Special Educational Needs Policy – A Whole School Approach

St. Caimin's Community School

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1. Introduction

In St. Caimin's School every person is valued equally in accordance with our Christian tradition.

Each person within the school community can enjoy developing to the fullest, while feeling cared for and safe.

Our educational structures are ordered, based on tolerance, fairness and respect, while sensitive to our changing world.

In line with our Christian principles, the holistic development and full potential of each student, particularly those who are disadvantaged or marginalised, are of utmost importance. We strive to create an atmosphere of care, respect and joy. St Caimin's Community School is committed to on-going whole school development in collaboration and partnership with the Board of Management, teaching staff, parents and the wider community.

This policy was formulated in consultation with the teaching staff and management of St Caimin's Community School, parents of students with Special Educational Needs (SEN), the Parents' Association, the Board of Management (BOM), Special Needs Assistants (SNA), the National Educational Psychological Service (NEPS), and the Special Educational Needs Organiser (SENO).

The principal aim of Special Educational Support in St Caimin's Community School is to provide a positive learning environment, which will foster the academic, social and emotional development of students with SEN and to enable each to realise their individual potential. In line with our ethos and official Department of Education and Skills (DES) recommendations, educational support strategies will actively seek to include the diverse range of cultures and abilities of its students.

2. Rationale

This policy document aims to outline the school's provision of special 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 regularly. The policy reflects our current practice.

3. Scope of the Policy

This policy applies to all students with SEN, including students with exceptional ability, who attend St Caimin's Community School. It is also intended to serve the school community including B.O.M, the Principal, the teaching and ancillary staff and parents.

4. Legal Framework and Related Policies

St Caimin's Community School sets out to provide education for all its students, with reference to legislation regarding students with SEN as listed below:

- The Education Act (1998)
- The Education Welfare Act (2000)
- The Equal Status Act (2000)
- The Education for Persons with Disabilities Bill (2003)
- The Equality Act (2004)
- Disability Act (2005)
- The Education (Admissions to schools) Act 2018
- The Data Protection Acts (1988, 1998 and 2003) and the General Data Protection Regulation (2018)
- The Freedom of Education Acts (1997 and 2003)
- The Education of Persons with Special Educational Needs Act (2004)

Related policies and documents

- Admissions Policy
- Assessment Policy
- Child Protection Policy
- Code of Behaviour for Students
- Critical Incident Policy
- GDPR Policy
- Guidance Policy
- Health & Safety Statement
- Homework Policy
- Internet Acceptable Usage Policy
- Policy on Countering Bullying Behaviour
- Relationships and Sexuality Education (RSE) Policy

5. Aims of the Policy

The principal aim of Special Educational Support in St Caimin's Community School is to provide a positive learning environment, which will foster the academic, social and emotional development of students with special educational needs and to enable each to realise their individual potential.

Special Educational Support provision also seeks to:

- Enable students of all abilities to avail of and benefit from an appropriate education, in so far as the school can cater for them.
- Provide students with consistent opportunities to experience success.
- Provide supplementary teaching and additional support in literacy and numeracy.
- Provide supplementary teaching and additional support in behaviour and organisational supports.
- Involve parents in the support of their child's education.
- Promote collaboration among teachers in the implementation of a whole school policy on Special Educational Support for students.
- Protect and enhance the self-esteem of the learner.

6.   Definitions

*Special Educational Needs***:** In the Education for Persons with Special Educational Needs Act (2004) the term "special educational needs" is defined as: 'A restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability or any other condition which results in a person learning differently from a person without that condition...'

The term **'exceptionally able'** is used to describe students who require opportunities for enrichment and extension that go beyond those provided for the general cohort of students (NCCA 2007, p.7).

*Inclusion***:** For the purposes of this document, the following definition by the NCSE has been adopted. Inclusion is defined as a process of:
- addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities, and
- removing barriers to education through the accommodation and provision of appropriate structures and arrangements, to enable each learner to achieve the maximum benefit from his/ her attendance at school.
- Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Educational Needs (NCSE 2010, p.39)

7.   Roles and Responsibilities

The SEN team comprises the Principal, Deputy Principals, the SEN Co-ordinator, the Special Educational Teachers (SET), the Guidance Counsellor and the mainstream teachers. The team also includes Special Needs Assistants (SNAs), as approved by the DES. The Principal, Deputy Principals, Guidance Counsellor and SEN Co-ordinator are also part of the Student Support team in the school and work closely with this student support team and with Year Heads. The team is advised by the SENO and NEPS psychologist as well as other agencies and professionals involved with SEN students in the school. The specific roles and responsibilities of personnel are as described in the DES Inspectorate publication, *Inclusion of Students with Special needs, Post-primary Guidelines (2007)*, Guidelines for Post Primary Schools – *Supporting Students with Special Educational Needs in Mainstream Schools*, September 2017. In addition, the General Allocation Model as set out by *Circular 0014/2017.*

Board of Management will endeavour
- To ensure that all students with SEN are identified and assessed.
- To ensure that the school has an up-to-date SEN policy in place, monitor the implementation of that policy and ensure its evaluation.
- To ensure that a broad, balanced and differentiated curriculum is provided to ensure that students learn the skills necessary to participate in society.
- To ensure that necessary resources are sought on behalf of students with SEN.
- To ensure the development of positive partnerships with parents and other relevant agencies and ensure that parents are informed of their child's SEN and how these needs are being met.
- To ensure that parents are consulted with regard to and invited to participate in the making of all significant decisions concerning their child's education.

