



Special Educational Needs Policy:

A Whole School Approach

Mission Statement

Kinsale Community School is an inclusive school community committed to

- Enabling all students to fulfil their academic, intellectual, moral, spiritual, social, cultural and physical potential
- Fostering the development of personal responsibility
- Engendering a spirit of co-operation and mutual respect among students, staff, management, parents, and the wider community
- Facilitating the professional development of staff

...in a safe and caring environment.

Definition of Special Education.

Special Education is defined as any educational provision which is designed to cater for pupils with special educational needs, and is additional to or different from the provision which is generally made in ordinary classes for the pupils of the same age."

(Special Education Review Committee (SERC), 1993:18)

Rationale.

In our school we are committed to providing a continuum of support for children with special educational needs including ASD. All students, irrespective of special educational needs, are welcomed and enabled to enrol in our schools. In addition, a fundamental objective is that special education teaching resources are utilised in the optimum manner to improve learning experiences and educational outcomes for students with special educational needs. Learning support forms a natural sub-section of a wider S.E.N. policy. It is from this perspective that we draw our rationale for the "merging" of our **Learning Support** and **Special Needs** policies.

Our policy will enable us to:

- Outline our whole school approach to teaching and learning in relation to pupils with special educational needs.
- Outline procedures and practices to be followed in relation to pupils with S.E.N.
- Provide guidance for the enrolment of children with S.E.N. in our school.
- Assist parents in making an informed decision in relation to the enrolment of their child in our school.
- Enable pupils with S.E.N. to share with their peers as complete and educational experience as is possible.

- Continue to develop communication structures for the involvement of parents of pupils with S.E.N.
- Ensure that our policy complies with recent and current legislation and D.E.S. circulars. (Circulars 0070 / 2014, 0014/2017)

Scope of the Policy:

This policy applies to all students attending Kinsale Community School and those who have special educational needs. (DES 007/2014, 0014/2017)

The specific exceptionalities catered for to date include:

- Learning support students
- Borderline/Mild General Learning Disability
- Emotional/Behavioural Difficulties -ADD/ADHD
- Specific Learning Difficulty - e.g. Dyslexia
- Sensory difficulties (hearing and visual impairments)
- Physical difficulties - e.g. Dyspraxia, Limited Mobility
- Moderate General Learning Disability
- Autism/Autistic Spectrum Disorder (e.g. Asperger's)

Policy Statement:

This policy is drafted in the context of the specific provisions and definitions about children with disabilities and special educational needs, the statutory requirements placed on schools and Boards of Managements by:

- The Education Act 1998
- The Education (Welfare) Act 2000
- The Education of Persons with Special Educational Needs Act 2004
- The Equal Status Acts 2000-2004

This policy is drafted in the context of Circular Letters as outlined below:

M10/94, S70/00, S11/00, M37/03, PPT06/04, M1/05, PP1/05, DES0070/2014, DES07/05, DES08/05, DES09/05, PPT12/05, M14/05 and M23/05.

This policy is drafted in the context of guidelines published by the **Special Educational Needs Support Service**.

This policy is drafted in consideration of the **Education for Persons with Disabilities Bill 2003** as well as guidelines on **Individual Education Plan Process 2006**.

This policy is drafted in the context of the **NCSE Guidelines**.

Aim of the Policy:

As set out in The Education Act 1998, The Education for Persons with Special Educational Needs Act 2004 and The Equal Status Acts 2000-2004

- Give practical effect to the constitutional rights of children who have a disability or who have other special educational needs, as they relate to education.
- Provide a level and quality of education appropriate to the needs and abilities of all students in the school.
- Ensure that students with special educational needs are educated in an inclusive environment.
- Affirm that students with special educational needs have the same right to avail of, and benefit from education as students who do not have those needs.
- Provide for the involvement of parents in the education of their children and in the decision-making process in relation to their children.
- Co-operate and work closely with the **National Council for Special Educational Needs** (NCSE) and other agencies about the education of students with special educational needs.

- Ensure that students with special educational needs are identified and provided for in a fair and equitable manner so that their learning potential and their sense of self-worth and dignity is developed and respected.
- Ensure that all members of staff are aware of the special educational needs of students and of the contribution they can make in this area.
- Ensure that special educational needs are not viewed in isolation, but in the context of the whole school and community.
- Ensure that students with special educational needs are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way.
- Set high standards for students with special educational needs and provide them with appropriate guidance, encouraging them to achieve to their full potential.
- Develop staff expertise in supporting students with special educational needs.
- Encourage and foster positive partnerships with parents, in order to achieve appropriate support at home and at home.
- Co-ordinate the advice, guidance and support of other agencies in supporting students with special educational needs.
- Ensure the effective and efficient use of resources.

