



LORETO SECONDARY SCHOOL BALBRIGGAN SPECIAL EDUCATIONAL NEEDS (SEN) POLICY 2020-2021

School Mission Statement

Loreto Secondary School Balbriggan is a Catholic girls Secondary school under the trusteeship of the Loreto Trust Board. In the spirit of Mary Ward we aim to develop all the abilities of our students in order that they realise their full potential and use their talents for the service of others. We also aim to encourage self – confidence and self-esteem in a happy atmosphere and structured environment. The school community collaborating together in mutual respect strives for holistic excellence.

SEN Mission Statement

We aim to encourage self – confidence and self – esteem among all our pupils. The whole school, The Board of Management, Parents and Staff are committed to the creation of an inclusive, supportive learning environment for all pupils. All pupils who are recognised as having Special Educational Needs are enabled and empowered to:

- Participate fully in the school community
- Acquire the basic personal, social and literacy and numeric skills needed for life
- Experience success
- Develop a positive self-image and encourage self – esteem

Introductory Statement

The first SEN policy was coordinated by the Special Educational Needs Co-ordinator, in consultation with Management and the Board of Management, in December 2012. This policy was reviewed and amended policy completed by a working group in April 2018 in accordance with Circular No 0014/2017. It was further reviewed by the SET team in October 2020 and is awaiting ratification by the Board of Management.

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 a working document and is subject to review.
- The policy is a reflection of our current practice.
- The policy is written in the context of the various pieces of legislation listed below;

The Education Act (1998) -The Education Welfare Act (2000) –

The Equal Status Act (2000)

The Education for Persons with Disabilities Bill (2003)

The Equality Act (2004)

The Data Protection Acts (1988, 1998 and 2003)

The Freedom of Education Acts (1997 and 2003)

The Education of Persons with Special Educational Needs Act (2004)

This policy is drafted in the context of:

- DES Circular Letters
- The Guidelines for Post -Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools, published by the NCSE 2017
- 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 (SENS)

Aims of the Policy

This policy aims to outline our procedures and practices of how we:

- Identify students who have additional educational needs
- Allocate resources available to effectively meet the needs of students with additional needs in accordance with DES Circular No. 0014/2017
- Divide the roles and responsibilities among our school community in relation to students with additional educational needs
- Track, monitor, review and report on the progress of students with additional educational needs
- Communicate information between the SET team, Principal, staff and parents/guardians.

Roles and Responsibilities

Board of Management:

- Oversees the development, implementation and review of school policy on SEN
- They also ensure that adequate classroom accommodation, secure storage space and effective teaching resources are provided
- Promote inclusion by ensuring that an awareness of SEN is instilled in all of the school community

Principal:

The NCSE Guidelines for Post Primary School, *Supporting Students with Special Educational Needs in Mainstream School* (2017) outlined the school Principal has overall responsibility for SEN procedures and practices in the school. The New Allocation Model states the school Principal's leadership role is central and includes the following; The school Principal should:

- Promote inclusion by ensuring that an awareness of SEN is instilled in all of the school community
- Assign responsibilities to a Deputy Principal to liaise with the SEN core team
- Implement and monitor the school's Special Education Needs policy on an on-going basis
- Establish a Special Education Teacher (SET) core team in the school with responsibility for coordinating SEN support and to ensure identification of needs and support for students with SEN
- Facilitate the continuing professional development of all teachers in relation to education of students with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area
- Allocate time within the school timetable for the SET team to plan and consult with the relevant stakeholders
- Source and interview SNAs who are then appointed by the BOM which will be reviewed annually based on the needs of SEN students
- Direct the work of SNAs in consultation with Deputy Principal responsible of SEN

Deputy Principal

- Management of teachers regarding communicating need for SNA in mainstream classroom to support individual students
- Rectifying teachers' timetabling issues that may arise
- Co-ordinating SEN team weekly meeting
- Managing enquiries in-relation to prospective first year students
- Available for open night for parental queries
- When a student is accepted into a year group other than First Year, information is sought from

their parent / guardian and previous school (Educational Psychological report, School reports, attendance, etc.) and shared with the SET Team.

SET Core Team

The role of SET Core team is to ensure the implementation of the following roles:

- Communicate with the Principal and Deputy Principal in relation to SEN matters on an on-going basis
- Liaise with external agencies about the provision for pupils with additional educational needs and EAL
- Liaise with the NEPS psychologist when necessary
- Liaise with acting AP1 with responsibility for Tracking
- Liaise with AP1 with responsibility for implementing High Achievers Program
- SET Representative member of Pastoral Care Team
- SET Representative member of Wellbeing Team
- Engage in regular SET team planning meetings to ensure effective communication and support for students with additional educational needs
- Create timetables for additional support classes
- Ensure that structured learning/care plans are in place for students with SEN as applicable
- Maintain continuum of support document outlining students who are receiving additional educational support
- Meet with parents/guardians regarding any concerns about their child, advise parents/guardians on procedures for availing of special needs services and update them regarding their progress
- Screen students for additional support as required
- Completing standardised testing with selected students
- Coordinating with NEPS in relation to investigating student needs
- Supporting external diagnostic assessment, where parental/guardian permission has been sought and granted
- Advise and collaborate with SNAs around the care needs of relevant students
- Process applications for Reasonable Accommodation (RACE) at State Examinations
- Provide RACE for in House Exams, where possible, given the resources available
- Process DARE applications for students with additional educational needs.
- Review and apply for SNA allocation based on the needs of SEN students

See attached SEN Monthly Road-map for further details of Roles and Responsibilities of individual SET Contact Teachers.