- To develop a whole school approach to literacy and numeracy under Section 14 of EPSEN 2004 and the Literacy and Numeracy Strategy 2011.
- To promote the inclusion by ensuring that an awareness of SEN is instilled in the school community.

Principal will endeavour

- To appoint a SEN Co-ordinator and work closely with the co-ordinator.
- To inform the Board of Management of issues relating to SEN.
- To consult with the SEN Co-ordinator and other personnel who liaise with the Department of Education regarding needs and provisions.
- To ensure the effective and efficient use of resources, including the allocation of resource hours and funds.
- To establish a "Special Needs Support Team" in the school to ensure identification of needs and support for students with SEN.
- To promote a whole school approach to special educational needs, make all staff aware of their responsibilities in this area and to facilitate appropriate staff development in this area.
- To promote the development of positive partnerships with parents of SEN students.
- To ensure that procedures exist for consultation with primary schools with regard to the enrolment of students with SEN.
- To 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 when EPSEN* is implemented.
- To direct the work of the SNA's.

SEN Co-Ordinator will endeavour

- To co-ordinate/ devise a school SEN Plan.
- To create and maintain a school register of students with SEN.
- To communicate the needs of students to teachers.
- To assist in the identification of students with SEN.
- To ensure that Student Support Plans and structured learning plans, in consultation with parents, teachers and student, are in place for students with SEN.
- To advise teachers of the recommendations made in professional assessments relating to individual students.
- To assist the Principal in the allocation of resources.
- To process applications for Reasonable Accommodations at the Certificate Examinations (RACE).
- To provide RACE in house exams where possible given the resources available.
- To assist the Guidance Counsellor process DARE applications.
- To liaise with outside professionals.

- To meet with parents to plan and to review interventions.
- To coordinate the administration of and correction of standardised assessments.
- To assist the Guidance Counsellor, administer the Cognitive Ability Test 4 (CAT4).
- To ensure that systems are in place for the referral of students by teachers, parents, etc.
- To report annually to the BOM.
- To be a member of the SEN Team and the Student Support Team.
- To advise and collaborate with SNAs around the care needs of relevant students.
- To facilitate a weekly meeting of the SEN team.
- To facilitate a weekly meeting of SNA's.
- To facilitate transition meetings with primary school personnel.

Year Head will endeavour
To support the creation of an inclusive climate within the school and contribute significantly to the work of the special education needs support team.
- To facilitate the inclusion of individual students 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.
- To be involved with the transition of incoming First Years.
- To meet with incoming students outside of First Years.
- To become familiar with any difficulties each student may have through the SEN Register.
- To be aware of students results in psychometric testing.
- To communicate the social, behavioural and emotional needs of students with SEN to teachers inconjunction with the SEN Dept.
- To keep records of attendance, punctuality and encourage good practice in both areas.
- To provide the opportunity for students to access information regarding their own learning styles through liaison with Guidance.
- To oversee academic tracking of the year group.
- To support the students in developing study and exam skills.

SET will endeavour
- To collaborate with subject teachers by giving advice on teaching methodologies best suited to a student.
- To provide direct teaching to a student with SEN either to reinforce the teaching that takes place in the classroom or to improve upon the core skills that may be necessary to successfully access the second level curriculum.
- To provide team teaching and/or cooperative teaching when withdrawal from the classroom may not be the most appropriate means of supporting the student.
- To contribute at meetings involving parents and/or outside agencies when appropriate.
- To collect and analyse school-wide screening data, including in-take screening transfer information, attendance and behavioural records. Gathering information from subject teachers/ other staff.

- To plan, implement and review individual and/or group interventions, involved in drawing up/ implementing and reviewing Student Support Plans. Providing diagnostic and informal assessments for students in order to monitor and evaluate the effectiveness of an intervention.
- To seek external professional advice, as needed.
- To advise SEN Co-ordinator around the care needs of relevant students.

Guidance Counsellor will endeavour
- To work with the other members of the SEN team in facilitating the provision of education for students with SEN and their inclusion in the school.
- To provide educational and career development.
- To co-ordinate the CAT4 prior to entry and again in third year.
- To provide targeted career information for students with SEN.
- To present at the Options Information Evening for students and parents of students progressing to Senior Cycle.
- To consult with parents and staff.
- To provide vocational preparation – job search skills, preparation for work experience.
- To work closely with Year Heads and the SEN team to identify students requiring support.
- To facilitate individual appointments for students in third year, Transition Year and Leaving Certificate Year to support them in making career decisions.
- To advise students and parents on subject choice and subject load.
- To liaise with students, parents and the SEN team in preparation for DARE applications.

