

St John Bosco Community College



St John Bosco Community College

Special Educational Needs Policy

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Common Abbreviations

A

ASD- Autism Spectrum Disorder

AT- Assistive Technology

D

DARE- disability Access Route to Education

E

EP- Educational Psychologist

EPSEN Act 2004-Education for Persons with Special Educational Needs

L

L1LP- Level 1 Learning Programme

L2LP- Level 2 Learning Programme

N

NCCA- National Council for Assessment and Curriculum

NCSE- National Council for Special Education

NEPS- National Education Psychological Service

P

PLU- Priority Learning Unit

R

RACE- Reasonable Accommodations in Certificate Examinations

S

SEN- Special Educational Needs

SET- Special Education Teaching

SENO – Special Education Needs Officer

SENCO- Special Education Needs Coordinator

SESS- Special Education Support Service

SNA- Special Needs Assistant

SSP- Student Support Plan

Mission Statement

Our core aim is the provision of an educational experience that is life enhancing for all, both teacher and pupil; a school that together with the home provides a happy environment where the Christian spirit is nurtured; the dignity of the individual is cherished; where diligence, courtesy, participation and respect are fostered and the code of behaviour is implemented for the good of the individual

Education through Friendship and Understanding

Policy Aims

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

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

This policy aims to enable all students to access, participate in and benefit from the education provided in St. John Bosco Community College to the fullest extent possible. This includes students who have special educational needs and/or additional needs. Ongoing school development is paramount to the provision of a holistic education for all and this is achieved through consultation, collaboration and partnership with the Board of Management, teaching staff, parents and the wider community. We strive for academic excellence and seek to nurture a sense of self-worth in an atmosphere of care and respect, while having particular concern for the needs of the academically and socially disadvantaged. The holistic development and full potential of each student, particularly those who are disadvantaged or marginalised, are of utmost importance.

Consultation

This policy was formulated in consultation with the teaching staff and management of St. John Bosco Community 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.
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Scope of the Policy

This policy applies to all students with Special Educational Needs (S.E.N.) including students with exceptional ability, who attend St John Bosco Community College. It is also intended to serve the school community including B.O.M, the Principal, the teaching and ancillary staff and parents.

Legislative Framework

This policy is drafted in the context of specific provisions and definitions with regard to students with special educational needs and the statutory requirements placed on the school and the Board of Management of St. John Bosco Community College by the following acts:

- The Education Act 1998
- The Equal Status Act 2000
- The Education (Welfare) Act 2000
- The Education for Persons with Disabilities Bill (2003)
- The Data Protection Acts 2003/ Freedom of Information Acts 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 Education Needs Act (2004)
- The European Union General Data Protection Regulation 2016
- The Framework for Junior Cycle 2015
- NCCA Junior Cycle Wellbeing Guidelines 2017
- Circular 0014/2017
- Circular 0015/2017
- Circular 0053/19

This policy is drafted in the context of:

- DES Circular Letters 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)

Outside Agencies

- The National Council for Special Education (N.C.S.E)
- The Special Education Support Service (S.E.S.S.)
- The National Psychological Service (N.E.P.S)
- The Department of Education

Overall Objectives / Aims

- To support students experiencing a low achievement and or learning difficulties. This is done through a team-based approach, which involves the students themselves, their teachers, parents/guardians and other relevant internal or external personnel.
- To support students with physical disabilities as far as is possible taking into account the financial resources of the school.
- To ensure that each special needs student will benefit from the optimum learning opportunities offered by the school as designed by the Department of Education and Science or designed specifically by St. John Bosco Community College.
- To develop positive self-esteem and a positive attitude towards school and learning among students with special educational needs.
- To implement a system of monitoring and recording progress.
- To ensure that the individual achievements and progress of each special needs student is recognised and monitored.
- To increase the level of competency in literacy and mathematics

The school hopes to achieve the following by updating the SEN policy:

- To include the most recent best practice in Special education Teaching (S.E.T.)
- To reflect the most recent recommendations, most particularly the Continuum of Support at Post-Primary Schools (NEPS).
- To outline our whole school approach to teaching/ learning in relation to pupils 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 S.E.N. 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 S.E.N. are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way
- Set high standards for students with S.E.N. and provide them with appropriate guidance, encouraging them to achieve to their full potential.
- Develop staff expertise in supporting students with S.E.N.
- Encourage and foster positive partnerships with parents, in order to achieve appropriate support at home and at home.
- To outline procedures and practices, which will be followed in relation to supporting the learning of pupils with S.E.N.
- To establish communication structures for the involvement of all the partners in the education of pupils with S.E.N. (Learning Support Guidelines)

Inclusion

Inclusion requires understanding of and providing for the different needs of students and taking steps to reduce barriers to learning. As an inclusive school, St John Bosco Community College aims to identify barriers to learning that exist in the school environment and provide for the needs of learners in order to minimise the impact of such barriers.

Roles and Responsibilities of Partners in the Special Education Teaching Team

The provision of additional support for students with S.E.N. is a collaborative responsibility shared by all. The Board of Management, Principal, Special Education Teaching (S.E.T.) Team, Subject Teachers, parents and children are all stakeholders and contribute to implementation and monitoring of special educational needs policy. The Board of Management of St John Bosco Community College has overall responsibility for the provision of education to all students in the school, including S.E.N. students. The Board of Management facilitates the inclusion of S.E.N. students through inclusive enrolment policies and by promoting inclusive whole-school policies and procedures. Under current legislation, the Principal has the overall responsibility for ensuring that the needs of S.E.N. students are met.

The S.E.T. team comprises the **Principal, the SEN Co-ordinator, Special Education Teacher (Autistic Spectrum Classroom), the Special Education Teachers, the Guidance Counsellor and the mainstream teachers. The team also includes any SNA's, as approved by the D.E.S.** The S.E.N. Coordinator is also part of the Pastoral Care team in the school and works closely with this student support team and with Year Heads. The S.E.N.O. (Special Education Needs Organiser) and N.E.P.S. psychologist as well as other agencies advise the team 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).