Class Teacher:

Class teachers have primary responsibility for the teaching and learning of **all** pupils in his/her class, including those selected for additional educational support. They should:

- Be aware of the School's policy and procedures (as outlined in this policy) for dealing with students with SEN, and ensure all students needs are met in line with the Continuum of

Support

- Ensure that each student is taught in a stimulating and supportive classroom environment where all students feel equal and valued (Circular 0014/2017)
- Create opportunities for success for all
- Identify, respond to and refer students of concern to the SET team via Compass
- Differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class
- Meet with parents regarding any concerns about a student and update them regarding their progress
- Gather information and assess students presenting with needs to inform teaching and learning using the Continuum of Support
- Develop classroom support plans for students with additional needs who require
- **Classroom Support (New Model of Allocation)**
- Collaborate with SET Team to develop Student Support Plan and Learning Programmes or Group Profile and Learning Programmes for students who require
- **School Support (New Model of Allocation)**
- Collaborate with special education teachers, parents/guardians and relevant staff to develop priority learning goals and an Educational Support Plan for each student who requires **School Support Plus (New Model of Allocation) including the Level Two Learning Programme (L2LP)**
- Communicate with special education teachers, relevant staff and parents/guardians to review Educational Support Plan
- Where applicable, collaborate with the SET team regarding teaching aims and activities for team teaching
- Co-ordinate the role and responsibilities of the SNA in relation to the needs of students with SEN within the class(es) to which they are assigned

Special Needs Assistants:

The SNA acts in a care and support role that is non-teaching in nature and works under the guidance and supervision of the Principal and/or class teacher. The role and duties of the SNA are outlined in DES Circular (0030/2014). The SNA should:

- Liaise with Deputy Principal responsible for SEN
- Support the needs of students in effectively accessing the curriculum
- Contribute to the quality of care and welfare of the students
- Support learning and teaching in the classroom
- Attend, where possible, training courses/workshops provided by the BOM
- Liaise with SEN team regularly
- Attend student support plan meetings and/or meetings with relevant professionals, when necessary
- Maintain an observation record / record of support provided to their SEN student
- Assist and escort students on school trips
- Carry out, other appropriate duties as may be determined by the needs of the students and the

school

- Facilitate sensory breaks and maintain record of such
- Be reassigned to other appropriate work when special needs assistants are absent or when particularly urgent work demands arise
- 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
- Engage with parents of students with SEN as required and directed by school Management
- Treat all matters relating to school business and their work, as strictly confidential

Role of Guidance Counsellor

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. The Guidance Counsellor should:

- Provide counselling in personal, educational and career development
- Coordinate DATs
- Provide career information
- Consult with parents/guardians students and staff in relation to implications of Irish Exemptions (Circular 0053/2019) and subject changes.
- Consult with community organisations
- Provide vocational preparation – job search skills, preparation for work experience
- Work closely with Year Heads and the SEN team to identify students requiring support
- Facilitate individual appointments for students in third year, TY and Leaving Cert Year to support them in making career decisions
- Advise students and parents on subject choice and subject load
- Liaise with students, parents and the SET team in relation to DARE and UCAS applications

Primary School Liaison Officer

- Organise Entrance Test.
- Communicate and liaise with National School Principals and sixth class teachers re incoming students in the context of the entrance tests' results and distribute test results to various schools.
- Compile a personal report on each incoming student to facilitate 1st Year, Year Head, parents, pastoral services, SET team and senior management team to facilitate smooth transition for students.

Parents/Guardians:

Collaboration and sharing of relevant information between home and school are essential elements of our SEN policy. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning. Parent/Guardian should:

- Share any information, reports or reports pending from health professionals, and/or concerns

regarding their child's development.

- Copies of professional reports should be provided to the school at the enrolment stage
- Support the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning
- Attend meetings arranged by the class teacher or SET team
- Support the targets outlined in their child's support plans and engage in all suggested home-based activities

Students:

Students who are in receipt of supplementary teaching should, as appropriate:

- Be given the opportunity to contribute to the setting of their learning targets
- Become familiar with the targets that have been set for them
- Develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.