SNA will endeavour
- To prepare and tidy up classrooms.
- To assist school students to board and alight from school buses. Where necessary, travel as escort during school hours on school buses as may be required.
- To assist students with particular difficulties e.g. helping students with educational needs with typing or writing or computers or other use of equipment.
- To assist with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the student.
- To assist on out-of-school visits, walks, examinations and similar activities.
- To assist teachers in the supervision of students during assembly, recreation and dispersal from the classroom for one reason or another.
- To accompany individuals or small groups who may have to be withdrawn temporarily from the classroom.
- To generally assist the class teachers, under the direction of the Principal, with duties of a non-teaching nature. (Special Needs Assistants may not act as either substitute or temporary teachers. In no circumstances may they be left in sole charge of a class or group of students).
- To participate with school development planning, where appropriate, and cooperation with any such changes with policies and practices arising from the school development process.
- To engage with parents of special needs students in both formal and informal structures as required and directed by School Management.

- To carry out duties appropriate to the grade as may be determined by the needs of the students and the school from time to time 'Special Needs Assistants' may be re-assigned to other work appropriate to the grade when special needs students are absent or when particular urgent work demands arise.

Bus Escort will endeavour
- To ensure that they are on the bus at time of first pick-up and last set down.
- To be responsible for the safety of student when opening and closing doors prior to 'stop' and 'move off.'
- To assist students to board and alight safely from the school bus.
- To ensure all students are seated with appropriate straps/harnesses where provided.
- To ensure that each student is received by some responsible person at the set down point.
- To supervise students travelling on bus.
- To maintain a good working relationship with the driver of the bus.
- To observe confidentiality in all aspects of work.
- To be aware of particular disabilities of students on the bus and be briefed by the Principal on how to deal with same, e.g. epilepsy etc.
- To perform any other duties relevant to the position of escort which may be assigned by the Principal from time to time.
- To report all concerns to the Principal and SEN Co-ordinator.

Mainstream Teacher will endeavour
- To be aware of the school's policy and procedures ensuring all students' needs are met.
- To ensure each student is taught in a stimulating and supportive classroom environment where all students feel equal and valued.
- To seek advice from the SEN Department regarding students with SEN.
- To participate in CPD in the area of SEN.
- To support/ encourage independence in the student.
- To differentiate teaching and learning activities for students, including exceptionally able/gifted students.
- To create opportunities for success.
- To establish and teach behavioural and learning expectations.
- To assess/ monitor progress.
- To consider the needs of students with SEN in all aspects of classroom planning.
- 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, etc. as required by the SEN team.
- To contribute to group or individual planning and review.
- To implement agreed strategies.
- To prepare information for Student Support Plan (SSP) planning meetings.
- To implement individualised and specialist programmes and strategies.
- To inform parents of the progress of students through the parent-teacher meeting and school reports.
- To contribute to the school development planning for their subject area whilst always having concern for students with SEN.
- To build a bank of differentiated resources pertaining to their subject area, which are shared collegially.

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

Parents

The school recognises its responsibility under Section 14 of the EPSEN Act 2004, with regard to informing and consulting with parents on all matters relating to their child's education. The quality of a child's experience in making the transition to post-primary education can determine how they will settle in school. Parents can provide valuable support to a child with SEN while the child is making the transition. St Caimin's Community School provides support to parents by:

- Liaising with parents prior to transfer and meeting with parents and students during the open evening or a similar event.
- Organising individual induction meetings with new students and their parents.
- 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 counter-bullying and behaviour policy, and keep parents informed of issues relating to bullying.
- Actively encouraging parents to contact the SEN Co-ordinator.

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

Parents and home-school links

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

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

Involvement of Students

- The SEN department fully involve students in skills audits and discussions around their learning needs.
- Students have input into their learning targets.
- Students on behaviour support plans are encouraged to self-monitor.

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

8. Provision and the Continuum of Support

Continuum of Support

The model of assessment and intervention, as practised in St Caimin's Community School, is underpinned by the 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 NEPS's Continuum of Support.

Identifying Students with SEN

St Caimin's Community School recognises these needs in the following categories of students:
- Those who have already been identified as having SEN prior to transfer as per DES guidelines.
- Those who are identified after enrolment as requiring additional educational support while in the school.
- Students, who for a variety of reasons may require temporary special educational support, (e.g. long term illness etc…).
- Students, who because of learning, social or behavioural problems may be considered marginalised.
- Provisions are in place for students whose first language is not English and who have been assessed and diagnosed with SEN according to DES Guidelines.
- Students who are exceptionally able in one or more areas of the curriculum.