Role of the Board of Management

- To ensure that all students with S.E.N. are identified and assessed.
- To ensure that the school has an up to date S.E.T. 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 S.E.N.
- To ensure the development of positive partnerships with parents and other relevant agencies and ensure that parents are informed of their child's S.E.N. 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 the inclusion by ensuring that an awareness of S.E.N. is instilled in all of the school community.

Role of the Principal

- To appoint a S.E.N. Coordinator and works closely with the S.E.N.C.O.
- To inform the Board of Management of issues, with SEN.
- To consult with the S.E.N.C.O. 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 establish a "Special Needs Support Team" in the school to ensure identification of needs and support for students with S.E.N.

- To promote a whole school approach to special educational needs, make all staff aware of their responsibilities in this area and provide opportunities for Continuing Professional Development (C.P.D) for teachers to enable them to address the individual needs of students in their classes
- To promote the development of positive partnerships with parents of S.E.N. students.
- To ensure that procedures exist for consultation with primary schools with regard to the enrolment of students with S.E.N.
- To process applications for Irish Exemptions.
- To provide leadership in developing relevant whole school policies: enrolment/ assessment/ inclusion.
- 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 in the area of S.E.N.
- To direct the work of the S.N.A.'s

Role of the S.E.N. Coordinator (S.E.N.C.O.)

- Develop and implement a whole school S.E.T. policy under the direction of the Principal
- Lead the S.E.T. Team and Subject Teachers in the provision of support to S.E.N. students
- Consult with parents of S.E.N. students regarding their individual learning needs
- Consult with external agencies to arrange for educational assessments and provision of support for S.E.N. students.
- Facilitate the smooth transition of S.E.N. students from primary schools and other post-primary schools
- Lead the three step process of identification of need, intervention, monitoring and recording of outcomes
- Collaborate with the Principal and the Special Education Needs Organiser (S.E.N.O.) in the allocation of resources such as additional teaching hours and I.C.T. for S.E.N. students
- Arrange for the purchase of appropriate I.C.T. for S.EN students availing of the DES Grant for Assistive Technology
- Organise the certification of exemption from Irish for SEN students where necessary
- Collaborate with the Student Support Team and the Guidance Counsellor to meet the care needs of S.E.N. students and assist those students experiencing social/emotional difficulties

- Meet with parents of S.E.N. students experiencing learning/social/emotional difficulties
- Collaborate with the Guidance Counsellor in applications for Reasonable Accommodations in the Certificate Examinations (RACE)
- Collaborate with Examinations Secretary and Deputy Principal to organise Reasonable Accommodations in House Examinations
- Collaborate with Principal and Deputy Principal in allocation of support for SEN students on the school timetable
- Collaborate with external agencies, parents and students in the creation of Student Support Files
- On-going communication of information concerning SEN students to Principal, Deputy Principal and all teachers as required
- To advise and collaborate with SNA's around the care needs of relevant students.

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

Role of the Special Class Teacher

- Regularly meet with class teachers to discuss the needs of the student in their ASD class
- Maintain a record of these meetings and decisions made
- Advise the class teacher, where needed of possible interventions to meet the need of their students
- Advise class teacher or procedures for awaiting of special needs services
- Creating and reviewing Student Support Files
- To meet with parents in order to plan and to review interventions
- To advise and collaborate with SNA's around the care needs of relevant students

Role of the Year Head

- To support the creation of an inclusive climate within the school and contribute significantly to the work of the special educational needs support team.
- To facilitate the inclusion of an 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.

The S.E.T. Team:

The S.E.T. Team at St John Bosco Community College are familiar with a wide range of teaching approaches, methodologies and resources to meet a variety of needs.

- The S.E.T. Team will offer advice to Subject Teachers and other departments on employing differentiated teaching methods and resources in their subject teaching
- The S.E.T. Team will liaise with external agencies if requested to do so by the Principal or S.E.N.C.O.

Role of the S.E.T Team

- The S.E.T. team will work collaboratively to create Student Support Files for S.E.N. students.
- Providing diagnostic and informal assessments for students at regular intervals in order to monitor progress and evaluate the effectiveness of an intervention
- Collaborating with subject teachers by giving advice on teaching methodologies best suited to a student.
- Providing direct teaching to a student with S.E.N. 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/ cooperative teaching when withdrawal from the classroom may not be the most appropriate means of supporting the student.
- Contributing at meetings involving parents and/or outside agencies when appropriate.
- Collecting and analysing school-wide screening data, including in-take screening, transfer information, attendance and behavioural records. Gathering information from subject teachers/ other staff
- Planning, implementing and reviewing individual and/or group interventions
- Seeking external professional advice, as needed
- To advise S.N.A.'s around the care needs of relevant students.

The Role of Subject Teachers

(DES Guidelines for Post-Primary Schools: Supporting Students with SEN in Mainstream Schools, p.13, 14)

Subject Teachers have first-line responsibility for the education of all students in their classes. Accordingly, Subject Teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom.

- To be aware of the School's policy and procedures (as outlined in this policy) for dealing with students with S.E.N., and ensure all student's needs are met.

- To seek advice from the S.E.T. Department regarding students with S.E.N.
- To participate in CPD in the area of S.E.N.
- To devise a plan, in consultation with the resource teacher or S.E.N.C.O. on the most effective use of an S.N.A. for a student in the class.
- To support/ encourage independence in the student.
- To differentiate teaching and learning activities 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 S.E.N. in all aspects of classroom planning.
- To identify students who may be at risk (considering general progress, application, communication, behaviour, or interaction with other students).
- To complete referral forms, transfer of information forms, as required by the SEN team
- Contribute to group or individual planning and review
- Implement agreed strategies
- Prepare information for S.E.N. planning meetings
- Collaborate with S.E. Teachers and lead teachers in developing a Student Support File
- Implement individualised and specialist programmes and strategies.

