



SET and Inclusion Policy



School Name: De La Salle College, Waterford.

School Address: Newtown, Waterford.

School Roll Number: 649500

School Details: De La Salle Waterford is a Voluntary Roman Catholic Secondary School under the trusteeship and the patronage of the Le Chéile Trust. The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.

School Management: The Board of Management of De La Salle, Waterford is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Mission Statement:

Inspired by its founder, the mission of the college is: *"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"*

Ethos:

As a Le Chéile school in the De La Salle tradition De La Salle Waterford seeks to promote the key values of a Le Chéile school as espoused by the life of St. Jean-Baptiste De La Salle. Graduates of our school are characterised by a keen SSNse of the following:

- Intellectual Development
- Emotional and Social Development
- Moral Development
- Spiritual Development
- Concern for Others

Personal data collected about prospective students/students and their parents/guardians will be retained and used strictly in accordance with the provisions of GDPR legislation as introduced 25th. May 2018. Further details on data protection are set out in the school's Data Protection Policy.

Introduction:

Traditionally SET (special education teaching) and inclusion policies reflect creating learning and teaching environments to provide meaningful engagement for those confronted by barriers to their learning.

The scope of this policy is to identify groups that educational, medical and societal factors lead to disadvantage. These include students from economic disadvantage, social disadvantage, different ethnic groups, those living in direct provision and refugee accommodation, students with behavioural challenges and students traditionally include in SET in the school.

The term “special educational needs” is defined in the Education of Persons with Special Educational Needs Act 2004 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”

Inclusion requires a whole school approach through: school culture, management, organisation, approaches to teaching and programme delivery.

The NCSE (2011) described inclusion as a process of addressing and responding to the diversity of needs of learners. It involves removing barriers so that each learner will be enabled to achieve the maximum benefit from his/her schooling.

In line with inclusive principles, schools are advised to include students meaningfully in mainstream mixed-ability class groupings. This helps ensure high expectations and enables students with special educational needs to learn alongside their peers. Mixed-ability teaching has beneficial effects for all students and helps promote social and personal development.

The Department acknowledges the very significant progress made by schools in developing inclusive practices and provision whereby the vast majority of students with special educational needs now attend mainstream schools. It also recognises that a small minority of students with significant and enduring needs may require a more specialist setting (for example, special class or special school placement).

A whole-school approach to special educational needs provision should reflect the Department’s commitment to the inclusion of students with special educational needs in mainstream schools. Schools with strong inclusive cultures are characterised by:

- A positive ethos and learning environment whereby all students, including those with special educational needs, feel welcome and experience a sense of community and belonging
- An emphasis on promoting students’ participation and active engagement in their learning and in the life of the school
- A commitment to developing students’ academic, social, emotional and independent living skills
- A focus on high aspirations and on improving outcomes for all students