- Monitor and evaluate the effectiveness of practice in support of students with special educational needs.

Enrolment, Induction & Attendance

The enrolment of all children is governed by the school's current Admissions Policy. The school is committed to providing the best possible educational service to pupils with special educational needs and requires a close level of co-operation between parents, teachers, and any other school personnel assigned to support the child.

Parents are regarded as partners in the provision of support for students. Every effort is made to facilitate this through:

- the seeking of consent for information-gathering at enrolment from other schools and agencies;
- regular contact by phone, as well as frequent face to face meetings, both planned and impromptu, between parents and support teachers for the purposes of keeping parents informed of their children's progress at regular intervals;
- facilitating all requests for information in a timely and efficient manner

Parents are required to supply the school with copies of the most recent psychological and medical reports prior to enrolment to enable us to provide the best services for the pupil, and to access any additional support that may be available. Copies of all relevant assessments and reports should be supplied to

the school as these become available, on an on-going basis.

Induction is facilitated by:

- Extensive pre-entry contact with incoming students, and their parents or guardians.
- A good information flow, including collaborative meetings, between the feeder primary school and the post-primary school, particularly in relation to students' achievement, learning strengths, and material covered at primary level. The transmission of confidential information shall protect the personal and statutory rights of students.
- An understanding by teachers of the teaching and learning approaches that characterise students' experiences in primary school in order to help them to make connections with and build on the learning that has taken place in primary school.
- An information desk on open days and involvement by members of the SEN team at induction events.
- School visits, whole-school induction events and any other activities arranged as the need arises.
- Briefings presented to teachers of prospective enrolees

The attendance of students with special educational needs, particularly during the early days and months of their first year in school, is facilitated and closely monitored.

Unfair treatment, discrimination or bullying of students with special needs within the school by staff members or students is recorded and dealt with under the relevant school policies.

Transfer from Primary School

Prior to entry to Kinsale Community School the Year Head for First Years and the Special Needs Coordinator visit or contact the feeder Primary Schools.

The school sees this liaison as an important step in ensuring proper identification of students with special educational needs and the continuity of provision for them.

Where possible, visits are arranged for students and their parents with special educational needs prior to their transfer to Kinsale Community School.

Information received from the Primary Schools and parents coupled with the results of the CAT Test and the help the school identify those students who may need additional support at Secondary School level.

A student who has been sanctioned SEN by the **Department of Education** at Primary School will not automatically have this entitlement on transfer to

Secondary school. A new application must be made. Not all applications are successful.

A 'buddy/mentoring-system' operates in the school, which gives Meitheal students the responsibility to team up with the incoming First Years.

All First-Year teachers are briefed on matters relating to the students they are going to teach or come into contact with. Clearly the extent to which individual teachers are given confidential information is a sensitive matter. It is however important that teachers have as much information as possible regarding the students they teach if they are to contribute towards the best possible learning environment for them

Students transferring into other Year Groups

When a student is accepted into Kinsale Community School to join a year group other than First Year information is sought from their previous school.

The Principal/Deputy Principal are responsible for this.

This information is passed to the Year Head and the Special Needs co-ordinator if appropriate.

The school's resource allocation is student dependent and is variable on an annual basis.

Identification of Educational needs through the Continuum of Support Process under the guidelines of Circular 0014/2017

Whole-school and classroom (Support for all)

Identification of those needing additional support can be informed by: • Intake screening • Collection of information from primary schools, including Student Passport • Teacher observation • Teacher assessment • Learning Environment Checklist • Student Support Team involvement • Standardised tests of literacy/numeracy • Student consultation • Parental consultation

School Support for some

At this level a Support Plan is devised and informed by: • Teacher observation records • Teacher-designed measures / assessments • Parent/student interview • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties. Support at this level can take many forms, for example: team-teaching, small group or individualised tuition, peer mentoring, inclusion in social skills groups, behaviour reward and consequence systems.

School support plus

At this level, subject teacher(s), parents and special education teachers, in collaboration with outside agencies, as required engage in a more detailed and systematic approach to information gathering and assessment. This involves using a broad range of formal and informal assessment and diagnostic tools, including teacher observation, student interview, measures of cognitive ability and social, emotional, behavioural and adaptive functioning, as appropriate. Data generated from this process are used to plan an appropriate intervention and serve as a baseline against which to map progress. A Support Plan at this level is likely to be more detailed, individualised, and to involve longer term planning and consultation.