Subject Teachers are encouraged to:

- Be aware of the School's policy and procedures (as outlined in this document) for including S.E.N. students
- Seek advice from the S.E.N. Department regarding students with individual needs and learning differences in their classes and bring any concerns regarding students to the relevant personnel
- Take account of the needs and learning styles of all their students and employ suitable teaching methods so that all students can access the curriculum at the appropriate level
- 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 individual needs and learning differences
- Where a student has an S.N.A. the subject teacher should plan how to most effectively engage the S.N.A. in consultation with the SENCO and other learning support teachers Role of the Guidance Counsellor.
- Prepare information for S.E.N. planning meetings

- Collaborate with S.E.T. and lead teachers in developing a Student Support File
- All Subject Teachers should implement teaching approaches and methodologies that facilitate the meaningful inclusion of S.E.N. students. These include:
 - Co-operative teaching and learning within mainstream classrooms
 - Collaborative problem-solving activities
 - Differentiation
 - Interventions to promote social and emotional competence.

Differentiation

Differentiated instruction is a means by which teachers can create an inclusive and supported learning environment for all students. It acknowledges that students learn at different rates and in different ways. The following general approaches are recommended:

- Setting learning objectives for students with S.E.N. at an appropriate level. Provide learning activities and resources that are suitably challenging and are also likely to result in success and progress
- Modify presentation, questioning techniques, style of questioning in order to maximise the involvement of students with S.E.N.
- Relate the topic to life experiences or concrete examples
- Allow alternative formats for answering questions i.e. orally, typing
- Set up 'buddy' learning systems in the class to involve more able students working with those with S.E.N. either in collaborative groups or in peer-tutoring arrangements.

Methods of Differentiation include:

- Variation in the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons for students' interests
- Matching tasks and processes to students' abilities and needs
- Adapting and utilising resources, including use of ICT
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

Role of Special Needs Assistants

- To provide care assistance to named students who have special educational needs. They make a valuable contribution to the school's capacity to provide inclusive education to these students.
- To be made aware of the S.E.N. plan, devised by the Special 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.
- 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 student with S.E.N. with typing, writing or other use of equipment.
- Assisting with clothing, feeding, toileting and hygiene, being mindful of health and safety needs of the student.
- Assisting with house 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. An S.N.A. should not be asked to withdraw a student from a classroom unless this is a strategy that has been agreed by the S.E.N. department and Principal, where teachers and parents will have been informed.
- Give general assistance to the subject teacher, under the direction of the Principal/Deputy Principal, of a nonteaching nature. The S.N.A. 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 students with S.E.N. as required and directed by school management.
- Other appropriate duties as may be determined by the needs of the pupils and the school.
- The S.N.A. 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.
- S.N.A's are expected to provide and update a timetable during the school year and furnish the Principal and S.E.N.C.O. with a copy

Role of the Guidance Counsellor

To work with the other members of the S.E.N. team in facilitating the provision of education for students with S.E.N. and their inclusion in the school.

- Counselling in personal, educational and career development

- Co-ordinating a number of assessments including the CAT4 prior to entry and again in third year.
- Providing career information
- Presenting at the Options Information Evening for students and parents of students progressing to Senior Cycle
- Consulting with parents and staff
- Consulting with community organisations
- Providing vocational preparation – job search skills, preparation for work experience
- Working closely with Year Heads and the S.E.N. team to identify students requiring support
- Facilitating individual appointments for students in third year, T.Y. and Leaving Cert Year to support them in making career decisions
- Advising students and parents on subject choice and subject load
- To liaise with students, parents and the S.E.T. team in relation to D.A.R.E. (Disability Access Route to Education) applications.
- Make referrals to other professionals and agencies where necessary

The Role of Students

Students receiving additional support should:

- Have a positive attitude towards participation in their learning.
- Become familiar with their learning targets and be involved in the setting of those targets.
- Contribute to the selection of material relevant to the attainment of these targets.
- Participate fully in all assessments.
- Develop “ownership” of the skills and strategies that are taught as part of the additional support they receive and learn to apply these to improve their own learning.

Role of Parents

Parents can make a huge contribution to their child’s learning. St John Bosco Community College encourages open communication between parents and teachers throughout every student’s education. Parents can prepare for and support the work of the school in the following ways:

- Providing all relevant information and documentation to the school in relation to their child’s learning difficulties, learning needs, strengths, and any other concerns they may have. This information will enable the school to begin to plan for the inclusive education of their child. The provision of documentation to the school regarding their child’s needs is critical to collaborative planning for their child.

- Parent's play a critical role in the successful creation and implementation of their child's Student Support File.
- Parents are encouraged to communicate freely with the school at any time if they are concerned about their child's education.
- Parents help the school by keeping teachers informed of their progress of their child, or any difficulties they encounter.
- Parents can support the work of the school by providing a home environment where there are opportunities for learning and participating with their child in the following activities:
 - Paired reading;
 - Helping them with their homework;
 - Implementing suggested home-based activities outlined in their child's Student Support File and discussing the outcomes with the child's teachers.
- Parents should keep the school informed of the progress that they observe in their child's learning. They should also let the school know of any learning difficulties that they observe in their child at home.
- If following diagnostic assessment, the child needs additional support, the parent should attend a meeting with the S.E.N.C.O. to discuss:
 - The results of the assessment
 - Learning targets set for the student
 - The way that these targets can be supported at home.
- If it is decided to discontinue learning support as the targets have been met, parents need to discuss with their child's teachers how the child's future learning needs can continue to be met at school and at home.
- If additional support is to be continued for another term, it is necessary for the parents to meet with the S.E.N.C.O. to discuss revised targets and how they can help at home to implement them.

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 S.E.N. while the child is making the transition. St John Bosco Community College provides support to parents by:

- Liaising with parents prior to the student transferring.
- Informing parents about the range of extracurricular activities available for first-year students so that the parents can encourage their child to participate.
- Having an effective anti-bullying policy (including a 'mentoring' system), and keeping parents informed of issues relating to bullying.
- Actively encouraging parents to contact the S.E.N.C.O.

Parents and the Transmission of Information.

The parents of a child with S.E.N. can provide valuable information to the school in relation to their child's learning difficulties, learning differences, and learning preferences. The S.E.N. team seeks relevant professional reports from parents of students with S.E.N. 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 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. In the case of 3rd and 6th years there are two parent-teacher meetings per year.
- Students receive a written school report that is posted home four times in the school year.
- For some students with S.E.N. a differentiated report is provided (School Support Plus).
- Special arrangements may be made with the parents in relation to the homework that each individual student with S.E.N. is expected to undertake.
- Regular communication is available 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.
- Provide learning activities, which will ensure success, as fostering self-esteem, and confidence is critical for all students.

