

## **Section A Belief Statement on SEN**

### **A.1 School's Mission Statement**

St. Mary's follows the Holy Faith philosophy of creating an inclusive school community whose central purpose is the religious, moral, intellectual, human, social and physical-recreational education of the student. The education programme of the school is directed towards the growth of the whole person. It aims to form integrated and self-reliant people who are eager to build a better world.

### **A.2 A Whole School Approach**

In pursuing a policy of inclusion to the greatest extent possible, St. Mary's will every year share SEN information with staff in an effort to promote a whole school approach. A number of strategies are employed to support this:

- (a) Ongoing communication between the Learning Support Team and the teaching staff.
- (b) Planning is a prerequisite for all effective teaching and learning and is especially so for students with special educational needs.
- (c) Collaboration between all parties involved especially the Board of Management, Principal, Deputy Principal, parents/guardians, students, classroom teachers, the Care Team and the school's Guidance Team.
- (d) Ongoing support for Continuing Professional Development and access to relevant training and courses.

## **Whole School Planning and Organisation**

### **Principal Themes**

The goal of inclusion is not to erase or to ignore differences between individuals. Rather inclusion aims to enable all students to fully belong to the school community and to be educated within a framework, in which differences between individuals are accommodated and celebrated.

As an inclusive school St. Mary's accommodates students with special educational needs, students with other learning differences and students from different environments and cultures.

For students who are having difficulty adjusting to the post-primary school, including those who have poor attendance in the first term, early intervention strategies can be implemented with the objective of preventing more significant difficulties developing, including early drop-out from school.

The school will organise in-school placement and teaching arrangements for students with special educational needs, in a manner that enables these students to be included with other students with varying abilities throughout the range of subjects to the greatest extent possible.

Resource teaching support will be provided to the students who have been identified formally by a psychologist, psychiatrist, speech and language therapist or other appropriate professional as having special educational needs.

Students with special educational needs will be included in mainstream classes to the greatest extent possible. Such students will be withdrawn for individual or small-group teaching only when it is clearly in their interest or at times when it is not possible to provide appropriate education in the mainstream class for them or for the other students.

The in-school assessment of an individual student will always be undertaken for a particular purpose that should lead to some action. In-school assessment is carried out as part of a cycle of information-gathering, planning, intervention and review and not as a once-off event.

### **Differentiation**

Differentiation is concerned with ensuring that all pupils are given tasks that match their level of attainment. It is about presenting tasks, so that students are able to demonstrate what they know (achievable tasks). It is also about allowing students to achieve success and feel that the learning experiences have been worthwhile (motivating tasks). St. Mary's acknowledges the ways in which individual children may differ as they approach learning (e.g. cognitive ability, prior knowledge skill level, learning rate, learning style preference, motivation, attitude, effort, interest, strength, talent). The classroom teacher can endeavour to differentiate four key classroom elements:

1. Differentiating Content
2. Differentiating Process
3. Differentiating Product
4. Differentiating Learning Environment

### **Communication**

The need for effective communication will require opportunities to convey and exchange information among all partners.

Taking confidentiality into account, an annual whole school information meeting is held on the first day of school to identify special needs students and to convey this information to staff. This information is updated as required throughout the year.

The school will endeavour through contact with parents/guardians to inform them of the provision made for their child and the issues relating to special education and their rights and

responsibilities in this regard. The school is open to suggestions on how to better communicate with parents in this regard.

### **The Role of Parents/Guardians**

Parent/guardians play a key role in the following areas:

- Providing the school with as much information as possible in the form of assessment, primary school reports, students' needs and help they have received in the past.
- Talking and listening to their child about the support they are receiving.
- Meeting with the Resource Team and subject teachers to advise, consult and be informed on the nature of their child's needs.
- Providing complimentary support at home that supports their child's programme of work.
- Encouraging their child to find comfortable ways of learning that suit them.
- Updating school personnel with relevant information as required.