Referral System

- Class teacher to obtain samples of work; class work, homework, test conditioned work
- Complete a pupil referral sheet available in staff handbook
- All papers handed to Special Needs Coordinator
- Permission sought from parents to diagnostically assess student
- Diagnostic Test (WRAT1V) completed and analysed
- Students intervention, if needed, is discussed with student, parent, SEN coordinator, Principal & Guidance Counsellor

Models of Organisation and Class Placement

To facilitate SEN teaching, the following models are used;

- Mixed ability for subjects, with exception of Irish, English & Maths
- 1:1/ small group teaching
- **Team Teaching** for literacy and numeracy
- Restricted curriculum-exemptions from Irish/MFL/Science.
- SEN classes
- A combination of above.

The chosen model relevant for the student will only be determined in collaboration with student, parents and school.

The Gifted Student

To meet the broad continuum of SEN, it is equally important to meet the needs and utilise the strengths of students identified as Gifted and Talented.

Some students had the ability to excel in certain areas.

To ensure they do not under achieve it is vital to identify and monitor their progression. Gifted students are identified at a whole staff meeting early each academic year. Results are monitored by class teachers and year heads.

The following recommendations are advocated to subject teachers to fulfil their potential;

- differentiation,
- mind mapping,
- recognition of prior teaching,
- higher expectations and encouragement of student opinions,
- reflections and questioning.
- quality feedback
- assessment for learning

To motivate and excite the desire to achieve it is imperative to celebrate their successes, both inside and outside of the classroom domain. To infuse this our G&T students have succeeded and continue to represent Ireland in initiatives including Science & Maths Olympia.

Role of the Principal:

Under current legislation the Principal of the school has the overall responsibility for ensuring that the special educational needs of students are met.

The principal

- works with the board of management, teachers and parents in the development, implementation review of whole-school policies that promote the inclusion of students with special educational needs
- ensures that all such policies are described in the school plan

- monitors the implementation of whole-school policies and provision for special educational needs
- consults and liaises, as required, with relevant external bodies and agencies, such as the **Department of Education**, the **National Education Psychological Service**, the **National Council for Special Education**, the **Health Service Executive** and local agencies
- ensures that mainstream teachers are aware of their responsibilities in relation to the education of students with special educational needs
- facilitates the continuous professional development of all members of the staff in relation to the education of students with special educational needs
- promotes the involvement of the parents of students with special educational needs, by inviting them to share information and consulting them how this information be used in the best interest of their child
- The principal has delegated several functions concerning the practical organisation of the provision to the Deputy Principal and the Special Educational Needs and Learning Support teacher.

Role of the Subject Teacher

The class teacher has a key role in bringing about the successful inclusion of students with special educational needs in mainstream classes. The class teacher has primary responsibility for the educational progress of all students in his/her class. It is particularly important that all class teachers create a classroom environment that accommodates and takes account of learning and physical difficulties. Whether students are taught in mixed ability or streamed classes it is expected that teachers will implement differentiated approaches for teaching, learning and assessment to ensure that the skills of all students including SEN students are catered for.

Class teachers will make themselves aware of the special educational needs of students in their classes. Reading Age, Maths Age plus a mini profile of all pupils with a psychological assessment is made available to all teachers at the first staff meeting of the new school year and is available through the co-ordinator on request. Teachers take steps to inform themselves of the special needs of any student in their classes and to bring any concerns regarding such a student to the Special Educational Needs Co-ordinator and collaboration with the SEN team.

The class teacher also plays an important role in the early identification of students with SEN. The class teacher is alert to the possibility of general and

specific learning difficulties and brings their concerns to the attention of the SEN team. A key element of successful SEN provision is a high level of consultation and co-operation between the class teacher and the SEN team. A class teacher or Year Head can refer any student they are concerned about to the SEN Co-ordinator, who will begin a broader profile. This first step in the screening process allows the SEN team to identify the nature of SEN being experienced. It is during this time that the learning, emotional, behavioural and social needs of the student are evaluated. The co-ordinator will gather all the relevant information and after consultation with school management, the parents and the pupil may apply to the NCSE for support.

The academic progress of students throughout the school rests in the first instance with the mainstream class teacher. In order to ensure that as a school we meet the needs of all our special educational needs students, all teachers are encouraged to:

- Be aware of the School's policy and procedures for dealing with students with special educational needs.
- Seek advice from the SEN Co-ordinator regarding students with special educational needs.
- Take responsibility for their own continuous professional development particularly about common difficulties e.g. Dyslexia.

