

DE LA SALLE COLLEGE

**WHOLE SCHOOL
INCLUSION POLICY
2019/2020**

This policy applies to all students with SEN, including students with exceptional ability, who attend De La Salle College. It is also intended to serve the school community including the Board of Management, the Principal, the teaching and ancillary staff and parents.

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A whole school approach to the Education and Welfare of our Students.

The student is central to all our endeavours.

The Student is at the centre of the educational process in De la Salle College.

The Principal, Deputy Principals, Guidance Counsellors, The Wider Community, Special Education Teachers, Parents, Teachers, Year Heads are all involved in allowing all students to maximise their potential, help them grow in confidence and also help them become effective contributors to society.

INTRODUCTION.

Mission Statement.

“De la Salle College, Waterford, is an all-boys Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life”.

Consultation

This Whole School Inclusion policy was formulated in consultation with the teaching staff, special Education Needs Co-ordinator(SENCO), the core SEN Team and Senior Management of De la Salle College, parents of students with Special Educational Needs (SEN), the Board of Management (BOM), Special Needs Assistants (SNA's), the National Educational Psychological Service (NEPS), and the Special Educational Needs Organiser (SENO).

RATIONALE

- This policy document aims to outline the school's provision of additional educational support for students with SEN.
- It outlines the philosophy that underpins this provision.
- The policy is written in the context of the various pieces of legislation listed below.
- The policy is a working document and will be reviewed annually.
- The policy is a reflection of our current practice.

RELATIONSHIP TO CHARACTERISTIC SPIRIT OF THE SCHOOL

The principle aim of Special Education in De la Salle College is to provide a positive learning environment, which will foster the academic, social and emotional development of students with additional and Special Educational Needs (SEN) and to enable each to realise their individual potential. In line with our ethos and official Department of Education and Skills (DES) recommendations, special education provision will actively seek to include the diverse range of cultures and abilities of its students.

SCOPE OF THE POLICY

This policy applies to all students with SEN, including students with exceptional ability, who attend De la Salle College. It is also intended to serve the school community including B.O.M., the Principal, the teaching and ancillary staff and parents.

LEGAL FRAMEWORK

De la Salle College set out to provide education for all its students, with reference to legislation regarding students with SEN as listed below:

- The Education Act (1998)
- The Education Welfare Act (2000)
- The Equal Status Act (2000)
- The Education for Persons with Disabilities Bill (2003)
- The Equality Act (2004)
- The Data Protection Acts (1988, 1998 and 2003)
- The Freedom of Education Acts (1997 and 2003)
- The Education of Persons with Special Educational Needs Act (EPSEN) (2004)

This Policy is drafted in the context of:

- DES Circular Letters and specifically the Special Education Circular 0014/2017
- The guidelines published by the NCSE
- The guidelines on the Individual Education Plan Process 2006
- The Guidelines on the Continuum of Support for Post-Primary Schools (NEPS).
- The guidelines published by the Special Educational Needs Support Service (SESS)
- Guidelines for Post-Primary Schools'/Supporting Students with Special Educational Needs in Mainstream Schools' published by the DES.

AIMS OF THE POLICY

The principle aim of Learning Support in De la Salle College is to provide a positive learning environment, which will foster the academic, social and emotional development of students with learning difficulties and to enable each to realise their individual potential.

Learning Support provision also seeks to:

- Enable students of all abilities to avail of and benefit from an appropriate education.
- Provide students with consistent opportunities to experience success.
- Provide supplementary teaching and additional support in literacy and numeracy.
- Involve parents in the support of their son's education.
- Promote collaboration among teachers in the implementation of a whole school policy on learning support for students.
- Protect and enhance the self-esteem of the learner.