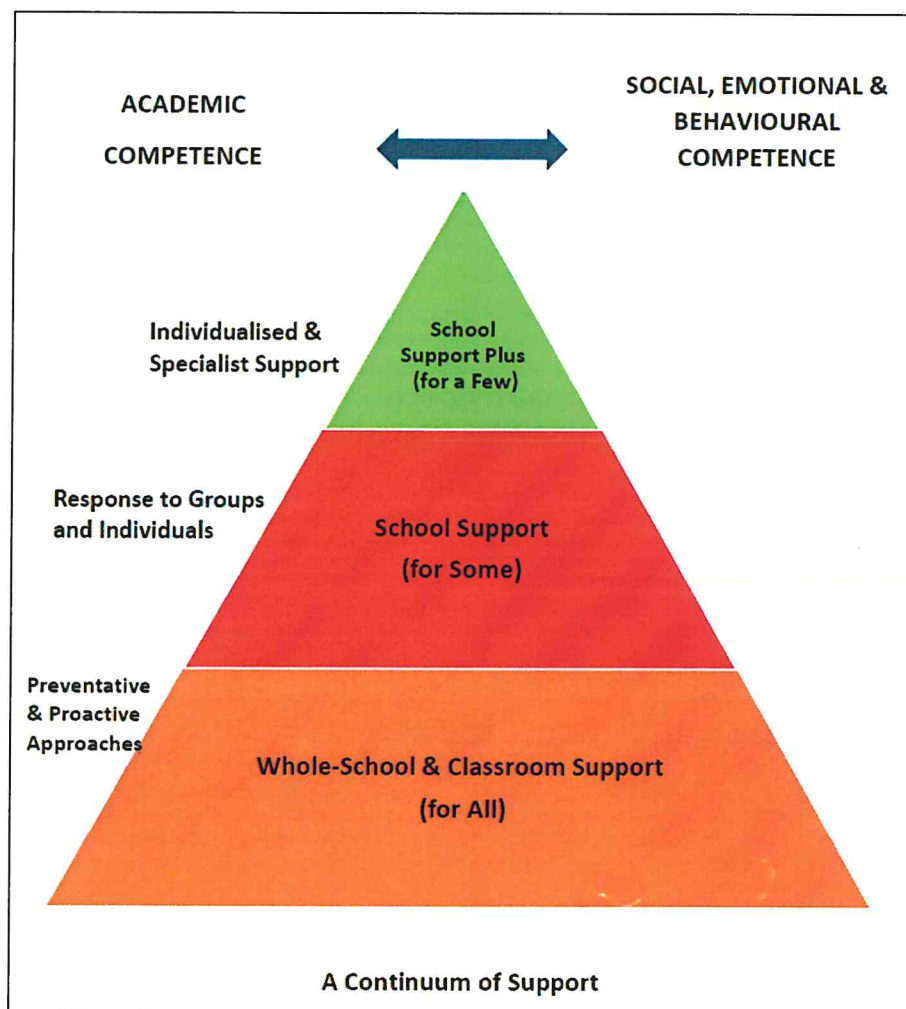
See appendix 1

The school has engaged in training for teachers that directly relates to promoting inclusive practices in post-primary schools and support and training for a range of prevention and early intervention programmes and approaches that aim to promote positive behaviour and learning throughout the school by focusing on developing skills, attitudes and knowledge in the following areas:

- Behaviour for Learning
- Social and Emotional Literacy
- Literacy, Numeracy, Language and Learning
- Wellbeing

Furthermore, the school has participated in a Forbairt project with the PDST centered on inclusion, and has developed a school improvement plan in relation to inclusion.

Student Support and Inclusion is based on a continuum of support model.



Aims and Principles

1. To ensure that students with SSN (Student Support 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
2. To ensure that all members of staff are aware of the SSN of students and of the contribution they (the staff members) can make in this area
3. To increase the literacy and/or numeracy skills of SSN students to the best of their ability
4. To ensure that SSN are not viewed in isolation but in the context of the whole school.
5. To ensure that students with SSN are offered a broad, balanced, relevant, progressive, continuous and differentiated curriculum and that they are provided for in an inclusive way.
6. To enable students to access the curriculum and to develop students' self-esteem, confidence and feelings of achievement and fulfilment in accordance with the school's mission statement and related policies.
7. To assist the general teaching staff with the educational management of students with SSN where appropriate.
8. To encourage and foster positive partnership with parents in order to achieve appropriate support at school and at home.
9. The school will endeavour to seek from all available agencies the required resources (including staff, funding and materials) to meet the educational needs of SSN students.
10. To co-ordinate the advice, guidance and support of the agencies such as the National Educational Psychological Service (NEPS) and the National Council for Special Education (NCSE) in supporting students with SSN.
11. To ensure the effective and efficient use of resources.
12. Review and evaluate the effectiveness of practice in support of students with SSN.

Organisational Structure

The school culture attempts to create a friendly and compassionate learning environment. This is enhanced by our commitment to the implementation of a code for the promotion of positive behaviour and by using restorative practice as a tool to understand problems that may arise.

1. The school practises a system of mixed ability teaching as well as withdrawal of individuals and small groups for the purpose of special educational support.

2. The number of students receiving support in any one year may vary according to:

- The number of students presenting with psychological assessments
- The number of students identified by the SSN team as requiring support
- The resources provided by the DES through NCSE

3. The SSN team consists of the following key personnel who work closely with our NEPS psychologist and SSNO:

- SSN Co-ordinator (SSNCO)
- Special Education Teachers (SET)
- Special Needs Assistants (SNA)
- Classroom teachers
- Guidance Counsellor
- Junior Cycle tutors
- Senior Cycle Student Support teacher
- ASD special class team
- Behaviour Support team
- Year Heads
- Senior Management Team

Roles and Responsibilities

Categories of SET/Inclusion priorities

To date, the school has provided for the following categories of students with Special Educational Needs:

- Borderline / Mild General Learning Difficulties
- Moderate General Learning Difficulties