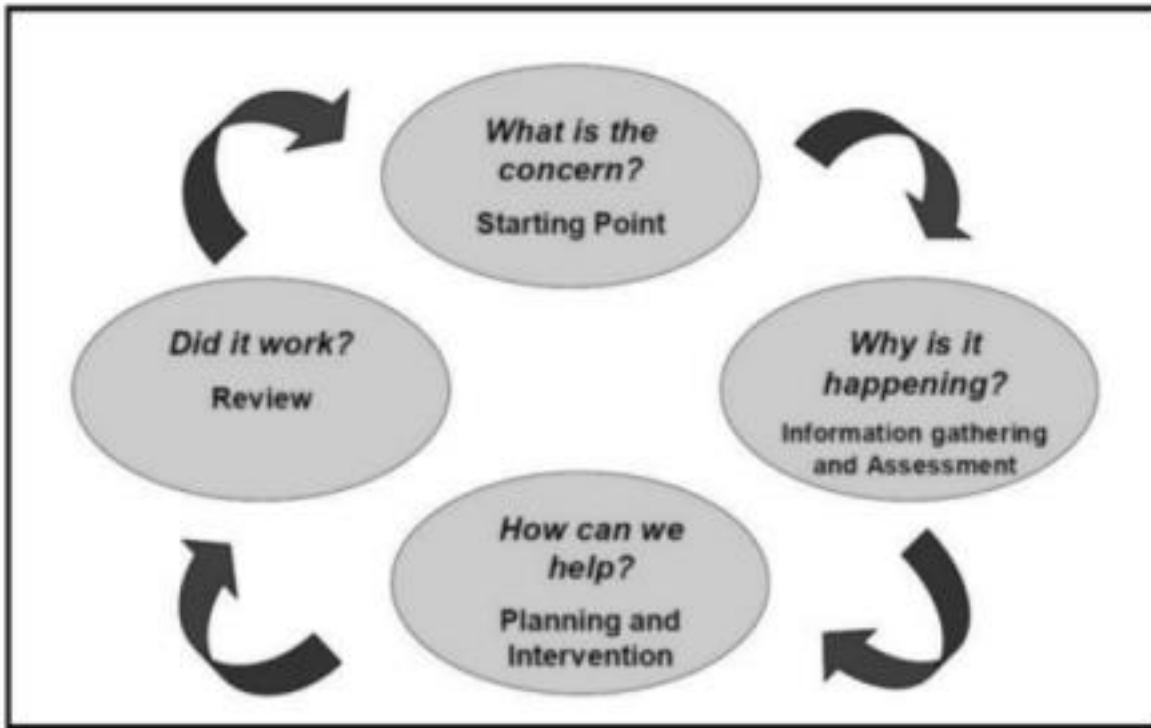
Identifying Pupils with Additional Needs

Continuum of Support

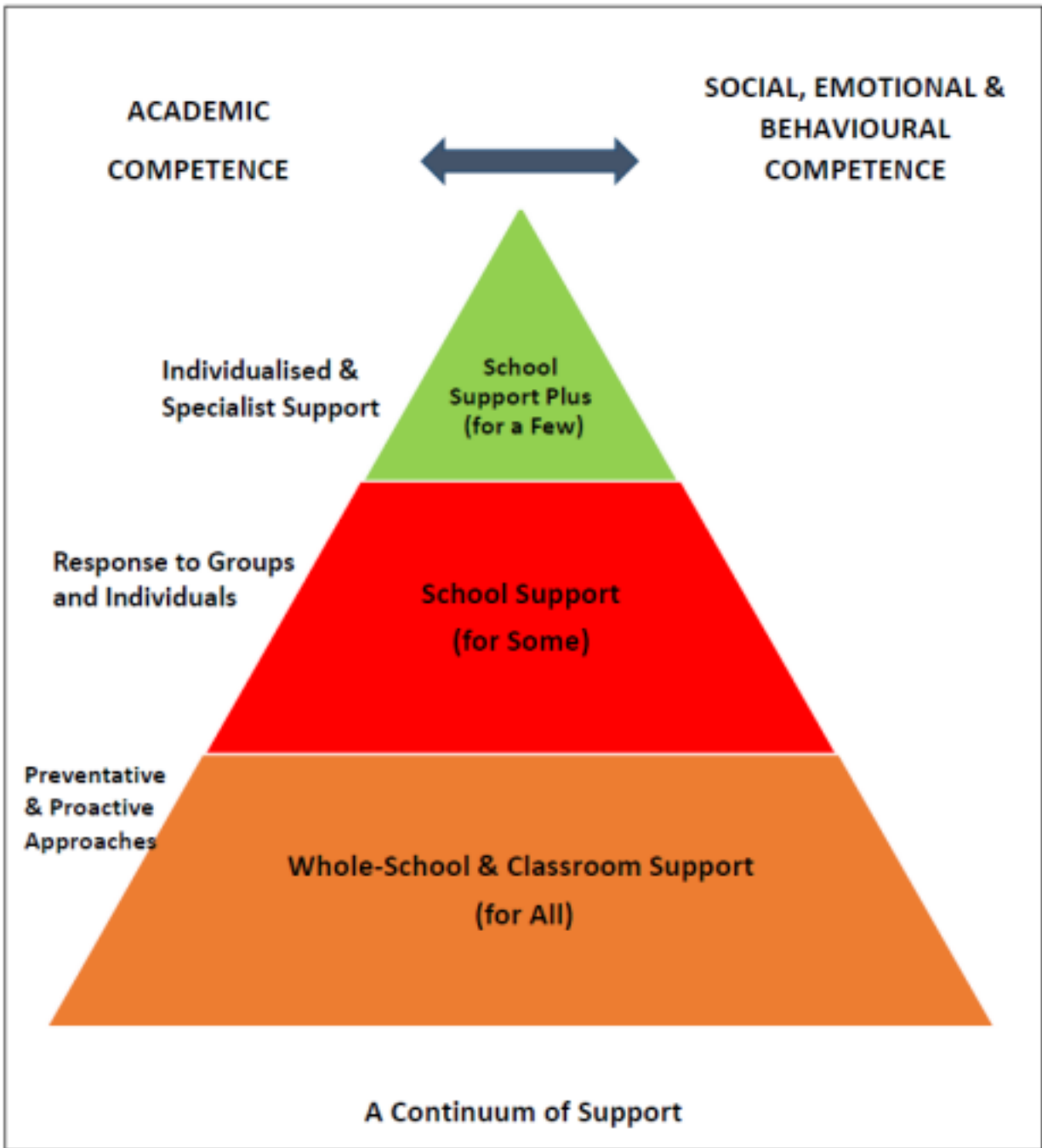
We use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that students require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual students.