- Develop an attitude of ownership to the education of students in their classes with Special Educational Needs.
- Where a student has an SNA the subject teacher should plan how to most effectively engage the SNA in consultation with the SEN Co-ordinator.
- Support/encourage independence in the student. This is particularly important for Senior Cycle students.

Role of the Special Educational Needs co-ordinators:

The SEN co-ordinator is responsible for the overall co-ordination of Resource/Learning Support within the school. The SEN co-ordinator duties are as follows:

- Assists with arrangements for the successful transfer of students from their primary school to Kinsale Community School and in gathering information about students, including those with special educational needs, before this transfer.
- Co-ordinates SEN provision in the school
- Liaises with parents/guardians of SEN students and prospective students
- Liaises with NEPS psychologists regarding assessment of priority students
- Communicates with relevant staff regarding essential information regarding SEN students
- Facilitates and chairs SEN department meetings
- Provides updates and details of all matters SEN to the School Authorities
- Liaises with the SENO in relation to all matters SEN including; assessment reports, learning support/resource provision, SNA access and applications to the NCSE
- Maintains and updates SEN files as well as the yearly SEN Register
- Administers and maintains records of assessment tests carried out throughout the school year

- Makes application for Reasonable Accommodation to the SEC
- Processes Exemptions from Irish
- Liaises with the principal and deputy principal regarding timetabling
- Strives to develop a climate of confidentiality regarding the sensitive information of all the partners involved in SEN
- Liaises with school management regarding specific and whole school professional development.

Reasonable Accommodations (RACE)

The Special Educational Needs co-ordinators, in consultation with other members of the SEN Department, identifies those students in need of reasonable accommodation in school and state examinations. Psychological reports that recommend reasonable accommodation for certain students must be acted on and applications forwarded to the 'Reasonable Accommodation' section of the State Examinations Commission.

In-school assessment will continue to be administered to those students identified as potential candidates requiring reasonable accommodation.

Applications for reasonable accommodation will be made for those students that meet the criteria necessary for additional supports.

Liaison with outside Agencies:

The Special Education Needs Organiser (SENO) liaises closely with the Special Educational Needs co-ordinator and facilitates the delivery and co-ordination of educational services to children with SEN.

The SENO also processes application forms for resources for SEN Students to the NCSE and advises parents/guardians regarding their son's/daughter's needs.

As part of a whole school strategy promoting student wellbeing the Guidance and SEN department work collaboratively in making referrals to The National Psychological Service (NEPS)

NEPS provide psychological assessments of students and recommendations on how best to address strengths and weaknesses identified. The service also advises as to how best employ resources and strategies in the classroom, and school environment in general, to benefit SEN students.

The Child and Adolescent Mental Health Service (CAMHS) provides support for students experiencing difficulties of an behavioural/emotional nature and provides advice and recommendations on how best to address those difficulties in a school environment.

As part of the student support team we work closely with the school Chaplain and Guidance to liaise with external agencies.

Other Agencies include the Health Service Executive (HSE), the National Council for Special Education (NCSE), the Special Education Support Service (SESS), the Second Level Support Services (SLSS) and the Dyslexia Association of Ireland (DAI).

Role of the Special Needs Assistant (SNA)

The Special Needs Assistant provides care assistance to named students who have special educational needs. They make a valuable contribution to the school's capacity to provide inclusive education to these students.

The Special Educational Needs Department devises an appropriate strategy plan for a student with special educational needs. The SNA takes care of the implementation of this plan.

The Special Needs Assistant plays an important role in the health and safety of the student and in their social, emotional and educational development. It is important that the Special Needs Assistant supports student participation in school life without developing a culture of dependency.

The duties of the Special Needs Assistants involve tasks of a non-teaching nature such as:

- Attending both Staff and Departmental meetings when appropriate.

- Attending meetings with outside agencies as appropriate
- Assisting / escorting students on school trips.
- Giving special assistance as necessary for students with difficulties e.g. helping special needs students with typing, writing or other use of equipment.
- Assisting with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the student.
- Assisting with reading/scribing examinations (if appropriate).
- Assisting the teacher in the supervision of pupils during assembly and in movement from one classroom to another.
- Accompanying individual or small groups who may be withdrawn temporarily from the classroom.
- General assistance of the subject teacher 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.
- Engagement with parents of special needs pupils in both formal and informal structures as required.
- Other appropriate duties as may be determined by the needs of the pupils and the school. Special Needs Assistants may be re-assigned to other appropriate work when special needs students are absent or when particularly urgent work demands arise.