### **The Rights of Parents/Guardians**

The Education for Persons with Special Educational Needs Act (Ireland 2004) confers on parents a series of rights in relation to the education of a child with special educational needs. St. Mary's Secondary School fully endorses and supports the following key rights:

- The right to make requests
- The right to be consulted
- The right to participate
- The right to withhold consent
- The right to information
- The right to appeal

### **A.3 Aims of Special Education within the School**

St. Mary's fully endorses the aims of education for students with special educational needs as set out by the NCCA (National Council for Curriculum and Assessment 2002), which state that the broad aims of education for students with special educational needs reflect those, which are relevant to all students and include:

- a) Enabling the student to live a full life and to realise her full potential as a unique individual through access to an appropriate broad and balanced curriculum.
- b) Enabling the student to function as independently as possible in society through the provision of such educational supports as are necessary to realise that potential.
- c) Enabling the student to continue learning in adult life.

St. Mary's supports the view that all students, if provided with suitable learning experiences and adequate levels of support, are capable of development and learning. St. Mary's is also mindful of the fact, that all students are entitled to a high quality education in an inclusive environment.

### **Rationale of St. Mary's Policy on Special Educational Needs**

The rationale of this SEN policy is:

- a) To comply with legislation and departmental guidelines and circulars.
- b) To clarify the roles and responsibilities of members of the St. Mary's community in relation to supporting students with special educational needs.
- c) To assist parents/guardians in making an informed decision in relation to the enrolment of their child in St. Mary's.
- d) To co-ordinate resource teaching roles and provision within St. Marys.

### **Advocacy Role and Inclusion**

St Mary's advocates inclusion, whereby students are enabled to access, participate in and benefit from the educational experience provided in the school to the fullest extent possible and to endeavour to do so alongside students who do not have learning needs. The goal of inclusion is to 'create a framework within which differences between individuals are accommodated and celebrated' (DES 2007 Inclusion of Students with Special Educational Needs Post-Primary Guidelines page 13). Inclusion in education relates not only to students with special educational needs, but also 'to a welcome for and acceptance within the school of all students who have learning differences' (DES 2007 page 13).

### **Students with learning difficulties/special educational needs defined:**

This includes students with 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 a condition that results in a person learning differently from a person without that condition. This also includes students who are classified as exceptionally able. These students require a greater extension of breadth and depth of learning activities than is normally provided for the main cohort of students.

## **Section B      OPERATING   CONTEXT**

### **B.1      In the Context of Legislation and Ethos**

The rights of all SEN students to inclusion are legislated for in the following six Acts:

1. The Education Act 1998
2. The Equal Status Act 2000
3. The Education Welfare Act 2000
4. The Equality Act 2004
5. The Education for Persons with Special Educational Needs Act 2004
6. The Data Protection Acts 1988 and 2003

This policy is drafted in the context of guidelines published by the Special Educational Support Service (SESS). This policy is drafted in consideration of the Education for Persons with Special Educational Needs Act 2004, as well as the National Council for Special Education 'Guidelines on the Individual Education Plan Process' (NCSE 2006).

### **B.2      DES Regulations**

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

- **M10/94** Revision of Rule 46 of the "Rules and Programme for Secondary Schools" in relation to exemption from Irish
- **Sp. Ed. 07/02** Applications for full-time or part-time Special Needs Assistant support to address the special care needs of children with disabilities (outlines care needs and Sp.Ed.02/05)
- **M37/03** Guidelines for Second Level Schools on the implications of Section 9 of the Education Act (1998), relating to students' access to appropriate guidance
- **PPT06/04** Appointment of Teachers to cater for Students with Special Educational Needs
- **M14/05** Revised Scheme of Grants Towards the Purchase of Equipment for Pupils with a Disability
- **SNA12/05** Contract of Employment for Special Needs Assistants employed in Second Level Schools
- **PPT12/05** Guidance Provision in Second Level Schools
- **PPT01/05** The National Council for Special Education (N.C.S.E.)
- **0135/2006** Payment of an allowance to recognised Post-Primary Teachers who hold a Graduate/ Higher Diploma in Special Educational Needs
- **0051/2007** Education for Persons with Special Educational Needs (EPSEN) Act 2004 and Disability Act 2005
- **0056/2011** Initial Steps in the Implementation of The National Literacy and Numeracy Strategy
- **0010/2012** Revised Arrangements for the Provision of Resource Teaching Supports for the 2012/13 School Year