This problem-solving process is illustrated as follows:



Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify student's educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way.



Roles and Responsibilities

	Subject Teachers	Specialist teachers*	School Management
<p>Whole School and Classroom Support for All</p> <p>Stage 1</p>	<ul style="list-style-type: none"> • Differentiate teaching and learning activities • Create positive classroom environment, including use of positive and constructive feedback • Assess & monitor progress • Create opportunities for success • Communicate concerns to SEN Team • Collaborate with SET team 	<ul style="list-style-type: none"> • Collection and analysis of school wide screening data, including in-take • screening, transfer information, • attendance and behavioural records • Collaboration with subject teachers 	<ul style="list-style-type: none"> • Leadership in developing relevant whole school policies: enrolment/ assessment/ inclusion • Strategic management of implementation of policies and practices • Strategic support for evidence based interventions
<p>School Support for Some</p> <p>Stage 2</p>	<ul style="list-style-type: none"> • As above, plus • Contribute to group or individual planning and review • Implement agreed strategies • Communicate progress and concerns to SET team 	<ul style="list-style-type: none"> • As above plus • Diagnostic testing, • Liaising with parents • Gathering information from subject teachers/ other staff • Plan, implement and review individual and/or group intervention • Seek external professional advice, as needed • Undertake tasks of coordinating teachers as needed 	<ul style="list-style-type: none"> • As above plus • Assign roles and responsibilities • Keep records of those receiving this level of support

<p>School Support Plus for a Few</p> <p>Stage 3</p>	<ul style="list-style-type: none"> • As above plus • Prepare information for student support planning meetings • Implement individualised and specialist programmes and strategies • Direct the work of SNAs* in the classroom 	<ul style="list-style-type: none"> • As above plus • Plan, implement, monitor and review specialist and individualised responses • Direct the work of SNAs in the school 	<ul style="list-style-type: none"> • As above plus • Compliance with statutory requirements • when EPSEN* is implemented.
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Specialist teachers: learning support/resource/language(EAL)/guidance counsellors / HSCL*/tutors/ heads of year)

*EAL- English as an Additional Language

*SNA - Special Needs Assistant *HSCL – Home School Community Liaison

*EPSEN - Education for Persons with Special Educational Needs Act 2004

Meeting the Needs and Allocating Teaching and Learning Support

We acknowledge that there is a spectrum of ability and disability of every category of Special Educational Need in line with the New Model for Special Education Teaching Allocation – ‘the highest level of need should have access to the greatest level of support’.

Stage 2 School Support	<ul style="list-style-type: none"> • Students with an identified need assessed by a professional • Students with an emerging need assessed by SET team and or classroom teacher through informal and formal assessment • Student on or under the 12th Percentile in Literacy/Numeracy Standardised Test (CAT4) • Student who is above the 12th Percentile but has complex identified needs and will be allocated support on a case by case basis • Physical Disability • Hearing Impairment • Visual Impairment • Emotional Disturbance • Borderline Mild/Mild/General Learning Disability • Severe/Profound General Learning Disability • Autistic Spectrum Disorder Assessed Syndrome • Specific Speech and Language disorder/Impairment • Specific Learning Difficulty • EAL • Chronic Medical Conditions • Co-Morbid Condition 	Group or Student Support Plans and or Learning Programme	Type of Support <ul style="list-style-type: none"> • Curricular • Differentiation • Curricular Reduction • Team-Teaching • Intervention • Group Withdrawal • Individual Withdrawal • Inclusion of SNA • Personnel • SET teacher • Class Teacher • Guidance Counsellor • SNA • Outside Agencies
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<p>Stage 3 School Support Plus</p>	<ul style="list-style-type: none"> • Students with identified complex needs who have received a diagnosis from a professional. • Physical Disability • Hearing Impairment • Visual Impairment • Emotional Disturbance • Moderate General Learning Disability • Severe/Profound General Learning Disability • Autistic Spectrum Disorder • ADHD • Assessed Syndrome • Specific Speech and language Disorder/Impairment • Specific Learning Difficulty • EAL • Chronic Medical Conditions • Comorbid Condition 	<p>Student Support Plans</p>	<p>Type of Support</p> <ul style="list-style-type: none"> • Curricular • Differentiation • Curricular Reduction • Team-Teaching • Intervention • Group Withdrawal • Individual Withdrawal • Inclusion of SNA • Personnel • SET teacher • Class Teacher • Guidance Counsellor • SNA • Outside Agencies
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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 and can begin after places have been accepted at Loreto Secondary School.