- Special Needs Assistants are expected to treat all matters relating to school business and their work as strictly confidential

Teaching and Learning – Innovative Teaching Methodologies and Strategies for Effectiveness.

The **SEN Department** at Kinsale Community School uses a wide range of teaching methodologies and resources to engage students and support their learning. Teachers are expected to effectively use **Assessment for Learning** strategies from each subject department to monitor progress and support student learning. Feedback in the resource setting is essential and can be done on a weekly basis. The use of mini-whiteboards is a method used to monitor student progress as it allows the student ownership of the task while the teacher can observe. Self-assessment is also used, allowing the student to identify errors and progress.

Differentiation by task involves setting different tasks for students of different abilities; for example, a worksheet comprised of tasks which get progressively harder. The more advanced students will quickly progress to the later questions whilst the less able can concentrate on grasping the essentials. The teacher will ensure all student abilities are catered for, especially in larger resource and learning support classes.

Small, mixed-ability groups, within a larger resource group, allow lower achievers to take advantage of peer support, whilst higher achievers gain the opportunity to organise and voice their thoughts for the benefit of the whole group. Paired learning and group tasks are an effective way to keep learning on task and cater for all abilities. Verbal support and encouragement also play a crucial role.

A mixture of visual, kinaesthetic and auditory resources and activities is recommended. It is important to recognise that some students can work with more advanced resources than others, and that it is possible to use multiple materials in order to approach a topic from different angles. This means that while some may require quite basic texts with illustrations, others can work with more advanced vocabulary and complex ideas.

When **differentiation** is used in lesson planning in the SEN department, the available time is used flexibly in order to meet all students' needs. Students who quickly grasp core activities need not be held back as others spend more time on the fundamentals of a topic. They can instead be allocated more challenging extension tasks in order to develop a more rounded understanding of the subject matter or even to progress through the set course more quickly.

Team Teaching

Team teaching occurs when two or more teachers jointly deliver instruction to a diverse group of students in a single physical space.

In **Kinsale Community School** we embrace team teaching as it provides an enhanced learning environment for all, particularly those students who have special educational needs.

- Teachers share responsibility for planning and instruction
- Teachers work collaboratively on delivering content, developing skills, clarifying information, facilitating learning and classroom management
- Requires mutual trust, respect and empathy between teacher

Benefits of Team Teaching in Kinsale Community School

- Inclusiveness
- Helpful academically, but not a substitution for any necessary modifications/accommodations
- Raises issue of inclusion amongst general student populous
- Offers a less fragmented education
- All pupils have equal access to the curriculum

Assistive Technology

The use of computers will also be available as a teaching and learning tool to both SEN teachers and students. Multimedia is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive way.

Mind - Maps

Mind Maps are also very good way to review work previously taught by a mainstream teacher, as it is easy to refresh information in a student's mind.

Mind Maps can also be effective prompts and remembering their shape and structure can provide the cues necessary to remember the information within it.

Professional Learning Opportunities - Continuing Professional Development

Staff are made aware of and are invited to attend relevant courses, e- learning and workshops as they become available.

External guest speakers present on a range of relevant topics to increase staff understanding and awareness of SEN. These speakers have included the speech and language therapist from CAMHS, Cystic Fibrosis nurse, visiting teacher for the deaf, assistive technology support from UCC, Finn o' Mhuracu on team teaching to mention a few.

Teachmeet is an innovative way for staff to share resources, methodologies and good practice. Innovative practices we will introduce in the future include Speak Week and Capitalise with MINTS Literacy Strategy.

A Whole School Approach to SEN

As part of a collaborative/ inclusive whole school approach we take the following policies into consideration as they interconnect with our work. We work closely with the care team and all subject departments.

- The Whole School Guidance Plan
- Anti-Bullying Policy
- Child Protection Policy
- RSE Policy
- SPHE Policy
- Literacy, Numeracy and Feedback Policies
- The School Improvement Plan
- The Gifted Students
- Substance Misuse Policy
- Internet Safety and Acceptable Use Policy
- All Subject Department Policies.
- Wellbeing Policy

Linkage and Integration - NQTs, PME Students & Substitute Teachers

The **special educational needs department (SEN)** and each subject department work very closely together throughout each academic year in **Kinsale Community School**. Information regarding specific student's needs and policies from each department are shared freely and this helps with the planning for students with special educational needs.