The aims of this inclusion policy is as follows:-

- To include the most recent best practice in SEN.
- To reflect the most recent recommendations, most particularly the Continuum of Support at Post-Primary Schools (NEPS) and the Guidelines for Post-Primary Schools, Supporting Students with Special Educational Needs in Mainstream Schools.
- To outline our whole school approach to teaching/learning in relation to students with SEN.
- To set out procedures for the enrolment of students with SEN in the school.
- To assist parents in making an informed decision in relation to the enrolment of their child in our school.
- Ensure that students with SEN are educated in an inclusive environment.
- Ensure that all members of staff are aware of the specific needs of students and of the contribution they can make in this area.
- Ensure that SEN is not viewed in isolation, but in the context of the whole school and community.
- Ensure that students with SEN are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way.
- Set high standards for students with SEN and provide them with appropriate guidance, encouraging them to achieve to their full potential.
- Develop staff expertise in supporting students with SEN.
- Encourage and foster positive partnerships with parents, in order to achieve appropriate support at school and at home.
- To outline procedures and practices which will be followed in relation to supporting the learning of students with SEN.
- To establish communication structures for the involvement of all the partners in the education of students with SEN. (Learning Support Guidelines)

DEFINITIONS

Special Educational Needs

In the Education for Persons with Special Educational Needs Act (EPSEN) (2004) the term “special educational needs” is defined as:

‘a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability or any other condition which results in a person learning differently from a person without that condition’.

(Government of Ireland, 2004b, section 1)

<http://www.oireachtas.ie/documents/bills28/acts/2004/A3004.pdf>

Inclusion

For the purpose of this document, the following definition by the NCSE, has been adopted. Inclusion is defined as a process of:

- addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities, and
- removing barriers to education through the accommodation and provision of appropriate structures and arrangements to enable each learner to achieve the maximum benefit from his/her attendance at school.

(Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Educational Needs) (NCSE 2010, p.39)

[http://www.ncse.ie/uploads/1/NCSE Inclusion.pdf](http://www.ncse.ie/uploads/1/NCSE%20Inclusion.pdf)

ROLES AND RESPONSIBILITIES OF PARTNERS IN THE SEN TEAM

The SEN team comprises the Principal, Deputy Principals, the SEN Co-ordinator (SENCO), teachers and the Guidance Counsellors. The SEN Co-ordinator is also part of the Pastoral Care team in the school and works closely with Year Heads and mainstream teachers when the need arises.

The team is advised by the SENO and NEPS psychologist as well as other agencies and professionals involved with SEN students in the school. The specific roles and responsibilities of personnel are as described in the DES Inspectorate publication.

(Inclusion of Students with Special needs, Post-primary Guidelines) (2007).

The following are the roles of the different partners involved in the provision of SEN in De la Salle College.

Board of Management

- To ensure that all students with SEN are identified and assessed.
- To ensure that the school has an up to date SEN Inclusion policy in place, monitor the implementation of that policy and ensure its evaluation.
- To ensure that a broad, balanced and differentiated curriculum is provided to ensure that students learn the skills necessary to participate in society.
- To ensure that necessary resources are sought on behalf of students with SEN.
- To ensure the development of positive partnerships with parents and other relevant agencies and ensure that parents are informed of their child's SEN 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 develop a whole school approach to literacy and numeracy under Section 14 of EPSEN.
- To promote inclusion by ensuring that an awareness of SEN is instilled in all of the school community.

The Principal.

- To appoint a SEN Co-ordinator and work closely with the co-ordinator.
- To inform the Board of Management of issues with SEN.
- To consult with the SEN Co-ordinator and other personnel who liaise with the Department of Education regarding needs and provisions.
- To ensure the effective and efficient use of resources, including the allocation of resource hours and funds.
- To promote a whole school approach to special educational needs, make all staff aware of their responsibilities in this area and to facilitate appropriate staff development in this area.
- To promote the development of positive partnerships with parents of SEN students.
- To ensure that procedures exist for consultation with primary schools with regard to the enrolment of students with SEN.
- To ensure applications for Irish Exemptions are processed.
- To provide leadership in developing relevant whole school policies: enrolment/assessment, inclusion/integration.
- To manage the implementation of policies and practices.
- To provide strategic support for evidence based interventions.
- To assign roles and responsibilities.
- To keep records of those receiving support and of the level of support provided.
- To ensure compliance with statutory requirements when EPSEN is implemented.
- To direct the work of the SNA's in collaboration with the designated Deputy Principal.