Information Gathering

Assessment should always be for a particular purpose. In St John Bosco Community College, assessment is used for the following purposes:

- To inform planning and appropriate teaching and learning
- To evaluate student progress
- To establish a baseline in relation to a student's attainments in literacy and numeracy
- To identify student for learning support
- To inform consultations with outside agencies i.e. N.E.P.S

Methods of Assessment

A). Formal Assessment

Standardised assessments enables the S.E.N. Team to obtain a general indication of a student's ability and to interpret the student's level of attainment by reference to the performance of other students in the same age range or class level. Every student enrolling in the school undertakes formal assessment.

B). Informal Assessment

Informal methods of assessment include:

- classroom tests
- informal observations by the teacher
- evaluation of written work
- informal analysis of students' language and social development
- Students enrolling in the school sit an entrance assessment (CAT 4) to identify students who may require extra support at an early stage. It also helps to inform mixed ability class groups

C). Information Gathering

- S.E.N.C.O. liaises with primary schools regarding all incoming first year students with regards to their areas of need
- Primary schools provide results of standardised tests i.e. Drumcondra Reading, Spelling, and Maths tests
- Primary school provide reports on each student to the secondary school
- S.E.N.C.O. attends transfer meetings with the primary school principal, class teacher, parent of incoming student, and in some cases, the N.E.P.S. psychologist assigned to the school.
- The enrolment application form requests parents to notify the school regarding any possible special educational need. This has no bearing on the child's right of entry but is used to identify a possible need as early as practicable.
- S.E.N.C.O. liaises with parents and appropriate external agencies in the event of a possible SEN being identified.

Provision and the Continuum of Support

The model of assessment and intervention, as practised in St John Bosco Community 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 N.E.P.S's Continuum of Support. We will use the D.E.S. Continuum of Support framework to engage in a three-step process in identifying and responding to our students' needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support and that they are informed by careful monitoring of progress. (*DES Guidelines for Post-Primary Schools: Supporting Students with SEN in Mainstream Schools, p.6*)

Step 1: Identification of Need

St John Bosco Community College operates a policy of early identification of the academic, social and emotional needs along with the physical, sensory language and communication difficulties of SEN students through:

Prior to school entry:

- Enrolment Form: Opportunity for parents to inform us of SEN
- Transition Meetings with Feeder Schools
- Entrance Examination using the digital version of the CAT4 Test
- Open Day: Conversations with Parents
- Contact with parents/ feeder primary schools if deemed necessary
- Education Passport given to the school by the feeder Primary schools
- Assessment Reports from external agencies given to the school by parents

Upon school entry:

- Formal Assessment: New Group Reading Test (NGRT) and Math's Competency Test.
- Wide Range Achievement Test (WRAT4) where deemed appropriate
- Teacher observations
- Year Head Weekly meeting
- Student Support Team observations at the weekly meeting
- Weekly meeting of the SEN Team.

Step 2: Meeting Needs

(Special Educational Needs, A Continuum of Support, p.5-35)

Creation of Student Support Files:

When S.E.N. students are identified through the process outlined above a Student Support File will be created for each of those students in response to their individual needs. Student Support Files will be created through a collaborative process involving the SEN Team, Subject Teachers, parents, the student and sometimes external professionals.

The Student Support File will allow the S.E.N. Team and Subject Teachers to document progress over time and it will assist us in providing an appropriate level of support to students in line with their level of need.

Following a period of intervention and review of progress, a decision will be made regarding the appropriate level of support required by the student. This may result in a decision to discontinue support, to continue the same level of support, or to move to a higher or lower level of support.

Each student's Support File will be added to their profile on V.S.Ware so that all teachers will have access to relevant information.

Student Support Plans will set out agreed targets, strategies and a period for review. This will help teachers to differentiate their subject teaching to meet the needs of their students and to set specific targets related to their subject areas.

Milder, transient needs will be met through classroom based support by the mainstream teacher i.e. differentiation

Individualised support will be provided for students with more complex and/or enduring needs (*DES Guidelines for Post-Primary Schools: Supporting Students with SEN in Mainstream Schools, p.11 - 12*)

SEN occur on a continuum and therefore the needs of SEN students in St John Bosco Community College will be supported on the basis of a continuum as follows:

Classroom Support:

Classroom support will be the most common response to emerging needs – the subject teacher, the student and the parents will discuss the nature of the problem and consider strategies, which may be effective. Actions may include:

- Specific classroom strategies
- Individualised teaching methodologies
- Differentiation

The Review Process: A review of Classroom Support actions may involve the subject teacher, parents and student and should focus on progress made by the student. The outcome may be that the student continues to have a Classroom Support Plan, no longer requires a Classroom Support Plan or School Support will be initiated.

Roles and Responsibilities:

The Subject Teacher:

- Liaises with parents regarding initiation of Classroom Support process
- Seeks advice from the SEN Team
- Keeps the Principal informed of Classroom Support Plan
- Maintains a record of relevant information

The S.E.T. Team:

- Provide advice to the subject teacher to assist him/her in the assessment process and development of Classroom Support Plan for the student

The Principal

- Notes that a Classroom Support process is being implemented

Other Professionals:

Educational Psychologists, Speech and Language Therapists may be indirectly involved, offering consultation or advice via the S.E. T. Team.

School Support:

Where classroom support is not enough to fully meet the student's needs the subject teacher will involve the S.E.T. Team in the problem solving process. Information will be gathered through formal and informal assessment and a School Support Plan will be created.

Information Gathering and Assessment:

Information gathering will inform the development of a new Support Plan and will be gathered from the following sources:

- Classroom Support Plan
- Formal Assessment
- Observation of learning style/behaviour
- Consultation with parents, the student and/or external professionals

Planning and Intervention:

A School Support plan will be created which will set out the nature of the student's learning difficulties, define specific learning and behavioural targets and set a timescale for review. The plan will for the most part be implemented within the normal classroom setting and complimented by focused school based intervention programs such as Small Group Teaching and /or Team Teaching. Home based actions in support of the plan will be encouraged. The School Support process is co-ordinated by the S.E.T. Team.