Student Support Plans

A Student Support Plan is devised for students with Special Education Needs. All students involved in SEN support will have a tailored learning plan. Students with more complex needs will have a Behavioural Care Needs Plan in addition to the Student Support Plan.
The Student Support Plan process involves:
- Gathering Information: Personal/ Background details.
- Educational details (primary school details/assessment and learning support details).
- Categorisation of need (assessment reports/ information attained from parents).
- General profile based on formal/informal assessment.
- SEN provision.
- Priority Need.
- Setting targets for each priority learning need.
- Identifying the strategies and resources required.
- Relevant documentation.
- Setting the date for review: A review occurs at least once each academic year. However, it may occur more often dependent on student progress and circumstances.

These Student Support Plans aim to include the most relevant information in a clear and concise manner. They are made available for all teachers, and on request, through the school's digital platform.

Enrolment

The school's admissions policy outlines the procedures with regard to the enrolment of students with SEN. St Caimin's Community School affirms the right of all students to a full education in as inclusive a setting as possible in line with the school mission statement outlined above. Students with SEN follow the school's Admissions Policy. However, to ensure that the school can provide for individual needs the procedures are as follows:
- All applications for entry to St Caimin's Community School are processed without prejudice to the SEN needs of the student. In the event that a report from professional(s) who have assessed the

student, indicate that the student should not attend mainstream school, this will be discussed with parents and relevant professionals prior to enrolment.

- The SEN Co-ordinator meets with parents/guardians of students with SEN after students have formally enrolled in the school but prior to enrolment the following September.
- Where deemed necessary the SEN Co-ordinator meets with the Primary School Principal/Resource Teachers to facilitate the transition from primary to secondary school.
- All supporting documentation including medical and educational reports must accompany enrolment forms.
- Details of professionals who have assessed the student must be provided in the application form and parents are asked to give the school permission to contact these professionals to provide maximum support for the student.
- Details of outside agencies with whom the student/family has worked are also requested in the application form and parents are asked to give the school permission to contact these professionals to provide maximum support for the student.
- Other parties (e.g. HSE (CAMHS), NEPs, and SENO) may be consulted about the application.

Transfer from Primary School

The transfer of information from primary level to post-primary level is vital to the successful support of students with SEN. At the Open Night for prospective parents the importance of contacting the SEN Department 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 Special Educational teaching hours, pastoral care structures and information regarding RACE. The SEN Co-ordinator, relevant Year Head and/or other relevant personnel will:

- Visit or contact the feeder Primary Schools 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 SEN.
- Establish communication with the primary school resource/ learning support teacher.
- Apply for SNA support/Assistive Technology for students for relevant students.

Student Support Passport from Primary School in conjunction with STEN scores informs staff greatly in preparation for SEN students.

Once accepted to St Caimin's Community School:

- All incoming first year students take CAT4, Literacy and Numeracy tests. These tests can also be used to identify strengths and needs of incoming students with SEN. This data is used to help identify students who may need additional support, including exceptionally able students.
- The SEN team will use the CAT4, Numeracy and Literacy, Student Passport to ascertain the student's learning style and strengths. In consultation with parents, further diagnostic testing may be required at this point to determine areas needed by the student.
- The SEN team will create learning targets for each student with SEN. These targets are monitored and evaluated at regular intervals. Once achieved, new targets are set.
- At the beginning of each academic year, all students on the SEN Register are reviewed individually in terms of type of support needed and curriculum load.

Students transferring into other Year Groups

When a student is accepted into a year group other than First Year, information is sought from their previous school (Educational Psychological report, School reports, attendance, etc). This is the responsibility of the Principal/ Deputy Principals. Any relevant information is then passed to the Year Head and the SEN 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). Teachers are asked to complete a referral form for students who they have a concern about that focuses on the student's behaviour, academic performance, homework etc. Some students will need further individual or diagnostic testing to identify the nature of their needs (both learning and behavioural). Parental consent is obtained before diagnostic tests are administered. Teachers are also encouraged to refer to students' CAT4 results to determine the student's areas of strength and their needs and link with at least two other subject teachers before completing a referral form.

Models of SEN provision

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

- Curricular differentiation.
- Co- 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, deputy principals, SEN Co-ordinator and guidance counsellor.

9. Assessments

Incoming First Years:

Assessment includes all the processes that are used to gather and interpret information concerning a student's level of attainment, learning strengths and needs. All students entering First Year are assessed in the following ways which will normally take place prior to entry into the school:

- CAT4
- The SEN Co-ordinator will meet with primary school teachers as part of the assessment process. The relevant year head will accompany the co-ordinator at such a meeting.
- Where in-coming students are identified as having SEN, the SEN Co-ordinator will meet parents and students to build a picture of the individual, their particular strengths and their specific learning needs.

The school will not be in a position to properly assist students with special needs where up to date reports are not submitted, or where information regarding relevant factors are not communicated to the SEN Co-ordinator or relevant Year Head.