SEN Co-Ordinator

- To work with the Principal and the Core SEN team to draw up a school SEN Inclusion Policy.
- To create and maintain a school register of students with SEN.
- To communicate the needs of students to teachers working in collaboration with the Year Head.
- To assist in the identification of students with SEN.
- To ensure that Student Support Plans are in place for students with SEN.
- To advise the Year Heads and teachers of where they can access recommendations made in professional reports.
- To assist the Principal in the allocation of resources.
- To process applications for Reasonable Accommodations for Certificate Examinations (RACE) at State Exams.
- To provide RACE in-house exams where possible given the resources available.
- To liaise with outside professionals.
- To meet with parents in order to plan and to review interventions.
- To administer and correct WRAT 4/5 assessments with Second Year students.
- To ensure that systems are in place for the referral of students by teachers, parents, etc.
- To be a member of the Student Support Team.
- To advise and collaborate with SNA's around the care needs of relevant students.
- To facilitate a weekly meeting of the SEN team.

- To Collect and analyse school-wide screening data, including in-take screening, transfer information, attendance and behavioural records.
- To gather information from subject teachers/other staff.
- To seek external professional advice, as needed.
- To advise SNA's around the care needs of relevant students.

These duties are reviewed regularly and may change to ensure the priority needs of the SEN department are met.

Year Heads

- To support the creation of an inclusive climate within the school and contribute to the work of the special educational needs team.
- To facilitate the inclusion of any individual student with special educational needs by monitoring the student's progress within the year group.
- To encourage an awareness of special educational needs from the students, including a respect for students with SEN.

SET Teachers

- To provide informal assessments for students at regular intervals in order to monitor progress and evaluate the effectiveness of an intervention.
- To collaborate with subject teachers with regard to students receiving additional support.
- To provide direct teaching to a student with SEN 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.
- To provide team teaching/co-operative teaching when withdrawal from the classroom may not be the most appropriate means of supporting the student.
- To contribute at meetings involving parents and/or outside agencies when appropriate.
- To plan, implement and review individual and/or group interventions.

Guidance Counsellors

- To work with the other members of the SEN team in facilitating the provision of education for students with SEN and their inclusion in the school.
- To counsel in personal, educational and career development.
- To coordinate the incoming First Year Assessment.
- To provide career information.
- To present at the 'Open Night', at the 'Senior Cycle Options Information Evening' and '6th Year CAO Information Evening' for students and parents.
- To consult with parents and staff.
- To consult with community organisations.
- To provide vocational preparation – job search skills, preparation for work experience.
- To work closely with Year Heads and the SEN team to identify students requiring support.
- To facilitate appointments for students to support them in making career decisions.
- To advise students and parents on subject choice and subject load when required.
- To liaise with students, parents and the SEN team in relation to DARE applications and also to process them.
- To visit or contact the feeder Primary Schools to collect up-to-date information.

Special Needs Assistants

- To provide care assistance to named students who have special educational needs.
- To make a valuable contribution to the school's capacity to provide inclusive education to students with SEN.
- To be made aware of the SEN Inclusion Plan devised by the Special Education Needs Support Team, and given guidance on their role in the successful implementation of this plan.
- To recognise their role in the health and safety of the student and in their social, emotional and educational development, without developing a culture of dependency.
- To attend staff and/or SEN Department meetings when appropriate.
- To assist/escort students on school trips.
- To give special assistance as necessary for students with particular difficulties e.g. helping student with SEN with typing, writing or other use of equipment.
- To assist with clothing, feeding, toileting and hygiene, being mindful of health and safety needs of the student
- To assist with house examinations (if appropriate).
- To assist the teacher in the supervision of students during assembly, recreation and in movement from one classroom to another.
- To accompany individual or small groups who may be withdrawn temporarily from the classroom. An SNA 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 Principal where teachers and parents will have been informed.
- To give general assistance to the subject teacher, under the direction of the Principal/Deputy Principal, of a nonteaching nature. The SNA may not act as either substitute or a temporary teacher. In no circumstances may he/she be left in sole charge of a class.
- To participate with school development planning, where appropriate, and co-operate with any such changes with policies and practices arising from the school development process.