The Review Process:

The review process will focus on student progress and be informed by the views of the parents, the student, the teachers and the S.E.T. Team. The outcome may be that the student continues to have a School Support Plan, intervention reverts to Classroom Support or School Support Plus will be initiated.

Roles and Responsibilities:

The Subject Teacher:

- Consults with the SEN Team and remains responsible for working with the student in the classroom

The S.E.T. Team:

- Consult with teachers, the student and his/her parents in creation of School Support Plan ☐ Seek advice from external professionals
- Make School Support Plan available to all teachers on V.S.Ware
- Provide additional support for the student through Team Teaching/Small Group Sessions
- Co-ordinate the review of the School Support Plan
- Maintain a record of relevant information

The Principal:

- Records decision to implement School Support Plan

Other Professionals:

- Provide advice to SEN Team

School Support Plus:

This process will be initiated if, in reviewing the School Support Plan it is agreed that the student is not making adequate progress. If a student's needs are severe and/or persistent, the SEN Team will liaise with the student, the parents, the Subject Teachers and personnel outside the school in the assessment and intervention process. The information from Classroom Support and School Support will provide the starting point for problem solving at this level. A School Support Plus Plan will be drawn up based on the information gathered

The Review Process:

The S.E.N. Team will carry out a review in collaboration with the parents, the student, teachers and external professionals to measure progress.

The outcome will be the continuation or discontinuation of School Support Plus

Roles and Responsibilities:

The Subject Teacher

- Contributes to assessment and planning and remains responsible for the student in the classroom ☑ Provides classroom supports

The S.E.T. Team

- Review the outcomes of interventions in the Classroom and School Support Plans
- Co-ordinate the assessment of the student's learning/social/emotional difficulties
- Co-ordinate development of School Support Plus Plan in collaboration with the student, parents, teachers, S.E.N. Team external professionals
- Provide additional support for the student through Team Teaching/Small Group/1:1 Sessions
- Monitor and support interventions
- Review School Support Plus Plan in collaboration with the student, parents, teachers, S.E.N. Team external professionals

The Principal

- Record the initiation of the school Support Plus process
- Ensure that a file is maintained containing records regarding consent of the involvement of external professionals, the assessment process, interventions, reviews and records of earlier school and classroom support processes

When the EPSEN Act (2004) is fully implemented, it states that ‘the principal shall...cause a plan to be prepared’ for those students who meet the terms of Section 3 of the act.

Step 3 – Monitor and Recording Outcomes

Students’ progress in relation to achieving their targets will be regularly and carefully monitored through the Classroom Support, School Support and School Support Plus process outlined above.

This will be done through formal and informal assessment, observation, and reports from Subject Teachers, year heads, parents and students.

Enrolment into St. John Bosco Community College

As stated in the admissions policy, access to the school is open to all students with learning difficulties and disabilities. The school is fully inclusive. All students with Special Learning Needs have access to Learning Support/Resource Teaching. The school is wheelchair accessible.

Transfer from Primary School

The transfer of information from primary level to post-primary level is vital to the successful support of students with S.E.N.

At the Open Night for prospective parents, the importance of completing the specific section of the enrolment form for the S.E.N. Department (See Appendix 1) is outlined.

Following acceptance of a place in the school, parents of incoming first years are invited to attend an information meeting outlining practical supports, structure of learning support and resource teaching hours, pastoral care structures and information regarding Reasonable Accommodations for Certificate Exams (RACE).

The S.E.N.C.O. also will:

- Contact the feeder Primary Schools if necessary to collect up-to-date information.
- Liaise with 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 S.E.N. if required
- Establish communication with the primary school resource/ learning support teacher if required.
- Apply to the S.E.N.O. for Resource Teaching Hours/S.N.A. support/Assistive Technology for students for relevant students

Once accepted to St John Bosco Community College

- All incoming first year students take a Cognitive Ability Test; CAT 4. These tests can also be used to identify strengths and needs of incoming students with S.E.N. This data is used to help identify students who may need additional support, including exceptionally able students.
- The S.E.T. team will ascertain the students learning style and strengths.
- The S.E.T. team will create learning targets for each student with S.E.N. These targets are monitored and evaluated at regular intervals. Once achieved, new targets are set.
- 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 by the Principal/ Deputy Principal (Educational Psychological report, School reports, attendance, etc.) Any relevant information is then passed to the Year Head and the Special 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 (CAT4, in class assessment, informal observation, and parental concern/s). Teachers are asked by the relevant Year Head 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). Teachers are also encouraged to refer to students' CAT 4 results to determine the student's areas of strength and their needs and link with other subject teachers before completing a referral form.

Models of S.E.N 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 (reduced load) - A student with SEN who has trouble in coping with the breadth of the current curriculum is permitted to 'drop' a subject. This occurs only after all avenues have been exhausted. A consultation between the parents/ guardian and guidance teacher is also necessary. Parents must sign a consent form giving permission for a reduced subject load.
- Team Teaching/Co-operative Teaching
- In-class support/Differentiation
- Inclusion of SNA in specific classes
- Small group withdrawal
- Individual withdrawal
- Organisation and 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 counsellor.

It is important that the needs of the academically gifted student are also catered for. Students are encouraged to take exam subjects at higher level where possible. Irish, English and Maths are co-timetabled so that the more academically motivated students may progress at a faster rate.

First years are organised on a mixed ability basis. Students who have been selected for learning support may be offered assistance in English and Maths at Irish time.

Classes in Irish, English and Maths are co-timetabled in second and third year. This allows for the movement of students between the various examinations levels i.e. Higher, Lower and Foundation levels.

Reasonable Accommodations for State and In House Examinations (R.A.C.E.)