Current Students

- First Years will be tested in Literacy and Numeracy.
- Third Years will complete CAT4 testing.
- Sixth Years who have been referred by the Guidance Counsellor for DARE will be tested up to December.
- Third Year students will be tested for Reasonable Accommodations before December.
- Incoming First Years are tested with CAT4.

10. Resources

- All mainstream classrooms have a wide variety of digital devices which are supported by the school Wi-Fi network in the school, these include laptops, printers, visualisers and cameras. These are available to both teachers and students.
- The SEN Department and the English Department have received support from both the BOM and Parents' Association enabling establishment of the Accelerated Reader Programme for First Year students and the purchase of books for the programme.
- St Caimin's Community School runs Lunch Time Activities, any student who wishes is welcome to go to attend these activities at lunchtime. The school library is also open at lunch and breaktimes for all students. This room is supervised by a teacher. Both these rooms can be particularly attractive to students who dislike noise, crowds etc.
- The Hub consists of:
  - A general classroom learning area.
  - Individual workstations.
  - Lounge area.
  - Sensory Room.
  - Kitchenette.
  - Toilet facilities.
  - Outdoor/recreational space.
  - Dedicated laptop trolley with per-student devices.

11. Reasonable Accommodations for State and In House Examinations (RACE)

Applications are made by the SEN Co-ordinator for RACE provision for students with SEN sitting a Junior Certificate or Leaving Certificate Examination. Information relating to RACE is provided to parents on an annual basis. The following are the range of accommodations available to the students, which are applied for as per circular criteria. Accommodations are granted by The State Examinations Commission. From October 2016, the State Exams Commission SEC will operate a devolved model at both Junior and Leaving Cert Level. 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 2022 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. Students in non-exam years sitting a differentiated test will have that noted on their report. Specialised reports can be created where the student has sat many differentiated exams during in-house assessments.

12. Communication

SEN Team
- The SEN Co-ordinator and teachers of the SEN department meet formally once a week. Informal meetings occur on a regular basis.
- Members of the SEN team can meet mainstream teachers formally or informally. There may be formal meetings at the beginning of the year between the mainstream teachers and SEN team concerning incoming first year students with SEN.
- The SEN Team aims to communicate with each other as much as possible through email using the school's digital platform.

Mainstream Teachers
- At the beginning of each school year, the SEN Co-ordinator updates a register of information focusing on the incoming first years with SEN. This information is shared using the school's digital platform, and all teachers are made aware of its existence at the start-of-year staff meeting and encouraged to consult it regularly.
- Student Support Files are available to all teachers on the school's digital platform. This is a secure coded system in compliance with GDPR.
- SEN is on the agenda at every staff meeting.
- Teachers are kept up-to-date about all students with SEN through email and the school's digital platform, detailing relevant student information.
- Information is also communicated via the year head and student support structures such as the Student Support Team.

Parents
Communication with parents is achieved in the following manner:
- School Open Day.
- Parent-Teacher Meetings.
- Letters to the parents.
- Student Journal.
- VSWare.
- Telephone Calls.
- Email.
- Meetings involving external agencies.
- Meetings with the SEN Co-ordinator and Principal/Deputy Principals, Guidance Counsellor/YearHead 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 office in a locked cabinet. All information is managed in accordance with the directives of both the Freedom of Information and Data Protection Acts. As of the 2022/2023 academic year, a digital copy of the documents will be kept on the school's digital platform.

13. 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 record data on students who are exempt from the study of Irish and the reason for that exemption on the Post-Primary Online Database (P-Pod).
- The guidelines set down by the Department of Education and Science will be strictly adhered to (Circular 53/2019).

- Where possible, withdrawal for Learning Support/ Resource is arranged for students with Irish Exemptions during Irish time. This is not guaranteed and is limited by timetable restrictions and staff availability.
- The school will endeavour to provide all students, to the greatest extent possible and in a meaningful way, with opportunities to participate in Irish language and cultural activities at a level appropriate to their learning needs.

14. Availability

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the Trustees if requested.

15. Ratification

This policy and its implementation will be reviewed by the Board of Management annually. Written notification that the review has been completed will be made available to the school community on the school website. A record of the review and its outcomes will be made available, if requested to the Trustees and the Department of Education and Skills.

This policy was adopted by the Board of Management on the 24th of May 2022.

The policy will come into effect from 24th of May 2022

SIGNED_____(Chairperson of Board of Management)

SIGNED_____(Principal)

Once ratified this policy will be shared on the school website and the school's digital platform.