- **0010/2013** Scheme of grants towards the purchase of essential assistive technology equipment for pupils with physical or communicative disabilities
- **003/2014** The Special Needs Assistant (SNA) scheme to support teachers in meeting the care needs of some children with special educational needs, arising from a disability
- **0070/2014** Guidance for post-primary schools on the provision of resource teaching and learning support
- **0003/2016** Approved Allocation of Teaching Posts 2016/17 School Year
- **0014/2017** Special Education Teaching Allocation

## **Section C      SCHOOL DETAILS**

### **C.1      General Description**

The present Secondary School was opened in Glasnevin in 1941 under the direction of the Holy Faith Sisters. The philosophy of St. Mary's follows the central philosophy of the Holy Faith Congregation and in so doing, it follows the directives of the 1998 Education Act by creating 'a school community whose central purpose is the religious, moral, intellectual, human, social and physical-recreational education of the student'. The long-term objective of St. Mary's therefore, includes 'the formation of young people who will be capable of living in and contributing to the community to which they belong'. The education programme of the school is directed to the growth of the whole person.

### **C.2      Organisation of Class Groups**

St. Mary's strives to create an inclusive learning environment where the needs of all students are catered for. In line with the Inclusion Guidelines (DES 2007) and Circular 0070/2014, Guidance for post-primary schools on the provision of resource teaching and learning support, St. Mary's provides a mixed ability setting for mainstream class groupings in Junior and Senior Cycle since 2007/2008.

#### **Organisation at Junior Cycle**

Each 1<sup>st</sup> Year group is formed with a deliberate mix of all ability ranges. The CAT 4 (Cognitive Abilities Test) results, in conjunction with the information transferred from primary schools are utilised to inform the organisation of mixed ability classes. Students in First Year are taught in their mixed ability tutor group for the majority of subjects. The 1<sup>st</sup> Year curriculum consists of the following fifteen subjects to facilitate subject sampling:

#### **Core Subjects**

1. Maths
2. English
3. Irish (if not exempt)
4. Geography
5. History
6. Religion
7. CSPE
8. SPHE
9. P.E.
10. Modern Language (one from French, German or Spanish)
11. Wellbeing - From September 2017 as part of the new Junior Cycle students will be experiencing a new area of learning called Wellbeing. This will build on the work schools are already doing in support of students' wellbeing. The four main subjects of the junior cycle Wellbeing programme are Civic, Social and Political

Education (CSPE), Physical Education (PE), Social, Personal and Health Education (SPHE) and guidance education. In the Wellbeing programme students will be learning the knowledge, attitudes and skills to enable them to protect and promote their own wellbeing and that of others.

Students will sample all of the optional subjects (12-16) until October mid-term, after which students will choose two Options from the list below:

### **Option Subjects**

- 12. Science
- 13. Music
- 14. Art
- 15. Home Economics
- 16. Business Studies

Students and parents can seek support from the subject teacher in making this decision. For students with special educational needs, the SEN Link Teacher for the year group in question is also available to support and advise the student and parents regarding these decisions.

The school does however bear in mind that some subjects do not lend themselves to being taught in mixed ability settings and may have different requirements depending on the syllabus being taught. Therefore, in 2<sup>nd</sup> Year, Irish and Mathematics students are streamed. They are placed in teaching groups according to their ability in that subject, which meet their needs and gives them the best possible chance of success. A foundation level class may exist in 5<sup>th</sup> and 6<sup>th</sup> year for Maths and Irish.