Applications are made by the S.E.N. Coordinator for RACE provision for students with S.E.N. sitting a Junior Certificate or Leaving Certificate Examination. The State Examinations Commission grants accommodations. The school will make application for relevant accommodations for students who meet the criteria as laid down by the SEC at Junior Cycle and these accommodations can be reactivated for Leaving Cert, with the school being satisfied that the student still has a need for the accommodation. Further details are available in the RACE Guide for Exam Students 2018 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

S.E.T. Team

- The S.E.T Team meet formally once a week. Informal meetings occur on a daily basis.
- Members of the S.E.T. team can meet mainstream teachers formally or informally. There may be formal meetings at the beginning of the year between the mainstream teachers and S.E.T team with regards to incoming first year students with S.E.T.
- At the end of each year, the S.E.T. team will fill out a student transfer form to use as reference for the following school year, should a change of S.E. teacher occur.

Subject Teachers

- At the beginning of each school year at the first staff meeting, the S.E.N. Coordinator updates a register of information focusing on the incoming first years with S.E.N. This information is shared and all teachers are made aware of its existence at the start-of-year staff meeting and encouraged to consult it regularly.
- S.E.N. is on the agenda at every staff meeting.
- Teachers are kept up-to-date regarding all students with S.E.N. through liaising with the S.E.T. teachers and through the staff drive, which contains a password protected file detailing relevant student information.
- Information is communicated via the year head and Student Support Team.
- At the end of each year, the subject teacher completes transfer of student form for each student with S.E.N. detailing interventions that work for the student, assessment of course work, homework, behaviour and attendance. Completion and

storage of these forms is the responsibility of each subject department. The forms are passed on to new teachers of the student in each particular subject area.

Parents

Communication with parents is achieved in the following manner:

- School Open Day
- Parent-Teacher Meetings • Letters to the parents
- Student Journal
- Telephone Calls
- Email
- Meetings involving external agencies
- Meetings with the S.E.N.C.O. 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 SEN co-ordinator's classroom/office in a locked cabinet. 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 must be submitted with the enrolment application.
- The school will only consider granting an exemption for Irish when a written request is made by the student's parents and supported by an Educational Psychologist's report or other relevant documentation.
- The guidelines set down by the Department of Education and Science will be strictly adhered to (Circular53/19)
https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0053_2019.pdf
- Where possible, withdrawal for Learning Support/ Resource is arranged for students with SENs, who do not study Irish, during Irish time. This is not guaranteed and is limited by timetable restrictions and staff availability.
- Applications for Irish exemptions on the grounds of S.E.N. are made by the S.E.N.C.O. and signed by the Principal.

Priority Areas for development

- Ongoing professional development opportunities for staff in the area of special education.
- Raising teacher awareness of, and expertise in, differentiated teaching methodologies.
- Developing and equipping the S.E.T. resource room with up to date materials.

Overview of the Autism Support Room

The ASD support room opened in September 2018. The room can cater for six students only. All students who are or will be assigned a place must be on the Autistic Spectrum and vary from low functioning to mild functioning Autism.

The support room caters for the students at all times during the school day. There is an adult in the room at all times for the safety of the pupils. There is always a listening ear to help solve problems or simply talk it over.

Students have access to a locker in the support room. The room is a focal point for the students and each student's individual needs will be catered for here. Individual timetables and schedules aim to support the student at their unique level, to maximise their potential and experience within the school here at St John Bosco CC.

Students accessing the room may have a reduced curriculum depending on their needs and in order for them to access the room for additional support in social skills, study skills or for reducing anxiety and stress levels.

The teachers and S.N.A's assigned to the support room are encouraged to undergo continuous professional development in their subject area in relation to the Autism Spectrum Disorder.

Level 1 Junior Cycle

Level 1 Learning Programmes (L1LP) will target the very specific group of students with general learning disabilities in the range of lower functioning moderate to severe and profound categories. The programme will be capable of personalisation to suit the individual needs of the target group of students.

These students have student support plans and often have complex and multiple cognitive and functioning needs. Their learning tends to be targeted at a very early developmental level.

The students in question may experience difficulty understanding the world around them and their place in it. They may also have issues with expressive and receptive communication skills.

The Level 1 Learning Programmes are made up of six Priority Learning Units (P.L.U.s) which explicitly identify and develop the key areas of learning needed to prepare the students for their future lives.

- Communication, Language and Literacy
- Personal Care and Wellbeing
- Being part of a Community
- Numeracy
- The Arts
- Physical Education

Level 2 Junior Cycle

For those students who are not able to take the existing Junior Certificate, the Level 2 Learning Programmes (L2LPs) have been designed for a small minority of students with particular special educational needs. These programmes are designed to provide meaningful learning and learning experiences for students who have general learning disabilities in the higher functioning moderate and low functioning mild categories. These programmes are set in the context of the principles, the 5 key skills (Communication and Language, Living in the Community, Numeracy, Personal Care and Preparing for Work) and 24 statements of learning that frame the new Junior Cycle. For those students completing the level 2 programme it is the responsibilities of all teachers to plan and assess those students. Please see guidelines on www.jct.ie

Teachers supporting in the A.S. room

Teachers who are timetabled for the A.S. room prepare a scheme of work for the students timetabled for their class. Each plan needs to be differentiated to cater for all the needs of the students. We understand the need to promote independence within the room and aim to get the most from our students.

Subject teachers

Each mainstream teacher is aware of the students, who are on the A.S. in their classroom and can access the S.E.N. files of the students. Each teacher is also given a Student Support File of the students on the A.S. in order to best accommodate and promote inclusivity.

Role of SNA in the A.S. Classroom

The A.S. classroom has S.N.A's who are shared amongst the students in the room and not assigned to one particular student. Some students need support in mainstream classes to help with note taking, recording homework and general classroom management. We aim to help the students become independent and overcome whatever challenges that school life has for them.

From an Autism perspective here are some points regarding the role that the S.N.A. can play:

- The child must feel comfortable and safe in their school environment, and with the challenges that school brings and the anxiety so often associated with people with Autism this is of major importance. S.N.A's are someone who a child with Autism can feel comfortable with and develop a bond with overtime.
- Children with Autism may need space and often find it very difficult to cope if someone over crowds them. Therefore, the S.N.A. has a difficult task, which will vary

from child to child, in establishing the balance between supporting them in their work and allowing them space.