At the Open Night for prospective parents the importance of completing the specific form for the SET team is outlined. The Deputy Principal with responsibility for SEN will be present at the open night along with the relevant SET Contact Teacher.

Special Education Team also will:

- Work closely with the Primary School Liaison Officer to gather information on incoming students
- Liaise with primary school and parents of students with the highest level of educational needs
- Establish communication with the primary school special education teacher as needed
- Apply for SNA support/Assistive Technology for students for relevant needs

Once accepted to Loreto Secondary School:

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 SEN. This data is used to help identify students who may need additional educational support

The SET team will make recommendations for students with Special Educational Needs at **Classroom Support Level** in consultation with all relevant stakeholders

The SEN team will create learning targets for students with Special Educational Needs at **School Support Level and School Support Plus Level** in consultation with all relevant stakeholders. 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 Principal. Any relevant information is then passed to the Year Head and the SET team.

Provision of students with emerging needs

Student's emerging needs are identified through

- the whole school screening and monitoring systems,
- informal and formal assessment,
- informal observation, parental/guardian concern.
- Teachers are asked to complete a referral form on Compass 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' CAT 4 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.

Information Gathering and Assessment

The information gathered enables the teacher and SETs to plan learning experiences based on the appropriate objectives from the curriculum

In our school we carry out the following informal assessment procedures:

- 1st Year SEN Registration Form (6th Class)
- SET liaison meeting held in May for incoming First Year students with SEN
- Profile of student needs document is produced and shared with Primary school liaison teacher
- SET contacts Primary School when necessary
- Year Head Liaison Meeting held in May for incoming First Years
- Meet with Primary School Liaison Officer
- Liaise with outside Agencies (NEPS, Visiting Teacher Service, Mater CAMHS and CRC)
- Primary School Passport
- 1st Year Meeting held in October
- Student self-assessment
- Teacher observation
- Samples of work
- Teacher-designed tasks and tests
- Student Checklist - 'My thought about school' (A Continuum of Support for Post – Primary Schools Resource Pack for Teachers)
- Subject Teacher Survey (A Continuum of Support for Post – Primary Schools Resource Pack for Teachers)
- Learning Environment checklist (A Continuum of Support for Post – Primary Schools Resource Pack for Teachers)
- Log of Actions File
- Subject Teacher Consultation
- Ongoing Parent consultation
- My Personal Profile, My English Profile and My Learning Profile
- Maths Competency Test
- Maths Profile
- Communication and Language Assessment
- Social Skills Checklist
- Review of Summative Reports (Christmas and Summer)

In order to identify students who may require supplementary teaching, formal assessment/screening is carried out in line with Circular 0035/2017 which includes:

- Cognitive Abilities Test – 4th Ed., 2012 (CAT4)
- WIAT III for Teachers
- Diagnostic Reading Analysis 2008 2nd Ed.,
- Differential Aptitude Tests, DAT for guidance 1995
- New Group Reading Test (NGRT)
- DASH Handwriting Speed Assessment
- WRAT4 Maths Computation
- Post-Primary Assessment & Diagnosis – English (PPAD-E)

The information gathered from these formal assessments is then used to inform decisions for support and student support plans.

Tracking, recording and reviewing progress Provision for Students with special educational needs

is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process.

Student Support File We use a Student Support File to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates us in documenting progress and needs over time and assists us in providing an appropriate level of support to pupils, in line with their level of need. Our Student Support File is based on the NEPS template and is stored in the SEN Office in a locked Cabinet.

All support files could include, based on the level of need, some or all of the following:

- Cover sheet with student's details
- A timeline of actions
- Psychological Report
- Irish exemption certificate where appropriate
- Copy of referrals made to outside agencies
- Copy of reports from outside agencies
- Record of SEN meetings with parents/guardians outside agencies and inter school meetings
- Record of SEN correspondence between parents/guardians outside agencies and school staff
- Record of support received
- Standardised/ Diagnostic test scores
- Support plans (See below)
- Checklists

Support Plans

Stage 1 – Classroom Support

Recommendations at stage 1 is a **Classroom Support Plan**. The Class Teacher in collaboration with the SET Team outlines the student's special educational needs and will recommend teaching and learning strategies and approaches within their classroom planning documents.