APPENDIX 1: Acronyms

CAT4	Cognitive Abilities Test 4
DARE	Disability Access Route to Education
DES	Department of Education and Skills
EPSEN	Education for Persons with Special Educational Needs Act, 2004
HSE	Health Service Executive
IEP	Individual Education Plans
NCSE	National Council for Special Education
NEPS	National Educational Psychological Services
OT	Occupational Therapist
PPP	Personal Pupil Plan
RACE	Reasonable Accommodations at the Certificate Examinations
SEN	Special Educational Needs
SENCO	Special Education Needs Coordinator
SENO	Special Educational Needs Organisers
SESS	Special Education Support Service
SNA	Special Needs Assistant
SSP	Student Support Plan

APPENDIX 2: Intimate Care Plan

Name of Student	
Date of Birth	
Year/Class Group	

Tasks	Requires Intimate Care intervention from staff	Student can perform with supervision/minimal assistance from staff
Toileting		
Menstruation		
Hand Washing		
Dressing and Undressing for PE		
Supported Eating (including tube feeding)		
Administering Medicines (including skin creams)		

Facilities/Equipment Required	Yes/No	Comments
Changing table/bed		
Grab rails		
Step		
Locker for supplies		
Lever tap (Hot and cold water)		
Mirror at suitable height		
Disposal unit/bin		
Hoist		
Other moving and handling equipment		
Emergency alarm		
Other		

Supplies	Family Supplies	School Supplies
Pads/nappies		
Wipes		
Spare Clothes		
Antiseptic Cleanser		
Cloths/ Paper Towels		
Soap		
Disposable Gloves & Aprons		
Disposal Sacks		
Sterilising Fluid and equipment		
Toilet Paper		
Other		

Staff Members	Details of Training Required	Training Given (Date)

Comments

<u>Permission for St Caimin's Community School to provide intimate care</u>

I/We give permission for St Caimin's Community School to provide intimate care to my/our child.

I/We will advise the school of anything that may affect issues of personal care (e.g. if medication is   changed or my child has an infection).

I/We understand the procedures that will be carried out and will contact the school immediately if there are any concerns.

1.   Signature : _____   Date: _____

       Name: _____   Relationship to child: _____

2.   Signature : _____   Date: _____

       Name: _____   Relationship to child: _____

Record of Intimate Care Intervention

Name of student _____

Year/Class Group _____

Name(s) of staff involved _____

Date	Time	Procedure	Signature(s)	Comments

Appendix 3: A Continuum of Support for St Caimin's Community School

St Caimin's Community School

A Continuum of Support
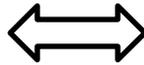
ACADEMIC SUCCESS   SOCIAL, EMOTIONAL &
                          BEHAVIOURAL COMPETENCE

School Support Plus for a Few

School Support for Some

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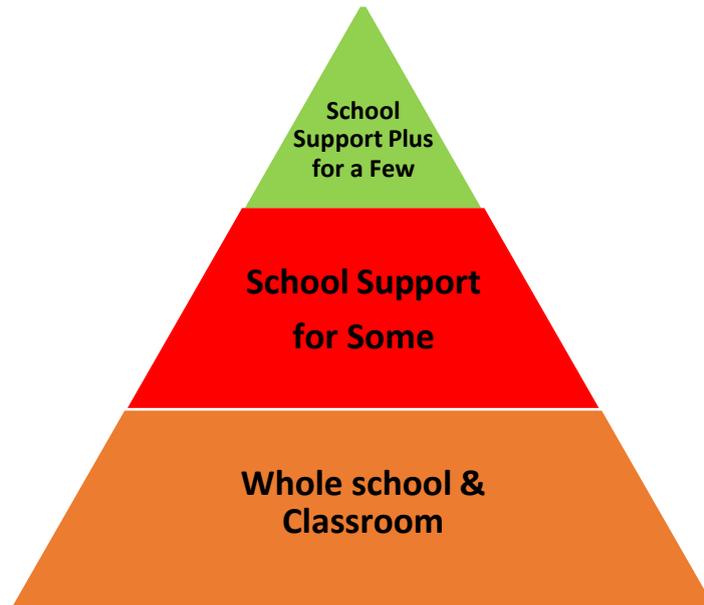
Developing a student support plan is the outcome of a problem-solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

APPENDIX 3: St Caimin's Community School Provision Map© *(Fitzgerald, 2018)*

Area of Need[1]	Whole-School & Classroom Support/ Support for All *Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL*	School Support/ Support for Some *Interventions delivered at School Support/ Support for SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework*	School Support Plus/ Support for Few *Interventions delivered at School Support Plus/ Support for Few level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals*
Social and Emotional Learning	• Well-being committee • Well-being week • Range of speakers organised throughout the year • Mentoring to first years • Student Passports • School Induction • Anti-bullying policy • Well-being programme • Class tutoring and journal monitoring • PE and SPHE Curriculum • Student Support Team • Student referral forms • Career Guidance • Record systems • Mental Health Awareness Week activities • Critical Incident Response Team • Parental engagement • Student Council/Student Voice • Saint Vincent de Paul Youth Conference • Games club- Board Games • Macra • LGBTQI+ • Environmental Club	✓ Student Support team ✓ Guidance referral system ✓ SEN department referral ✓ Internal guidance teacher counselling ✓ Diagnostic informal assessment ✓ SSPs/BSPs ✓ Restorative practice ✓ Small group withdrawal ✓ Lunchtime club for Individual year groups	▪ Individualised School Support Plans ▪ Input from NEPS / NCSE/ CAMHS ▪ Modified timetables for students having difficulty ▪ Individual in-school counselling ▪ Individual guidance counselling ▪ SSPs/ BSPs ▪ Modified subject load ▪ Friends for Life

[1]Area of need will include students who are identified as having special educational needs at school level (i.e. without a psychological report) and those who have an identified disability with a report from external agencies like, for example, ASD, ADHD, Dyspraxia.