- Emotional Disturbance and/or Behavioural Difficulties — ADD/ADHD
- Specific Learning Disability — Dyslexia and Dyscalculia
- Physical Disabilities — Dyspraxia, Cerebral Palsy, Chromosome 8 Deletion, Vater Syndrome, Spina Bifida
- Speech and Language Disorders
- Social deprivation issues
- Gifted students
- Anxiety issues
- Homelessness and displacement issues
- Learning in relation to extreme behaviours that may lead to suspension and exclusion
- Sensory Impairments - Hearing and Visual Impairments
- EAL (English as an additional language)
- Assessed Syndrome - Down Syndrome
- Students placed at risk during COVID as a result of loss of school time and the breakdown of normal social structures.
- Continuation of the school's summer programme, which has taken place for the past two summers, with very positive results.
- Autism / Autistic Spectrum Disorder

Resources

DES provides a teacher and SNA allocation to the school annually. In the current year the school has been allocated:

- 10 teachers general EAN
- 4.5 teachers to AS class
- 1 EAL teacher with an additional 2 teachers to service the current level of need.
- 9 SNA's

These resources are allocated by need. As student support is at the centre of our provision, resources are allocated to Year Head work, class tutors, HSL etc.

Board of Management

1. To ensure that the school has a comprehensive SET and Inclusion Policy in place that has been developed collaboratively with all the relevant partners, to monitor the implementation of that policy and to ensure its evaluation.
2. To ensure that a broad, balanced, relevant and progressive curriculum is provided in the school.
3. To ensure that necessary resources are sought on behalf of students with SSN.
4. To ensure that the SET and Inclusion Policy forms part of the school plan.
5. To ensure that the school meets its requirements in relation to students with SSN under relevant legislation.

Student Support Team

Recently we have revised our student support network in the school under the guidance of our NEPS psychologist. The team is made up from members of the SMT, Guidance, Year Heads, HSL, SEN, ASD special class and invited others.

The primary function of the two teams is to identify at risk students and put interventions in place before the student has reached a threshold. A key desire of the team is to put a "One Good Adult" structure in place to nurture the at risk student by having a check and connect system in place.

The Principal/Deputy Principals

- The Principal has responsibility for all aspects of the day-to-day management of the policy and provision for students with SSN
- To appoint SSN coordinator(s) from among the teaching staff and to work closely with the coordinator
- To keep the Board of Management informed regarding issues of relevance to SSN
- In consultation with the SSN coordinator to liaise with the DES and other outside agencies.

- To ensure the effective and efficient use of resources, including the allocation of hours and funds.
- To promote and support CPD of staff involved in SSN provision, and where relevant whole school staff.
- To provide adequate time for planning consultation and review of all aspects of SSN by the SSN team.
- To ensure that whole-school procedures are established to facilitate the involvement of parents/guardians, students and external professionals/agencies (Guidelines for Post Primary Schools, DES).

SET Coordinator (SENCO)

- Liaise with the Principal/Deputy Principals regarding all SSN matters.
- Liaise with parents/guardians and students.
- Transition planning for students with SSN.
- Co-ordinating the work of the SNA team in conjunction with the designated Deputy Principal.
- Co-ordinate data gathering, timetabling, screening, and testing.
- In consultation with the Principal and Guidance Counsellor, coordinate the allocation of resource hours in line with the Department's New Allocation Model.
- Co-ordinate the SSN team and liaise with class teachers as necessary through Google Doc submission.
- In consultation with school management and the Guidance Counsellor, compile a database of special educational students at the start of each school year.
- Disseminate all relevant information to staff through VShare, including information relevant to JCSP and Junior Cycle Level 1 and Level 2 students.
- To ensure that the SSN team fully implements the NEPS continuum of support as a model of best practice in identifying students in need of support.
- Ensure the students at the top level of the Continuum have Student Support Plans in place.

- To work with the Guidance Counsellor to conduct the necessary testing in order to apply for Reasonable Accommodations at the Certificate Exams RACE at Junior Cycle and Leaving Certificate level.
- To attend all relevant meetings.