- To engage with parents of students with SEN as required and as directed by school management.
- To assist with other appropriate duties as may be determined by the needs of the students and the school.
- The SNA may be re-assigned to other appropriate work when special needs students are absent or when particularly urgent work demands arise.
- To treat all matters relating to school business and their work, as strictly confidential.
- SNA's are expected to provide and update a timetable during the school year and furnish the Principal and SEN Co-ordinator with a copy.

Mainstream Teacher.

- To be aware of the School's policy and procedures (as outlined in this policy) for dealing with students with SEN, and ensure all students' needs are met.
- To seek advice from the SENCO and SEN Department regarding students with SEN.
- To participate in CPD in the area of SEN.
- To support/encourage independence in the student.
- To differentiate teaching and learning methodologies for students, including exceptionally able/gifted students.
- To create a positive classroom environment for all students.
- To create opportunities for success.
- To use assessment for learning and comment-only marking.
- To establish and teach behavioural and learning expectations.
- To assess/monitor progress.
- To consider the needs of students with SEN in all aspects of classroom planning and to ensure that SEN provision forms part of the overall subject plan for each department.
- To identify students who may be at risk (considering general progress or needs in organisational, communicational, behavioural, emotional or interactions with other students).
- To complete referral forms, transfer of information forms, etc. as required by the SEN team.
- To contribute to group or individual planning and reviews as required.
- To implement agreed strategies.
- To prepare specific subject information, where applicable, for the Sen Team to help in the devising of Student Support Plans.
- To implement individualised and specialist programmes and strategies.
- To direct the work of the SNA's in the classroom.
- To inform parents of the progress of students through the parent-teacher meeting and school reports.
- To contribute to the school development planning for their subject area whilst always having concern for students with SEN.
- To endeavour to build a bank of differentiated resources pertaining to their subject area, which are shared collegially and between departments if appropriate.

Involvement of Parents

The school recognises its responsibility under Section 14 of the EPSEN Act 2004, with regard to informing and consulting with parents on all matters relating to their child's education.

Parents and transition to and transfer from post-primary school

The quality of a child's experience in making the transition to post-primary education can determine how they will settle in school. Parents can provide valuable support to a child with SEN while the child is making the transition.

De la Salle College provides support to parents by:

- liaising with parents prior to transfer and organising a transfer meeting in May where necessary prior to the student making the transition from Primary to Post Primary in De la Salle College;
- Having a Mentor (APII post) to assist 1st year students make a smooth transition from primary to post primary ;
- having an 'Induction Day' where all incoming students can attend the school for a half-day in August;
- informing parents about the range of extracurricular activities available for first-year students so that the parents can encourage their child to participate at both the Open Night and at the coffee mornings held in September for all parents on a class by class basis;
- having an effective anti-bullying policy and keep parents informed of issues relating to bullying;
- providing a 'Buddy System' where Transition Year students act as mentors for 1st year students making the transition to post primary school;
- actively encouraging parents to contact the SEN Co-ordinator.

Parents and the transmission of information

The parents of a child with SEN can provide valuable information to the school in relation to their child's learning difficulties, learning differences, and learning preferences. The school seeks relevant professional reports from parents of students with SEN with the acceptance of a place in the school. Once they have accepted a place in the school parents are asked to complete a form indicating if a student has had educational/medical reports relevant to supporting them in school and if they have previously attended learning support/resource. Copies of IEPS/student support plans are also requested.

Parents and home-school links

The school provides parents with regular reports on the progress of their child.

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

Involvement of Students

The SEN Department fully involve students in skills audits and discussions around their learning needs.

- Students have input into their learning targets.
- Students at School Support Plus are involved in the planning of their Student Support plan and are invited to attend the Student Support Team meeting.
- Students on Behaviour Support Plans are encouraged to self-monitor.

The school believes that achievements are maximised when students take ownership of their learning.

Provision and the Continuum of Support

Continuum of Support

The model of assessment and intervention, as practised in De la Salle College, is underpinned by recognition that special educational needs occur along a continuum, from mild to severe and from transient to long term. Our response to the needs of students is organised according to the NEPS's Continuum of Support. All Sixth Class students enrolling in De la Salle College are required to complete the WRAT 4 Diagnostic Test (usually in February of the academic year of entry) to identify strengths and needs in Spelling and Maths. Additional tests are used to identify strengths and needs in comprehension and Maths (DRT). This information is shared with the SENCO to facilitate planning for SEN.