Area of Need	Whole-School & Classroom Support/ Support for All Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL	School Support/ Support for Some Interventions delivered at School Support/ Support for SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework	School Support Plus/ Support for Few ▪ Interventions delivered at School Support Plus/ Support for Few level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals
Social and Communication Skills	• SPHE curriculum • Wide range of after school sports offered (GAA, athletics, soccer etc.) • Range of non-competitive school sports offered (badminton, indoor hockey, basketball) • Well-being committee • Public speaking – debating • Emphasis of oral communication in new JC curriculum • School Musical • Field trips Inc. foreign trip • Social Outings • Cooperative group work • Differentiated questioning • Scaffolding/ recasting/ imitation and expansion • Gaisce award (TY) • Sports teams • Student Council initiatives • Chunking tasks • Whole staff CPD • Saint Vincent de Paul Youth Conference • Lunchtime club for individual year groups • Macra • LGBTQI+ • Environmental Club	✓ SEN department referral ✓ Specific focus on oral communication with JC students in SEN classes ✓ LCA curriculum for LC1 and LC2 ✓ Lunch time clubs ✓ Role play ✓ Speech, language and communication interventions ✓ SSPs/BSPs ✓ Friends for Life Programme ✓ Mentoring Group	▪ Individualised school support plans ▪ Input from NEPS / NCSE ▪ Modified timetables ▪ Individual in-school counselling ▪ SSPs/BSPs ▪ Student interviews ▪ AFLS ▪ Talkabout for Teenagers: Developing Social and Emotional Communication Skills ▪ Social Skills by Darlene Mannix

Area of Need	Whole-School & Classroom Support/ Support for All Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL	School Support/ Support for Some Interventions delivered at School Support/ Support for SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework	School Support Plus/ Support for Few Interventions delivered at School Support Plus/ Support for Few level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals
Self-management and/ or organisational skills	• Class tutor system • Mentor group for support to other year groups • Induction Day(s) • Incoming 1st year primary school visits • Visual Supports/ Visual Schedules • Graphic organisers, mind maps, • Journals - timetable, school codes of behaviour • Lockers- designated areas • Homework given five minutes before end of class • Handouts • Homework policy • Co- Teaching • Getting it Together	✓ SEN department referral ✓ Highlighted group of 1st years who need extra support in organisation ✓ LCA curriculum for LC1 and LC2 ✓ Colour coded timetables, books, checklists and study plans. ✓ SSPs	▪ SSPs ▪ SNA supports to encourage independence. ▪ AFLS Assessment ▪ Getting it Together
Study Skills	• Study skills classes offered to all years • Pre-mock in preparation for Mocks and State exams • Switch to continual assessment model for all years • Afterschool study • Mind mapping & Graphic organisers- highlighting and summarising strategies	✓ Study skills focus in SEN classes prior to school exams ✓ Subject revision checklist development differentiated handouts ✓ Visual representing ✓ Summarising techniques ✓ Checklist creations ✓ Skim and scan ✓ Comprehension strategies ✓ Explicit teaching of time management and scheduling strategies ✓ SSP	▪ Individual study skills development ▪ SSP

Area of Need	Whole-School & Classroom Support/ Support for All Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL	School Support/ Support for Some Interventions delivered at School Support/ Support for SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework	School Support Plus/ Support for Few Interventions delivered at School Support Plus/ Support for Few level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals
Life Skills	• LCA • LCVP curriculum option for LC1 and LC2 students • Organisation of School trips/events • Work experience • C.V. creation • Wellbeing programme • Gaisce awards (TY) • Macra • LGBTQI+ • Environmental Club	✓ SEN department referral ✓ LCA curriculum for LC1 and LC2 ✓ Transition Support Plans ✓ Typing skills ✓ Self-care skills ✓ SSPs	▪ Individualised school support plans ▪ Collaboration with outside agencies e.g. Occupational Therapist ▪ Work experience ▪ CAMHS and NEPS support/ intervention ▪ Transition Support Plans ▪ AFLS
Behaviour	• Student support team • Staff monitoring lunch/break times • Code of Behaviour • Detention • Awards • Merit systems, Rewards, Praise for positive behaviour • Parent/guardian communication • Co- Teaching • Retracking Programme	✓ SEN department referral ✓ Student behaviour contracts ✓ Report sheets ✓ Seating plans encouraged throughout school ✓ Class behaviour plans ✓ Check In Check Out strategy (CICO) ✓ BSPs ✓ Check and Connect	▪ Individualised school support plans ▪ Collaboration with outside agencies e.g. Education Welfare Officer ▪ Timetable modification ▪ Behaviour target setting and review ▪ CAMHS instructed initiatives ▪ NCSE (NBSS) tailored behavioural and academic programmes ▪ BSPs ▪ Retracking