Stage 2 – School Support

A Support Plan at stage 2 is a **Group or Student Support Plan and or Learning Programme** drawn up by the SET Team in consultation with subject teachers, parents/guardians, professionals external to the school and the student. It will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan should, for the most part, be implemented within the normal classroom setting and complemented by focused school based intervention programmes. Depending on the nature of the needs and on the school context, additional teaching might be within a small group or individual or a combination of both either in class or on a withdrawal basis. Home-based actions may also be included. After the plan has been drawn up, it

should become a working document through the careful monitoring of the student's response to the actions taken.

Stage 3 – School Support Plus

The Student Support Plan is drawn up by the SET Team in consultation with subject teachers, parents/guardians, professionals external to the school and the student. Based on the information gathered It will set out;

- The nature and degree of the students abilities, skills and talents
- The nature and degree of the pupil's special educational needs and how those needs affect his/her educational development
- The present level of educational performance of the pupil
- The special educational needs of the pupil
- The special education and related support services to be provided to the pupil to enable the pupil to benefit from including:
 - Strategies for supporting the pupil's progress and inclusion in the classroom setting
 - Individual and/or small group/special class interventions/programmes
 - Specific methodologies/programmes to be implemented
 - Specific equipment/materials and/or IT supports, if required to support learning and access to the curriculum
- Support required from a Special Needs Assistant (SNA), if appropriate
- The goals which the pupil is to achieve over a period not exceeding 12 months
- The pupil's priority learning needs, long and short term targets to be achieved, the monitoring and review arrangements to be put in place
- Student Support meetings are coordinated by an appointed SET Team and relevant stakeholders. Parents/Guardians will be consulted.

Reasonable Accommodations for State and In House Examinations (RACE)

Applications are made by the SET team 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. Accommodations available to students are applied for as per circular criteria. Accommodations are granted by the State Examinations Commission. The school will make applications for relevant accommodations for students who **meet the criteria as laid down by SEC** at Junior Cycle and these accommodations can be reactivated at Leaving Certificate, 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 2021 at www.examination.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. Parents of students who are sitting a differentiated test in non-state examination years will be consulted.

Exemptions from Irish

Circular 0053/2019 sets out the exceptional circumstances in which consideration may be given to granting a student an exemption from the study of Irish. The decision to exempt a pupil from the study of Irish is recognised as an important decision that has implications for his/her learning now and into the future.

We at Loreto Balbriggan recognise and support students in maximising their potential for engagement with Irish and in experiencing the advantages of bilingualism. Students are encouraged to study Irish and to achieve a level of personal proficiency that is appropriate to their individual language learning needs.

- Incoming First Years with Irish Exemptions are noted
- Certificates from the study of Irish must be submitted with enrolment application
- The guidelines set down by the Department of Education and Skills will be strictly adhered to (Circular 0053/2019)
- Where possible, withdrawal for educational support is arranged for students with SEN, who do not study Irish, during Irish time. Allocation of support during Irish times will be adhered to through the following guideline, **‘the students with the highest level of need should have access to the greatest level of support’**, based on the New Model of Allocation
- Applications for Irish Exemptions on grounds of SEN are made by SET team and signed by Principal

Health and Safety Issues

Every staff member and pupil is entitled to a safe, secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each student with SEN. When a place is offered to a student with SEN, every effort will be made to ensure that the supports to which the student is entitled are in place as soon as possible. Staff members will be informed of any potential risks and, where necessary, student support plans will be drawn up and implemented.

Data Protection

As per Data Protection Policy 2018, all SEN files, reviews, correspondence will be retained indefinitely

Supervision/Child Protection

Where students receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both themselves and the student are visible through the glass panel in the door.

Ratification and Communication


This revised policy was ratified by the Board of Management on

Implementation and Review

This policy will be implemented from August 2021. It will be reviewed as required by the Special Education Team and relevant stakeholders pending a proposed review of the New SEN Allocation Model by the Department of Education.

Signed: 
Chairperson, Board of Management

Date: 18th October 2021

Signed: 
Principal

Date: 18th October 2021

SEN Plan for Remote Learning

Students with SEN can be particularly vulnerable as they cope with not being at school, with changes in their daily routine, and with not seeing their friends or teachers. Keeping the student connected to learning and to the school through engagement with their teachers is critical for students with SEN at this time.

Revised Guidance on Continuity of Schooling: Supporting Students with SEN- For Post-primary Schools 2020

This plan for remote learning is guided by the Department of Education Revised Guidance on Continuity of Schooling: Supporting Students with SEN For Post-primary Schools. Our approach to supporting students is mindful of the strengths, abilities and needs of each individual as well as being sensitive to the challenges that families face at this time in providing structure for their children and in helping their engagement in remote learning.

Subject teachers continue to have overall responsibility for the education of students, including those with SEN. During the closure period, subject teachers should continue to differentiate tasks appropriately to match the learning needs of students with SEN.

Teachers who are allocated SEN periods are recommended to set up a google classroom for each of their SEN groups so they can communicate with students and monitor their engagement. We also suggest that teachers focus their classes around supporting students in their class work rather than introducing new activities.

This can be reviewed based upon individual student need as time goes on.