Guidance Team

- To work with the Principal and SSN Coordinator in the implementation and review of this policy.
- As a member of SSN team to attend all relevant meetings.
- To liaise with primary schools regarding previous SSN provision and requirements of incoming 1st years.
- To liaise with parents of incoming 1st years requiring SSN provision.
- To conduct assessments of incoming 1st years and to advise the SSN team and the Principal of the results of same.
- To liaise with outside agencies such as, NCSE – Special Education Needs Organiser (SSNO) – NEPS- HSE and other relevant agencies.
- In conjunction with the SSN team provide a continuum of support for students who have been referred or assessed.
- To apply to the SENO for assistive technology and SNA provision and other supports necessary for students.
- To co-ordinate Irish exemptions.
- To work with the SSN Coordinator to apply for RACE at Junior Certificate and Leaving Certificate level.
- To advise Leaving Certificate students and parents on the Disability Access Route to Education (DARE) scheme and other college access routes, and to support them in making an application for such.
- Co-ordinate the “Health Forms” for incoming 1st years and entrants to other year groups within the school.
- Co-ordinate the training and activities of the Transition Year Mentor Group as they support the smooth transition of 1st years from primary to secondary school.

Special Needs Assistants (SNAs)

SNA's play a key role in the support of the care needs of students diagnosed with particular difficulties. In the past SNA's were appointed to work with specific students. The new allocation model allows the school to deploy these valuable resources where they will see most benefit.

- SNAs contribute significantly in the implementation of the Student Support Plan required for all students with SNA access. SNAs also supervise lunch-time activities for SSN students and contribute to the Student Support Plans for additional students on an informal basis, i.e. and when students with SNA access are not in school. SNAs contribute to the Student Plans by completing observations on students in mainstream class.
- Supporting a positive transition from primary school initially and the safe movement of such students between classes.
- Transition planning for students with SSN or Assisting students with poor organisational skills at lockers, with school books and planning from the timetable.
- Reducing the anxiety and frustrations of students with SSN in a sensitive, appropriate manner.
- Managing behavioural issues, as may present in students with ADHD following discussion with other members of the SSN team and the Behavioural Support Team.
- In all situations where a student needs assistance with toileting/intimate care, a meeting will be convened before the student starts at the school. Parents/Guardians, SSN Coordinator, SNA(s), and if appropriate, the student, will attend (refer to Intimate Care Policy).
- Be mindful of child welfare, child protection and health and safety matters, to appropriately assist students with physical disabilities
- Assist students with SSN, during out-of-school visits, walks and other similar activities.
- Administration of medication. SNAs are NOT trained medical personnel as per Administration of First Aid policy.

Special Education Teacher (SET)

- Teach small groups of students requiring learning support, when deemed necessary by SENCO. Learning in these situations must reflect the student's identified AEN.

- Engage in team teaching and in class support for students identified with additional needs
- Develop Student Support Plans for those students they work with.
- Report to parents through the development of Student Support plans that will be posted on the school's MIS.
- Liaise with subject teachers and other departments on employing differentiated teaching methods and resources in their subject teaching.
- Liaise with outside professionals when requested to by management.
- The SET provides direct teaching to a student with additional 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.
- Supporting students with literacy, numeracy, self-esteem and anxiety related needs

Subject Teachers

Section 22 (1) of the Education Act 1998 refers to

"the primacy of the teacher in the education and personal development of students in schools. The classroom teacher is responsible for educating all pupils in his/her class, including any pupil with a additional educational need.

It is the responsibility of the classroom teacher to ensure that each pupil is taught in a stimulating environment and supportive classroom environment where all pupils feel equal and valued. The teacher will have access to all information that is likely to be relevant to teaching or supervising a pupil with Additional Educational Needs. The classroom teacher also has a central role in identifying and responding to pupils with additional needs."

Accordingly, subject teachers are required;

- To be aware of students with SSN in their class and their specific needs.
- Mainstream teachers have the primary responsibility for progress of all students in their classes.
- Mainstream teachers should liaise with SET and work together collaboratively for the benefit of the student.

- In so far as possible, classroom teaching should be differentiated to meet the individual needs of students in classes. Differentiation in the classroom will be by content, process and assessment.
- To be part of a whole school approach in relation to literacy and numeracy.
- To develop a positive ethos in the classroom for fostering an inclusive approach to meeting social and educational needs.
- To be part of a whole school approach in terms of reporting and assessment of students who have additional needs.
- To identify training needs and to secure training where needed.
- The class teacher should inform the SSN team of any concerns regarding special educational needs arising in their classroom.
- The class teacher is welcome to contribute to the individual planning process of the SSN student.