Each year, **New Qualified Teachers (NQTs), Professional master's in education (PME)** students and substitute teachers are supported by the **SEN department** in the following ways which benefit students with special educational needs:

There are specific students throughout the school who are allocated resource time by the **Department of Education and Skills** and these students receive support from a teacher within the **SEN department**. If this teacher is a **NQT, PME student or substitute teacher**, another teacher from the **SEN department** will meet with this teacher on an individual basis and outline expectations, norms and detail the **SEN department guidelines**. Students are then withdrawn from the mainstream class with parental permission.

At the beginning of each school year, a number of **SEN department meetings** are held and include all NQTs, PMEs, etc. that are joining the department. This includes an induction into how the department operates and what is expected of a teacher within the department.

Timetables also lend themselves to matching the teacher's subject area with the appropriate student.

All NQTs, PME students and substitute teachers teaching resource will only be teaching their own subject.

Droichead

Integration of the **Droichead** process in the school from September 2016 means that all new teachers who commence **Droichead** will attend one meeting per term and one additional professional learning activity. New teachers will normally complete **Droichead** in a mainstream setting. However, where the NQT is the most appropriate teacher to support the needs of pupils, they can engage in the Droichead process in special schools, learning support and resource settings.

FEILTE SCOILE

Kinsale Community School hosts FEILTE SCOILE. This involves teachers sharing different teaching ideas and methodologies across a whole school setting. All SEN teachers took part in Feilte Beag and many useful resources are shared as the SEN department gives a presentation to encourage inclusive learning.

This year in the SEN department, we have student teachers doing their PME in University College Cork. U.C.C provides a seminar on the role of the co-operating teacher to ensure all schools adopt the same plan of "gradual release" into the teaching workplace. The role of the co-operating teacher is to guide, support and aid the student teacher in their teaching experience. The SEN department will help the student teacher to formulate the scheme of work they will use while teaching resource for the year. In doing this they will liaise with each other every week to ensure that there is no issue with the teaching and learning of any particular topic. This also allows a chance for them to discuss any issue or problems that may arise in the course of their teaching. This process will ensure the student teacher develops and improves in their teaching.

Meetings and Collaboration

In Kinsale Community School we promote **collaboration** with subject colleagues in order to share good practice, provide mutual support, linkage and integration and review subject needs.

Collaboration with NQTs, PME students and substitute teachers is going on in an informal way within Kinsale Community School when teachers meet in the staffroom or on the corridors when they sit down and discuss SEN matters.

Collaboration happens in a formal setting when we have weekly/ minuted **SEN department meetings** and share resources, good practices and discuss matters relating to SEN.

These minutes are shared with the Principal, Deputy Principals, guidance, chaplain and year heads.

We use the confidential electronic special needs noticeboard to update all staff on matters relating to special educational needs. This information is of a highly sensitive nature and is treated as such.

Also the school has a storage facility so teachers can drop in SEN worksheets, PowerPoint's and general resources that they have created and used in their classes for other teachers, inclusive of NQTs, PME students and substitute teachers to use.

Administration & Record Keeping in accordance with GDPR

All information regarding students is always to be treated in the utmost confidence and is disclosed on a need-to-know basis.

Information stored digitally is limited to professional recommendations or other summary information it has been deemed appropriate to make known to relevant staff.

The SEN Department does not retain originals of any reports.

All documentation is stored securely and is not to be copied or removed from storage without the express permission of the Principal.

All records are merged with the student's main file after a student has left the school. These records are kept for a period of 5 years after the date of the student's intended year for sitting the Leaving Certificate.

List of Teachers Time-Tabled for Resource in 2019-20

Maria Brosnan

Chloe o'Regan

Ciatriona Leahy

Gail Mullaney

Emma Dwyer

Tony Cierans

Aisling O Callaghan

Core Team

Gail Mullaney

Maeve McNamara

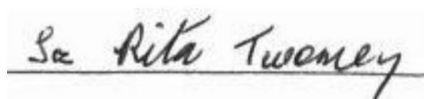
Joanne o'Connor

Monitoring & Review of SEN Policy

It is vital to review the provisions of SEN and therefore the review process of this policy needs to measure its success, development and improvement. It is proposed that this should take place regularly, a minimum of every 2-3 years, or as a response to legislative changes.

Ratified by the Board of Management on: 28th January 2020

Signature of the Chairperson, Board of Management:



Se Rita Twomey

Signature of the Secretary, Board of Management:



Seagun O'Leary