Student Support Plans.

A Student Support Plan is devised for students with Special Education Needs. All students involved in SEN support will have a tailored learning plan which correlates to the Guidelines for Post-Primary Schools, Supporting Students with Special Educational Needs in Mainstream Schools- i.e. A Student Support Plan.

The Student Support Plan process involves:

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

Provision for Students with known and documented needs

Transfer from Primary School

The transfer of information from primary level to post-primary level is vital to the successful support of students with SEN. At the 'Open Night' for prospective parents the importance of providing any relevant information which would support their son's SEN needs is emphasised.

The Special Needs Co-ordinator (SENCO) also will:

- Liaise with the primary school and parents of students with very specific needs who would benefit from more than one visit to the school.
- Meet with the parent/guardian of students with SEN.
- Establish communication with the primary school resource/learning support teacher.
- Apply for Resources/SNA support/Assistive Technology/Transport Assistance for relevant students.

Once accepted to De la Salle College:

- The SEN team will create learning targets for each student with SEN. These targets are monitored and evaluated at regular intervals. Once achieved, new targets are set. The Student Support File supports this process.
- At the beginning of each academic year all students on the SEN Register are reviewed individually in terms of type of support needed and curriculum load.

Students transferring into other Year Groups

When a student is accepted into a year group other than First Year, information is sought from their previous school (Educational Psychological Report, School reports, attendance, etc.). This is the responsibility of the Principal and Deputy Principal assigned to support the Year Head whose year group the student will be joining. Any relevant information is then passed to the Year Head and the Special Education Needs Co-ordinator.

PROVISION FOR STUDENTS WITH EMERGING NEEDS

For students with emerging needs, including the exceptionally able, the concern may have been identified through the whole school screening and monitoring systems (WRAT 4, in-class assessment, informal observation, parental concern). Teachers are asked to complete a referral form for students who they have a concern about that focuses on the student's behaviour, academic performance, homework etc. Some students will need further individual or diagnostic testing to identify the nature of their needs (both learning and behavioural). Parental consent is obtained before diagnostic tests are administered.

Models of SEN provision

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

- Curricular differentiation
- Curricular reduction – Consultation between the parents/guardian and Guidance Counsellor is necessary. Parents must sign a consent form giving permission for a reduced subject load.
- Team Teaching and/or Co-operative Teaching, In-class support
- Inclusion of SNA in specific classes
- Small group withdrawal
- Individual withdrawal
- Organisational and Real Life Skills lessons

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

Resources

The majority of teachers have been assigned their own room and students have access to any of these rooms if they are available. There is currently one computer room in the school and it is utilised to cater for any student wishing to engage ICT and to aid their learning. DES approval was granted in (July 2019) to build an additional Multi-Media room which when completed (September 2021) will provide additional resources which will be available to all students including students with SEN. All mainstream classrooms have White Boards, PC's and Overhead Projectors. There is an Interactive White Board in D13, one of the two Learning Support Rooms.

- All First Year classes will be given the opportunity to be mentored by Transition Year students. This informal 'Buddy System' is an excellent opportunity for all First Year students to familiarise themselves with the school and also to have senior students to help them with any concerns they may have.
- De la Salle College runs a "Games Club" one lunch time per week. Any student who wishes is welcome to go to this room for some or all of their lunch break. A teacher supervises each week. This room can be particularly attractive to students who dislike crowds and it also gives students the opportunity to engage and interact socially with their peers.
- The Wellbeing Room is available to all students with SEN who require a private space to self-regulate when necessary.

Reasonable Accommodation for State and In House Examinations

Applications are made by the SEN Co-ordinator for RACE provision for students with SEN sitting a Junior Certificate or Leaving Certificate Examination. Information relating to RACE is provided to parents once the relevant students have been identified.