Students are banded in 3<sup>rd</sup> Year English, which allows for streaming if needed. Students who are identified as having a learning need are placed in a small Learning Support English class with a Resource Teacher.

### **Organisation at Senior Cycle**



Transition Year (TY) is an optional year arranged as mixed ability groups. A broad curriculum is offered in Transition Year, which caters for the needs and interests of all students.

### **Leaving Certificate Programmes**

Base classes are randomly selected to create a mixed ability setting. Most subjects are taught in mixed ability groupings, with the exception of Maths, Irish and English.

### **Traditional Leaving Certificate**

Students study 7 subjects – three core subjects and four option subjects.

#### **Core Subjects**

1. English
2. Mathematics
3. Irish (if not exempt)

#### **Option Subjects**

4. One Modern Language (French, German or Spanish) \*
5. Physics
6. Chemistry
7. Biology
8. Business Studies
9. Accounting
10. Economics
11. Politics and Society
12. Home Economics
13. History
14. Geography
15. Art
16. Music
17. Japanese can be studied as an extra. It is taught on the premises at the end of the school day.

*\* Students not studying a modern language are offered subjects on that option line such as Geography, Business Studies, or History which rotates annually depending on timetabling and available resources.*

For both Junior and Senior Cycle, there is the option to reduce the amount of subjects if required. This is done sparingly and in exceptional circumstances and only if the needs require it.

### **Education for Living Module**

Some students benefit from a reduced timetable to meet their needs. Therefore, some students with assessed needs or learning support needs are suited to this module. Students in the Education for Living module study six and sometimes five traditional Leaving Certificate subjects. In addition, they are taught Life Skills such as:

- Gaisce Awards
- IT Skills
- Knitting
- Cooking
- Gardening
- Creative Engagement
- Study Skills
- CV and Interview Skills
- Self-Reflection and Positive Mental Health Strategies

Links with outside organisations are made e.g. Finglas Youth Centre Group. The range of subjects varies annually depending on resourcing.

The selection process starts with the Care Team, who then proposes a list for staff input, after which students are interviewed and parents are consulted.

### **Leaving Certificate Vocational Programme**

The Leaving Certificate Vocational Programme (LCVP) is designed to enhance the vocational dimension of the Established Leaving Certificate. In St. Mary's, in line with the guidelines of the Department of Education and Science, this programme requires that students study at least five Leaving Certificate subjects and they must study two Links Modules – Preparation for the World of Work and Enterprise Education. Students also study a recognised course in a Modern European Language other than Irish or English.

The primary goal of LCVP is to prepare the students for adult life by ensuring that they are educated in the broadest sense with an ability to cope in an environment of change. Assessment is in the same manner as the Leaving Certificate examinations. For the Links Module, students are assessed by written examination and by portfolio of coursework. LCVP students receive the same certificate as other Leaving Certificate students, but their certificate includes an additional statement of the results of the Links Modules. Approximately forty students annually enter this programme.

### **C.3 Models of Organisation**

St. Mary's offers a mixed model of organisation. Students and parents/guardians are informed in writing about the arrangements for learning support they will receive at the start of the year i.e. the days and times. This is detailed in a standard consent form signed and sent home by

the student's support teacher (Appendix B). This procedure is outlined for the Learning Support Teacher in the Learning Support Teacher's Start-up Booklet (Appendix A). The period of intervention is dependent on the nature and extent of the individual's needs.

### **Model 1      Team Teaching/ Co-operative Teaching**

Provision is made on the timetable for in-class support such as team teaching/cooperative teaching, with particular emphasis on classes that have students with special needs. This model ensures that all students are included in the learning process through the provision of extra support in these classes.

St. Mary's applies the DES Inclusion Guidelines (2007 p53) stated below:

The support teacher usually pays particular attention to students with special educational needs or those with low achievement and endeavours to ensure that these students experience success in their learning programmes. Successful co-operative teaching requires collaboration between resource teachers, learning-support teachers, and mainstream teachers.