Parent/Guardian involvement

- The school encourages communication with parents and guardians.
- To work in positive partnership with the school and other agencies.
- To support and encourage their child in their education.
- Parental/guardian permission will be sought before a child will be given learning support.
- To keep school fully informed of any SSN related changes.
- Parents/ guardians are responsible to keeping the school fully informed of up to date and accurate medication.

Students with SSN Students receiving learning-support should:

- Provide information about his own learning, talents, abilities, skills, interest, wishes and concerns.
- Assist in the identification of priority learning needs, targets and strategies.
- Contribute to the programme being drawn up to support their needs.
- Give feedback which will contribute to the monitoring and recording of progress.

- Co-operate with the agreed programme, and its evaluation by participating in appropriate tests and assessments.
- Develop ownership of the skills and strategies that are taught during learning support classes and learn how to apply these to improve their own learning across the curriculum.

Links with outside agencies

The school will liaise, as required, with the following agencies with best practice and student welfare as its guide.

This is not an exhaustive list:

1. Primary schools
2. NEPS
3. NCSE – SENO
4. (NEWB) TUSLA for matters relating to attendance
5. HSE: OT and Speech and Language Therapists
6. TUSLA for matters in relation to child protection
7. Library Services
8. PDST and NCSE for CPD
11. Visiting teacher services for Deaf and Visually Impaired
12. NCSE for support.
12. CAMHS
13. OIDE

Parental/guardian permission will be sought for consultation with appropriate agencies listed above at 2, 3, 5, 6 (where appropriate). This policy has been developed in accordance with De La Salle Waterford's Child Safeguarding in line with the Children First Act 2015 and the Child Protection Procedures for Primary and Post-Primary Schools 2017.

While renewing this policy, due consideration has been given to all aspects of the wellbeing of students and particularly to the school Wellbeing Plan which is currently in draft form.

Approval:

This policy has been distributed to staff, parents and students for their approval.

Amendments have been made after consultation with these stakeholders.

This policy has been ratified by the Board of Management of De La Salle Waterford;

Chairperson:

Clare R

Date:

12/12/2023

This policy will be due for review on:

Date:

December 2026

Appendix 1

Inclusion of Students with SSN: A Checklist

This list should help you identify barriers to inclusion that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of inclusive practices in your school.

Section 1: Creating Inclusive *Cultures*

	Question	Agree	Disagree	Unsure
1	Everyone is made to feel welcome.			
2	<i>Students help each other</i>			
3	Staff and students treat one another with respect.			
4	There is partnership between staff and parents			
5	There are high expectations for all students.			
6	Staff, BOM, students and parents share a philosophy of inclusion.			
7	Staff seeks to remove barriers to learning and participation in all aspects of the school.			
8	Students are equally valued.			
9	The school strives to minimise all forms of discrimination.			
10	10. Difference amongst the school community is celebrated.			

Section 2: Producing Inclusive *Policies*

	Question	Agree	Disagree	Unsure
1	The school seeks to admit all students from the locality/ feeder schools.			
2	The school makes its buildings physically accessible to all people.			
3	All new students are helped to settle into the school.			
4	The school arranges teaching groups so that all students are valued.			
5	Support for students with SSN is co-ordinated.			
6	Staff are given opportunities to participate in professional development that will support teaching of students with SSN.			

7	All school policies are inclusive policies.			
8	Staff are aware of their responsibilities under current legislation in relation to the education of students with SSN.			
9	Barriers to attendance are minimised.			
10	<i>Bullying is minimised</i>			

Section 3: Evolving Inclusive *Practices*

	Question	Agree	Disagree	Unsure
1	Teaching is planned with the learning of all students in mind.			
2	Students with SSN are actively encouraged to participate in lessons.			
3	Students are actively involved in their own learning.			
4	Students are actively involved in their own learning.			
5	Teachers use a variety of teaching styles- scaffolding, modelling, peer tutoring, active learning, co-operative group work.			
6	Teachers use a variety of alternatives for recording- writing, tape, drama, use of ICT, discussion and feedback			
7	Teachers plan, teach and review in partnership.			
8	The role of the SNA in the classroom is clearly defined and known to all.			
9	All students, including those with SSN are encouraged to participate in extra-curricular activities and activities outside the classroom.			
10	Staff expertise in the area of SSN is fully utilised.			

Adapted from Booth, T. & Ainscow, M (2002): Index for Inclusion

Section 4: Priorities for Development

Objectives	Action	By Whom	By When	Resources	Success Criteria