Accommodations are granted by The State Examinations Commission. From October 2016 the State Exams Commission SEC has operated a devolved model at both Junior and Leaving Cert Level. The school makes applications for relevant accommodations for students who meet the criteria as laid down by the SEC for the Junior Certificate examinations and these accommodations can be reactivated for the Leaving Certificate examinations, with the school being satisfied that the student still has a need for the accommodation. Further details are available in the RACE Guide for Exam Students 2019 at www.examinations.ie

Where resources permit and when deemed appropriate, readers, scribes and other accommodations are available to students who qualify for such accommodations at mock exams and other school assessments.

COMMUNICATION

SEN Team

- The SEN Co-ordinator and Core SET Team aim to meet formally once a week. Informal meetings occur on a daily basis.
- Members of the SEN team can meet mainstream teachers formally or informally.
- The SEN Team aims to communicate with each other as much as possible through email using the school system/g-mail.

Mainstream Teachers

- SEN is on the agenda at some staff meetings.
- Teachers are informed where to access files containing information with regards to all students with SEN.
- Information is also communicated via the Year Head and student support structures such as the Student Support Team.

Parents

Communication with parents is achieved in the following manner:

- School Open night
- Parent-Teacher Meetings
- Letters to the parents
- Student Journal
- Telephone Calls
- Email
- Meetings involving external agencies
- Meetings with the SEN Co-ordinator and Principal/Guidance Counsellor/Year Head where relevant.

Record-Keeping

A full record of psychological reports, other reports and records of meetings are kept in the individual students file in the main office. All information is managed in accordance with the directives of both the Freedom of Information and Data Protection Acts. Student records are destroyed after five years.

Exemptions from Irish


- Incoming First years with Irish exemptions are noted.
- Certificates of exemption from the study of Irish are submitted as part of the enrolment process.
- The school will only consider granting an exemption for Irish when a written request is made by the student's parents, which can be supported by an Educational Psychologist's report or other relevant documentation.
- The guidelines set down by the Department of Education and Skills are strictly adhered to.

- Where possible, withdrawal for additional support is arranged for students with SEN who do not study Irish, during Irish time. This is not guaranteed and is limited by timetable restrictions and staff availability and completed in accordance with the Guidelines for Post-Primary Schools, Supporting Students with Special Educational Needs in Mainstream Schools.
- Applications for Irish exemptions on the grounds of SEN are made by the SEN Co-ordinator and signed by the Principal.

PRIORITY AREAS FOR DEVELOPMENT

- To provide ongoing professional development opportunities for staff in the area of special education.
- To encourage all teachers to engage in CPD in the area of SEN when provided.
- To purchase further testing kits to enable a better tracking system to be used in the school.
- To raise teacher awareness of, and expertise in, differentiated teaching methodologies by encouraging teachers to attend CPD in their own subject area and by encouraging them to consider attending some of the Teaching and Learning meetings which take place either before school, at lunch time or after school which discuss and trial various teaching methodologies.
- To develop a central SEN base within the school to help store resources and allow for easier management of administration/paperwork.

This Policy was ratified by the Board of Management on 9th September 2019

Signed: 
Chairperson of the Board of Management

Date of next Review 9th September 2021

APPENDICES

Appendix 1: Process of Planning for Inclusion in De la Salle College

Appendix 2: Identification of Needs through the Continuum of Support Process in De la Salle College

