contribution to the schools capacity to provide inclusive education to these students.

The Special Educational Needs Department and Year Head work collaboratively in devising an appropriate strategy plan for a student with special educational needs. The SNA is made aware of this plan and given guidance on their role in the successful implementation of this plan.

The Special Needs Assistant plays an important role in the health and safety of the student and in their social, emotional and educational development. It is important that the Special Needs Assistant supports student participation in school life without developing a culture of dependency.

The duties of the Special Needs Assistants involve tasks of a non teaching nature such as:

- Attending both Staff and Departmental meetings when appropriate.
- Assisting / escorting students on school trips.
- Giving special assistance as necessary for students with particular difficulties e.g. helping special needs students with typing, writing or other use of equipment.
- Assisting with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the student.
- Assisting with examinations (if appropriate).
- Assisting the teacher in the supervision of pupils during assembly, recreation and in movement from one classroom to another.
- Accompanying individual or small groups who may be withdrawn temporarily from the classroom. A Special Needs Assistant should not be asked to withdraw a student from a classroom unless this is a strategy that has been agreed by the SEN department and Year Head. In such instances teachers will have been informed.
- General assistance of the subject teacher, under the direction of the Principal/Deputy Principals of a non-teaching nature. Special Needs Assistants may not act as either substitute or temporary teachers. In no circumstances may they be left in sole charge of a class.
- Participation with school development planning, where appropriate, and co-operation with any such changes with policies and practices arising from the school development process.
- Engagement with parents of special needs pupils in both formal and informal structures as required and directed by school management.
- Other appropriate duties as may be determined by the needs of the pupils and the school. Special Needs Assistants may be re-assigned to other appropriate work when special needs students are absent or when particularly urgent work demands arise.

Special Needs Assistants are expected to treat all matters relating to school business and their work, as strictly confidential.

6.9 Parental Consultation

The school regards the partnership with parents as a very important one and is always open and responsive to expressions of concern made by parents. Parents are invited and encouraged to attend any meeting concerning their son/daughter's progress. The Year Head and when appropriate the Special Educational Needs co-ordinator are available by appointment to meet with parents regarding concerns. Parents are encouraged to discuss any issues or concerns with the school at the earliest opportunity.

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

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

The Special Needs Department are in regular contact with the parents of students with special educational needs.

Students receive a school report on three occasions in the school year. There is one parent – teacher meeting each year where parents have the opportunity to meet with all teachers.

6.10 Student engagement

The School believes that achievements are maximised when students take ownership of their learning. The SEN Department encourage this through the following:

- Shared discussion of learning strengths and needs
- Proactive and independent approach to their learning development
- Providing a safe and comfortable environment for students to share their experience with others

7. MONITORING, EVALUATION AND REPORTING

7.1 Assessment

All students are assessed on an ongoing basis. Assessment may be formal, informal, summative or formative.

Formal Assessment

- Incoming First Year students sit the NFER Cognitive Ability Tests (CAT) prior to entry.
- Students sit house examinations in November and at the end of the school year. A continuous assessment grade is reported to parents in February.
- Students sit Differential Aptitude Tests (DAT) and CAT 2 in Transition Year
- Other professionals working with the school may formally assess students with SEN.

Informal Assessment

- End of unit/chapter tests
- In class questioning
- Assessing homework/project work

- The literacy and numeracy skills of students with SEN may be assessed.

The responsibility for many aspects of formal and informal assessments lies in the first instance with the subject teacher. The organisation of the DAT and CAT tests is the responsibility of the Guidance Department who are supported by the SEN team.

SET take responsibility for literacy and numeracy testing of students with SEN.

7.2 Using Assessment Data

Assessment data is used to:

- Highlight brighter/less able students
- Profile a class group/year group
- Track student progress

7.3 Recording Assessment Data

Teachers record assessment marks both formal and informal in the Teacher Planner provided by the school each year. House examination results are included on the school report to parents in November and at the end of the school year. A continuous assessment result is reported to parents in February. Copies of the student's reports are available on their file.

The SEN department maintain files for the students with whom they work. Included in these files are any additional assessments that the students may have taken.

7.4 Access to Assessment Records

The school is aware that some assessment material is of a sensitive nature and therefore it is treated confidentially and only made available to appropriate personnel.

The SEN department manage a significant amount of the assessment information for students with SEN. Relevant information is disseminated as appropriate by the SEN team.