The Core SET Team will act as a link between the school, students and their parents. We will be available to engage with students and support student learning during their regular timetabled periods as appropriate and based upon individual need.

We will consult with subject teachers, as necessary, to monitor student engagement and assist students in working to the best of their ability.

Each SET contact teacher will contact the parents and students on their caseload, as required, to ensure they are familiar with working from home using Google Classroom and to check that students have access to a device at home.

SNAs will check in with their assigned students each day and act as a liaison between home and school listening to student needs and sharing this information with the SET team. SNA and SET teacher will aim to have a weekly meeting with their relevant students to discuss support during this period.

The SNAs will access google classroom for their allocated students in certain subjects so they can support the class teacher in helping students to understand the tasks that are set for them.

All interactions with students online follow the school's Digital Learning Acceptable Usage Policy (AUP). Teachers are mindful of utilising host controls to ensure optimum security.



SEN Monthly Roadmap

<p>Termly Team Planning time</p> <p>Ongoing Timetable</p> <p>New Students New information</p> <p>Late CAT 4</p> <p>EAL</p> <p>August</p>	<ul style="list-style-type: none"> • Meet S.E.T. team • Assign roles to SET teachers • Receive timetables of teachers with SEN slots from management • Confirm the S.E.N. students return to school • Parental permission forms to be updated • Review CAT4 results • Administer late CAT4's • Assistive technology review • Timetable for all S.E.N. students • Review student support plans for the few (2nd-6th year) • Gather information on 1st S.E.N. students • Add updated information to Compass dashboard for individual students • Applications for resources (assistive technology) as necessary • Contact with parents • Co-ordination with Year Head, Guidance and Care Team, subject teachers and management team • Coordination with outside agencies (NCSE, SEC, NEPS, Educational/Clinical Psychologists, Physiotherapists, CAMHS) • Compass Timetable (with help from SNAs) • Manage SEN referrals from Compass
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NGRT	<ul style="list-style-type: none"> • Timetable for students with S.EN. • Arrange weekly meeting of SEN team and relevant deputy principal
RACE	<ul style="list-style-type: none"> • Arrange weekly meeting of core SEN team
Standardised Testing	<ul style="list-style-type: none"> • Contact teachers working with students to be given their schedules • Review student support plans for the few (2nd-6th year) • Administer 1st year N.G.R.T. to the bottom 10th percentile • Contact parents of S.E.N. students if necessary • Review student support plans for the few (2nd-6th year) • Meet NEPS visiting teachers • Review student plans
September	<ul style="list-style-type: none"> • Reasonable Accommodations for state examinations: <ul style="list-style-type: none"> • Leaving Certificate <ul style="list-style-type: none"> - Error analysis on samples of work. - Standardised testing using WIAT-III. • Junior Cycle <ul style="list-style-type: none"> - Information letter with parental permission slip given to the whole year group - Begin collecting samples of work. - Begin standardised testing using WIAT-III
Assistive Technology	<ul style="list-style-type: none"> • Assistive technology <ul style="list-style-type: none"> - Review of laptops students currently have - Review of c-pens students currently have - TTRS subscriptions to be renewed as necessary • Gather info on 1st S.E.N. students • Add updated information to Compass dashboard for individual students • Contact with parents • Co-ordination with Year Head, Guidance and Care Team, subject teachers and management team • Coordination with outside agencies (NCSE, SEC, NEPS, Educational/Clinical Psychologists, Physiotherapists, CAMHS) • Manage SEN referrals from Compass

<p>October</p> <p>NCSE Forms</p> <p>Team meeting coordination</p>	<ul style="list-style-type: none"> • Review student support plans for the few • Development of interventions • Reasonable Accommodations for state examinations: <ul style="list-style-type: none"> ◦ Leaving Certificate • ▪ Forms to be completed by S.E.T. and to be signed off by principal • Forms sent to S.E.C. <ul style="list-style-type: none"> ◦ Junior Cycle • Error analysis on samples of work. • Standardised testing using WIAT-III. • Consult 6th year English and Form teachers. • Parents sign forms and return. • Principal to sign all forms • Add updated information to Compass dashboard for individual students • Contact with parents • Co-ordination with Year Head, Guidance and Care Team, subject teachers and management team • Co-Ordination with outside agencies (NCSE, SEC, NEPS, Educational/Clinical Psychologists, Physiotherapists, CAMHS) • Manage SEN referrals from Compass
<p>November</p> <p>Incoming First Years</p>	<ul style="list-style-type: none"> • 6th year parent teacher meetings • 3rd year parent teacher meetings • Meet with visiting teachers (visual impairment/hearing impaired) as necessary • 1st year meetings with Principal and staff • Christmas exams <ul style="list-style-type: none"> • Reading assistance cards for students where necessary • Review exam reports where necessary • Review student support plans for the few • Add updated information to Compass dashboard for individual students • Reasonable Accommodations for state examinations: <ul style="list-style-type: none"> • Junior Cycle • Error analysis on samples of work • Standardised testing using WIAT-III • Parents to be informed of the outcome of the testing via letter from 3rd year S.E.T. • Forms to be completed by 3rd year S.E.T. and to be signed off by the Principal