- The S.N.A. is someone who can really focus on the specific challenges of a child with Autism. The S.N.A. overtime can learn what the child is able to cope with and what stresses them out. This is of major importance as it means that there is someone in the classroom who understands where a child with Autism may be majorly anxious or at risk of getting very angry or upset. It also means there is someone there who can ensure that a child with Autism is not put into a situation, which they find particularly hard to cope with.
- The SNA plays an important role in enabling a child with Autism to become more independent. Establishing the balance between gently pushing them on and considering their limits, once the child with Autism gets to know an SNA and trust that they will be there if things get too much for them, it can really boost their confidence.
- The SNA can play a great role in gently challenging a child with Autism. Head-on confrontation will rarely work with a child with Autism, more likely it will result in a major meltdown or negative behaviour. The SNA is someone who can withdraw a child from a circumstance and allow the issue to be addressed at a later stage when they have calmed down.
- The SNA can be a great support in helping to socialise a child with Autism, encouraging them to engage with other children in the class as much as they are able or can tolerate. Equally, they can play a great role in ensuring other children are kind and inclusive of the child.
- SNAs play a major role in ensuring that a child with Autism gets the maximum out of class time, concentrates, and applies themselves to a task as much as they can. SNAs can help the child to stay focused and make sure that the child does not miss anything the teacher says due to distraction, problems with following instruction or in grasping what they are being asked to do.
- As the SNA is someone, who the child with Autism generally grows to trust the SNA can be a kind, but firm voice who can help the child to realise what behaviours are acceptable or unacceptable in the school setting.

Supporting those on the Autistic Spectrum

Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised by difficulties with social communication, with social interaction, and with social imagination and flexible thinking. An additional impairment, related to processing sensory information, has been suggested as a further dimension of ASD. Social Communication Atypical patterns of social communication can be verbal and non-verbal. Verbal difficulties may include a delay in the development of language, comprehension difficulties, literal thinking and speech, poorly modulated pitch and delivery of speech, echolalia (echoing speech), unusual vocabulary, and repetitive use of language. Non-verbal difficulties include difficulty in empathising with others and in appropriately interpreting social cues, body language and facial expressions. Gestures are often stiff, stilted or over-exaggerated.

Strategies for Impairments in Language and Communication

- Students require support in understanding the purpose and value of communication.
- Attention needs to be directed to teaching social aspects of language.
- Directly teach gestures, facial expressions, emotions, vocal intonation and body language.
- Use visual material and/or signing to support and facilitate students' communicative initiations and responses.
- Provide precise instructions for students to follow.
- Always refer to the student by name, as he/she may not realise that 'everyone' includes them.
- Do not expect eye contact and never turn the student's face towards you.
- Keep verbal instructions brief and simple.

Social Interaction

Problems with social behaviour will sometimes arise from communication and restrictive behaviours - for example, difficulties in interpreting facial expression. In addition, as pupils on the A.S. tend to be literal thinkers, they will have problems with knowing the rules that govern social behaviour.

The following may help when dealing with Impairments in Social Interaction in a classroom setting:

- Students on the A.S. are literal thinkers.
- Students are confused by the rules that govern social behaviour.
- Students require direct teaching in social skills.
- It may be necessary to structure opportunities for students to use social skills in different situations.
- Be aware of the difficulties for students inherent in less structured situations such as break, lunchtime, in the corridor and in transitions between lessons.
- Use stories to teach social communication/interaction.
- Develop a 'Buddy system' with mainstream peers.
- Directly teach jokes, puns and metaphors.

Social Imagination and Flexible thinking

In relation to a lack of flexibility of thinking and behaviour, one may notice that the child has limited social imagination, becomes anxious with changes in routine, prefers restricted and/or repetitive activities and routines, and is obsessional with a narrow range of interests. These difficulties can also be reflected in problems with imaginative play and with sharing the attention with others.

Therefore, difficulty with participating in the activities or enjoyment of others is a particular challenge to teachers as it affects the student's ability to share and have varied interests, adapt behaviour according to the situation, accept changes in rules and routines, accept others' points of view, and generalise learning.

Strategies for Impairments in Imagination with a Restricted Range of Behaviours, Activities and Interests:

- Students must be helped to cope with new and/or varying activities.
- Pre-empt the student's anxiety that results from being presented with unstructured or unfamiliar situations without prior warning/explanation.

Additional Tips for Learning and Teaching

- Adjustments may need to be made to the classroom to address the student's under sensitivity/oversensitivity to noise, smell, taste, light, touch or movement.
- Consider implementing structured and systematic programmes to develop the student's fine and/or gross-motor skills.
- Elicit relevant information regarding the student's eating, drinking and sleeping irregularities.
- Structure the classroom environment to reduce distractions.
- Secure student's attention prior to issuing instructions/engaging in conversation.
- Provide structures that assist students in understanding the duration of tasks.
- Make the links between different tasks clear to students.
- Use computers to support the student's learning and teaching opportunities.
- Disapprove of inappropriate behaviour and not of the student.