Appendix 3: Inclusion Planning Tool 1 for De la Salle College 2019/2020

Appendix 4: Inclusion Planning Tool 2 for De la Salle College 2019/2020

Appendix 1: Process of Planning for Inclusion in De la Salle College

<p>Action 1: Identification of pupils with special educational needs</p>	<p>Existing information on pupils' needs, using school-based data, and any information from parents and external professionals is reviewed annually in De la Salle College. Additional screening and data gathering is engaged as required, in using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>All pupils with special educational needs in De la Salle College are identified. The needs of these students are matched.</p>
<p>Action 2: Setting targets</p>	<p>Based on individual needs, clear learning targets for each pupil are set at each level of the Continuum of Support in De la Salle College.</p>
<p>Action 3: Planning teaching methods and approaches</p>	<p>Identify the level and type of intervention required to meet targets for each pupil on the Continuum of Support. De la Salle College considers methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching, co-operative teaching and small group teaching. All interventions and supports that are being used are evidence-informed.</p>
<p>Action 4: Organising early intervention and prevention programmes</p>	<p>Based on identified needs, which are evidence-informed early, intervention/prevention programmes to address concerns are implemented in De la Salle College. The time needed and staffing commitment required is also identified.</p>
<p>Action 5: Organising and deploying special education teaching resources</p>	<p>The needs of pupils at School Support and School Support Plus levels in De la Salle College are cross referenced to identify common needs which are met by grouping to ensure effective and efficient teaching and learning approaches. Teachers cater for these groups/individuals at an agreed time and place.</p> <p>Pupils with the greatest level of need receive the greatest level of support from teachers with relevant expertise.</p>
<p>Action 6: Tracking, recording and reviewing progress</p>	<p>A tracking and recording system is established in De la Salle College to ensure that the progress of all pupils in meeting their identified targets is monitored:</p> <ul style="list-style-type: none"> • At Whole-school and Classroom Support level by all teachers • At the School Support and School Support Plus levels by class teachers and SET teachers.

Appendix 2: Identification of Needs through the Continuum of Support Process in De la Salle College

<p>Classroom Support</p>	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. A classroom support plan is developed and/or adjusted over time to support students to respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> • Parental consultation • Teacher observation records • Pupil consultation • Literacy and numeracy tests • Screening tests of language skills <p>A Classroom Support plan runs for an agreed period of time and is subject to review.</p>
<p>School Support</p>	<p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"> • Teacher observation records • Teacher-designed measures / assessments • Parent and pupil interviews • Diagnostic assessments in literacy/numeracy • Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties. <p>A support plan at this level may detail suitable teaching approaches including team-teaching, co-operative teaching, small group or individual tuition. A School Support Plan in De la Salle College operates for an agreed period of time and is subject to review.</p>
<p>School Support Plus</p>	<p>This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> • Teacher observation and teacher-designed measures • Parent and pupil interviews • Functional assessment • Results of standardised testing such as measures of cognitive ability; social; emotional and behavioural functioning; adaptive functioning etc. <p>Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress. A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</p>

STEP ONE – IDENTIFY

Passport NCCA – Psychological Reports
First years Testing – September DRT and WRAT 4 and Cloze Tests
Third Year State Exams
Attendance
Observations- Year Head /Teacher referral

STEP TWO – MEET NEED

Small Group – Subject Support
Small Group – Academic Mentoring
Individual targeted skills
Team Teaching and Co-operative Teaching
Withdrawal

Evidence Based Interventions

Emotional – e.g Friends First Programme
Behavioural Intervention- Referral to Guidance counsellor/SENCO
External support or referral
JCSP Statements
JCSP Initiatives

STEP THREE – MONITOR & RECORD

Reports review each term

Monitor Progress
Reporting forms – Round Robins
Attendance
In school assessment results
Wellbeing, Student Support Team
Parents coffee mornings to discuss student welfare
Retesting and follow on

Planning and review
Recording interventions
Retesting – and follow on referral
Observations – SNA support
VS Ware integration

Appendix 3: Inclusion Planning Tool 1 for De la Salle College 2019/2020

	First	Second	Third	Fourth	Fifth	Sixth
Full Year / Language Reduction Irish or European Exemption						
Dyslexia/Dyspraxia						
Behavioural Need Eg ADHD/ADD/OD						
Autism Spectrum / Sensory Processing needs – Excluding AS classroom						
Speech and Language Communication Difficulty						
Identified Low Ability - Standardised						
English as a Second Language						
Gifted / Exceptional Ability						
<i>Total students in support in the year * this is not a total, as many students will tick more than one section above.</i>						

Appendix 4: Inclusion Planning Tool 2 for De la Salle College 2019/2020

	September				October				November				December			January				February			March				April			May				
week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29					
School Calendar																																		
Standardised Assessment																																		
Student support																																		
Personal Pupil Plan - SNA																																		
Parents Meetings																																		
School Assessments																																		
JCSP																																		
SLARS																																		
RACE - Exams																																		
SENO Dates																																		
Behaviour Review																																		
Awards																																		
VS Ware																																		
Year Head Meetings																																		
Student Support Team Reviews																																		
External / Tusla Interventions																																		