Area of Need	Whole-School & Classroom Support/ Support for All Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL	School Support/ Support for Some Interventions delivered at School Support/ Support for SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework	School Support Plus/ Support for Few Interventions delivered at School Support Plus/ Support for Few level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals
Language	• Multi-sensory approach to subject teaching • Key word displays in classrooms • Teaching the language of subject/s • Word banks • Class discussions and debating • Orally presenting work • Role play • Mock interview and oral preparations, scaffolding information in classes and using visuals to support where and when possible. Think/Pair/Share. Wait time • JC CBA • Co-teaching • ICT • Visual Supports • Accelerated Reading	✓ SEN department referral ✓ Withdrawal from Irish class (if exempt) for extra Literacy support ✓ Keys words journal ✓ Mind maps, graphic organisers ✓ Oral descriptive and expressive skills development ✓ Sight word building ✓ EAL support	▪ SEN language development linked to Speech and language therapist or identified needs ▪ SSPs

Area of Need	Whole-School & Classroom Support/ Support for All Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL	School Support/ Support for Some Interventions delivered at School Support/ Support for SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework	School Support Plus/ Support for Few Interventions delivered at School Support Plus/ Support for Few level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals
Literacy	- Textbook reading age review - Accelerated Reading Programme - Library- classes have access to it - Multi-sensory approach to subject teaching - Sharing of learning intentions / keywords - Integration of technology into subject teaching - Standardised Intake tests - Primary school liaison - Follow up CAT4 test - Literacy plan - Writing frames - Keywords journal banks - Key exam terms in journal - School newsletter - Library access to books appropriate to students' reading ages - Dictionaries - Use of ICT	✓ SEN department referral ✓ Small group withdrawal ✓ Individual classes timetabled ✓ In-class teacher support/ co-teaching ✓ RACE accommodations for state exams ✓ LCA curriculum for LC1 and LC2	▪ SSPs ▪ Individual classes timetabled ▪ SNAs allocated to assist in class ▪ RACE accommodations for state exams ▪ NEPS struggling readers strategy supports

Area of Need	Whole-School & Classroom Support/ Support for All Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL	School Support/ Support for Some Interventions delivered at School Support/ Support for SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework	School Support Plus/ Support for Few Interventions delivered at School Support Plus/ Support for Few level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals
Numeracy	• Staff training in highlighting Numeracy across the curriculum • Class test results plotted in school journal. • Multi-sensory approach to subject teaching • Sharing of learning intentions • Integration of technology into subject teaching • Content available on Teams • Follow up CAT4 testing • Numeracy board • Maths week • Key word banking • Numeracy links identified in all subject areas AFL • Diagnostic pre and post testing. • Use of ICT • Numeracy Ninjas	✓ SEN department referral ✓ Small group withdrawal ✓ Individual classes timetabled ✓ In-class teacher support ✓ Notes handed out ✓ LCA curriculum for LC1 and LC2 ✓ Pre-teaching class topics ✓ Social maths/ functional maths ✓ SSPs ✓ Concrete materials ✓ Access to real life situations ✓ Paired maths	▪ SSPs ▪ SNAs allocated to assist in class ▪ Individual classes timetabled ▪ Tailored maths initiatives ▪ Organisational skills ▪ Sequential development ▪ Scaffolding ▪ Pre-teaching class topics ▪ Social maths/ functional maths

Area of Need	Whole-School & Classroom Support/ Support for All Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL	School Support/ Support for Some Interventions delivered at School Support/ Support for SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework	School Support Plus/ Support for Few Interventions delivered at School Support Plus/ Support for Few level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals
Physical and/ or Sensory	• Annual audit of sensory and physical environment • Primary school liaison prior to enrolment • Building is fully accessible with lifts and ramps • Corridors are wide • Adequate natural light in building • Green space around building • Building is clean and safe • Meditation room open to all • Range of modern PE equipment • Teachers made aware of student's difficulties, seating plans	✓ Additional toilet and changing facilities with space for wheelchairs ✓ Computer typing skills program used for those with laptops ✓ Base classrooms allocated for students with movement difficulties ✓ Lift Access ✓ SSPs ✓ Wheelchair accessible student desks	▪ SSPs ▪ SNA allocated to student with mobility needs ▪ Collaboration with outside agencies e.g. Occupational Therapist / HSE
Medical	• All staff to monitor for signs of illness • Identified staff to administer general first aid	✓ Identified staff administer medication as directed by GP ✓ Administering of inhalers as directed by GP	▪ GP/ HSE external monitoring ▪ SNA support