APPENDICES

APPENDIX 1: Common Abbreviations

A

ASD- Autism Spectrum Disorder

AT- Assistive Technology

D

DARE- disability Access Route to Education

E

EP- Educational Psychologist

EPSEN Act 2004-Education for Persons with Special Educational Needs

L

L1LP- Level 1 Learning Programme

L2LP- Level 2 Learning Programme

N

NCCA- National Council for Assessment and Curriculum

NCSE- National Council for Special Education

NEPS- National Education Psychological Service

P

PLU- Priority Learning Unit

R

RACE- Reasonable Accommodations in Certificate Examinations

S

SEN- Special Educational Needs

SET- Special Education Teaching

SENO – Special Education Needs Officer

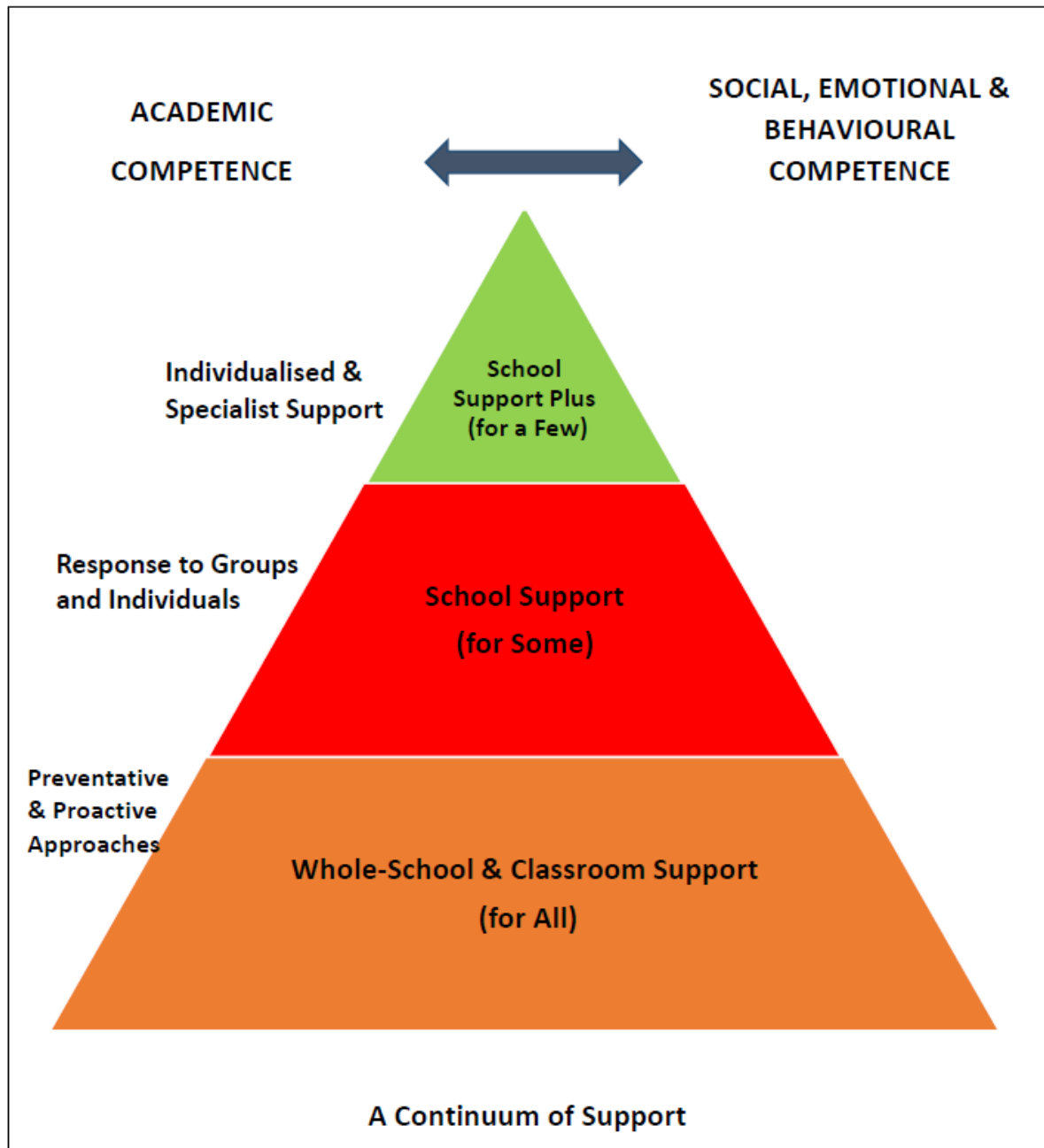
SENCO- Special Education Needs Coordinator

SESS- Special Education Support Service

SNA- Special Needs Assistant

SSP- Student Support Plan

APPENDIX 2 : Continuum of Support



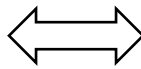
APPENDIX 3: Student Support Plan (Template)



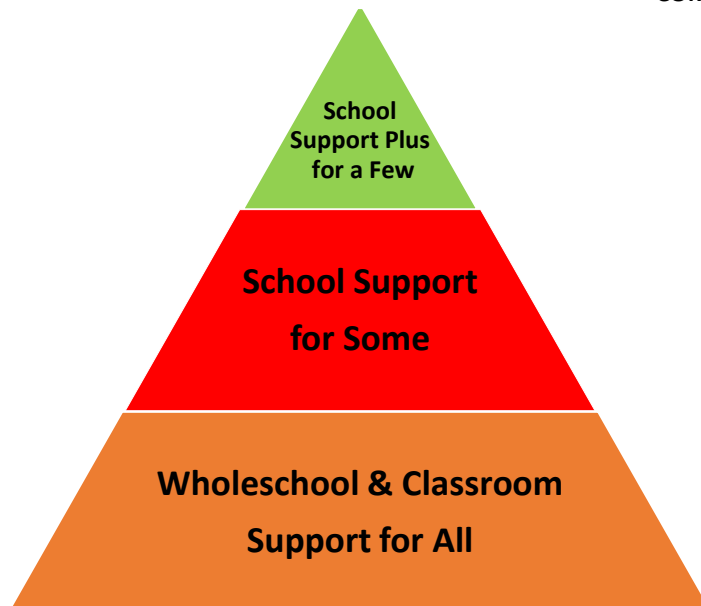
STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

A Continuum of Support

ACADEMIC SUCCESS



SOCIAL, EMOTIONAL & BEHAVIOURAL
COMPETENCE



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

Support Checklist

Name:	Age:	Class:
General Information	Date Checked	Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning- screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by learning support/resource teacher or other school staff?		
16. Other interventions put in place in school?		
Action needed		
<p><i>Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20</i></p>		

SUPPORT PLAN*

Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)

To be completed by the teacher(s).

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

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

St. John Bosco Community College Special Educational Needs Policy - A Whole School Approach

SUPPORT REVIEW RECORD*

*Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)*

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

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

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

Outcome of review (tick as appropriate)	
<input type="checkbox"/> Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	<input type="checkbox"/> Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus

St. John Bosco Community College Special Educational Needs Policy - A Whole School Approach

	Continue at Current Level of Support		Request consultation with other professionals
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*A consultation with a NEPS psychologist/ other professionals may contribute to this review.