7.5 Monitoring Arrangements

The responsibility for monitoring student progress lies in the first instance with the subject teacher. Subject teachers may liaise with Subject co-ordinators and/or Year Heads if they have a concern about a student in their group. If a student has been identified as having Special Educational Needs the SEN department will also play a key role in monitoring student progress.

7.5 Evaluation

The successes of any intervention strategies are monitored on an ongoing basis through formal and informal assessment. The SEN department consult with students, parents, teachers, SNA's and Year heads in the formulation and review of Personal Pupil Plan (PPP) and Student Support File (SSF)

8. DATA PROTECTION AND CONFIDENTIALITY

Data protection is the means by which the privacy rights of individuals are safeguarded in relation to the processing of their personal data. St Colmcille's Community school is cognisant of its responsibilities arising from Data Protection legislation and every effort is made to protect the confidentiality of student information.

The results of entrance assessments and the contents of student's Education Passports are made available to subject teachers in order to inform appropriate differentiation practices within the classroom. These are also made available to learning support teachers in order to inform the planning of additional support classes. Similarly, the results and recommendations of psychological assessment reports are summarised and made available to teachers for the same purposes. This information will not be disclosed to a third party, under any circumstances, without the consent of parents/guardians.

9. RECORD KEEPING

The SEN Co-ordinator maintains a register of students who have an identified special educational need and/or have access to additional teaching support.

The SEN register is made available to teachers, who are expected to familiarise themselves with the special educational needs of students in their classes. Access to individual files is strictly limited and on a need only basis. Hard copies of documents are held securely in a locked cabinet while electronic data is password protected

10. Links with Outside Agencies and Services

The school works with a significant number of outside agencies. These include:

- Special Educational Needs Support Service
- National Education Psychology Service
- Special Council for Special Education
- State Examination Commission
- Special Educational Needs office
- Education and Welfare office
- HSE Social Worker team
- LCA Support Service
- LCVP Support Service
- Visiting Teacher Service

- ***Lucena Services*** to include:
 - Clinical Psychologists
 - Occupational Therapists
 - Speech & Language Therapists
 - Special Educational teacher
 - Registrars – psychiatric
 - Youth Liaison Workers
 - Nursing Managers
 - Consultant Paediatric Psychiatrist

- ***HSE*** to include:
 - Psychologists
 - Psychiatrists
 - Consultant paediatricians
 - Foster care
 - Occupational Therapists
 - Physiotherapists
 - Speech & Language Therapists

- College & University Student Support Services

- Dyslexia Association of Ireland

- Aspire (Aspergers support)

- Association for Higher Education Access and Disability

- National Council for the Blind of Ireland

- National Council for the Deaf
- National Braille Production Service
- Irish Learning Support Teachers Association
- Irish Association of Special Education Teachers
- The Dyspraxia Association

This list is not exhaustive and the school will further develop links with outside agencies as the needs of the students dictate.

Appendix 1

Definitions

Definitions

Students with special educational needs should be recognised as individuals who have strengths that can be nurtured and weaknesses that can be supported.

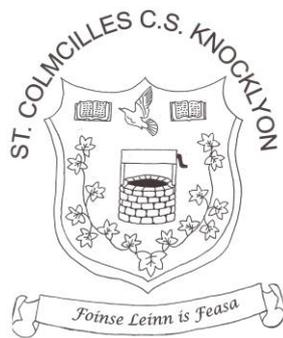
Definitions relevant to this policy, as outlined in the Education Act 1998, the Education of Persons with Disability Bill 2003 and the Education of Persons with Special Educational are outlined in Appendix 1.

In consideration of these definitions the School considers a student as being in need of additional support if he/she:

- Is recognised as being at the 10th percentile or below on a standardised test and following an assessment by the relevant professional personnel.
- Is failing to achieve in school due to specific personal circumstances.

The School considers a student as having special educational needs as one who has a learning/physical difficulty, which calls for support provision to be made for him/her. This in particular refers to:

- Students with a disability that prevents or hinders them from making use of the educational facilities provided for students of the same age.
- Students, who following the correct identification procedures, have been assessed as special educational needs by an educational psychologist and are deemed to be entitled to resource support. At present the Department of Education and Science defines this as the 2nd percentile or below.



SPECIAL EDUCATIONAL NEEDS POLICY

A WHOLE SCHOOL APPROACH