	<ul style="list-style-type: none"> • Contact with parents • Co-ordination with Year Head, Guidance and Care Team, subject teachers and management team <ul style="list-style-type: none"> • Co-Ordination with outside agencies (NCSE, SEC, NEPS, Educational/Clinical Psychologists, Physiotherapists, • CAMHS) • Manage SEN referrals from Compass
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December	<ul style="list-style-type: none"> • 1st Year P.T.M. • Reasonable Accommodations for state examinations: • Junior Cycle <ul style="list-style-type: none"> • Error analysis on samples of work • Standardised testing using WIAT-III • Parents to be informed of the outcome of the testing via letter from 3rd year S.E.T. • Forms to be completed by 3rd year S.E.T. and to be signed off by the Principal • Add information to individual student dashboards on Compass regarding what accommodations are being applied for each individual • Liaise with office staff to put together a list of incoming students with SEN reports for additional support • Review student support plans for the few • Add updated information to Compass dashboard for individual students • Development of support plans for Few and Some students where appropriate • Contact with parents • Co-ordination with Year Head, Guidance and Care Team, subject teachers and management team • Co-ordination with outside agencies (NCSE, SEC, NEPS, Educational/Clinical Psychologists, Physiotherapists, CAMHS) • Mock Examinations <ul style="list-style-type: none"> • Planning for mock examinations to begin • Manage SEN referrals from Compass
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<p style="text-align: center;">January</p> <p style="text-align: center;">Exam timetables + Accommodations</p>	<ul style="list-style-type: none"> • Contact parents regarding incoming 1st Years September • Put together list of possible incoming learning support • Fill out SIF forms for CAO applicants with Guidance counsellors • Meet NEPS psychologist to discuss RACE applicants and other students that need assessment • Development of support plans for Few and Some students where appropriate • Add updated information to Compass dashboard for individual students • Transition year visits by 4th year S.E.T. • Mock Examinations <ul style="list-style-type: none"> • Organise special centres for Mock Examinations - laptops printers etc. • Timetable for mocks to be developed in conjunction with the main timetable • S.E.T.'s to slot in where possible, management to fill other slots <ul style="list-style-type: none"> ◦ Students using assistive technology need to practice logging on, opening libre office, saving a file and printing a document • I.T. department, in conjunction with relevant S.E.T., to ensure that assistive technology is set up for mock examinations • Students to be given a schedule of when to come to SEN rooms for mocks • Alternative rooms for 1st, 2nd and 5th year students will be needed during the mock examinations • Manage SEN referrals from Compass
<p style="text-align: center;">February</p>	<ul style="list-style-type: none"> • Send out letters to parents of 5th yr students for Reasonable Accommodation Leaving Certificate • Fill in NCSE form 5 (school leavers) • 5th yr PTM • Development of support plans for Few and Some students where appropriate • Reasonable Accommodations for state examinations: <ul style="list-style-type: none"> • Receive outcomes for RACE applications • Information about accommodations to be added to students individual dashboards on Compass • Letters regarding accommodations to be posted home by the office • Late RACE applications to be prepared • SNA applications where necessary • Add updated information to Compass dashboard for individual students • Manage SEN referrals from Compass

	<ul style="list-style-type: none"> • Reasonable Accommodations for state examinations: <ul style="list-style-type: none"> • Receive outcomes for RACE applications • Information about accommodations to be added to students individual dashboards on Compass • Letters regarding accommodations to be posted home by the office • Late RACE applications to be prepared • SNA applications where necessary • Add updated information to Compass dashboard for individual students • Manage SEN referrals from Compass
March	<ul style="list-style-type: none"> • Reasonable Accommodations for state examinations: <ul style="list-style-type: none"> • Receive outcomes for RACE applications • Information about accommodations to be added to students individual dashboards on Compass • Letters regarding accommodations to be posted home by the office • Late RACE applications to be sent to SEC • Put together list of incoming SEN students • Add updated information to Compass dashboard for individual students • Review student support plans for the few • Meeting with Principal regarding next academic year and review of current year • Manage SEN referrals from Compass
April	<ul style="list-style-type: none"> • Reasonable Accommodations for state examinations: <ul style="list-style-type: none"> • Liaise with exam aid regarding centre, number of superintendents required and the needs of the students • Information letter with parental permission slip given to the whole 5th year group • Begin collecting samples of work. • Begin standardised testing using WIAT-III. • Meeting with Principal re structure of SEN hours/teacher • Meeting G. Barnett re incoming students and her visits to Primary schools • Add updated information to Compass dashboard for individual students • Review student support plans for the few • Manage SEN referrals from Compass Leaving Certificate (currently 5th years)

May	<ul style="list-style-type: none">• Summer Exams<ul style="list-style-type: none">• Organise any special centres Loreto exams• Reading assistance cards for students where necessary• Assistive technology for students in exams• Meet parents of incoming students if necessary• Add updated information to Compass dashboard for individual students• Review student support plans for the few• Manage SEN referrals from Compass• Refer students to July Provision
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