This model of co-operative teaching also allows for the flexibility of short term withdrawal for precision teaching when required with individuals or groups identified by the subject or support teacher. The student(s) return to mainstream lessons when the intervention is complete.

### **Model 2      Withdrawal of Students for Individual or Small-group Teaching**

This model happens in four instances:

#### **1. Irish Exempt**

Supplementary teaching is provided for students from 1<sup>st</sup> to 3<sup>rd</sup> year who are exempt from the study of Irish in addition to having an assessed need or EAL need, under DES Rule 46, Circular letter M10/94.

Irish is blocked at the same time on the timetable from 2<sup>nd</sup> to 6<sup>th</sup> year; students may attend learning support during Irish time. Further details of these procedures plus a register of students exempt from Irish can be found on the SEN folder titled 'Irish Exemptions' which is also available on Sharepoint.

#### **2. Modern Language Waiver**

Supplementary teaching is provided for 1<sup>st</sup> to 6<sup>th</sup> year students who drop a modern language due to their learning needs. Modern languages are timetabled in blocks at the same time for Junior Cycle. 5<sup>th</sup> and 6<sup>th</sup> year students who are not studying a modern language can avail of the other subject offered in the same option line.

All Junior Cycle students study one Modern Language for the Junior Certificate. Any second and 3<sup>rd</sup> year student, who has an assessed need and is proving to have great difficulty with the modern language resulting in distress, is considered for a Modern Language Waiver. This concern must first be brought to the attention of the SEN or Guidance Departments by the student, their parent/ guardian or the Modern Language Teacher. A process is then put in place before any decision is made. Initially there is consultation between Senior Management, the Guidance Department, the relevant SEN year group Link Teacher and the Modern Language Teacher. Next the parent/ guardian will be met by the relevant SEN and Guidance Department personnel to inform them of the outcome. Any career or third level implications are explained by the Guidance Department to the parent/guardian, which are stated on the 'Drop a Modern Language Consent Form' (Appendix F). Where appropriate the parent/ guardian signs the consent form to drop the Modern Language. These procedures and a register of students who dropped a Modern Language are outlined in further detail on the folder titled 'SEN Department Dropping a Modern Language Procedures' and also on Sharepoint.

### **3. Non-exam Subjects**

Students with an Assessed Needs Report, but who do not meet the criteria to be exempt from the study of Irish under DES Rule 46, and who also study a Modern Language, are withdrawn for supplementary teaching if deemed necessary. These decisions are made after consultation between the SEN year group Link Teacher concerned and the Senior Management Team. In this circumstance, withdrawal will happen during a non-exam subject time e.g. P.E. 1<sup>st</sup> - 6<sup>th</sup> year, or Religious Education in 5<sup>th</sup> and 6<sup>th</sup> year. The relevant mainstream teacher is informed in writing from the SEN year group Link Teacher (Appendix G).

### **4. In class Support Team Teaching Identified**

As already described in Section C.3 Model 1, individuals or groups may be identified during team teaching who require precision teaching intervention, which cannot be carried out in the mainstream class. Withdrawal will occur only for the length of the intervention and then students will return to the mainstream class. A record of the students withdrawn, the dates and the nature of the intervention is kept by the Support Teacher and is accessible via Sharepoint.

The aim of learning support withdrawal is to provide supplementary teaching to meet the needs of the students. Support Teachers are advised in the St. Mary's Learning Support Teacher Start-Up Handbook (Appendix A), which is available on Sharepoint, to consult their students' SEN Profile Document (Appendix C) and IEP (Appendix D) and to inform the content of their term and lesson plans.

In keeping with the Inclusion Guidelines (DES 2007 p55), which states that in withdrawal 'areas of literacy, mathematics, or social skills training' should be covered, we in St. Mary's offer a wide range of supplementary teaching depending on the needs of the individual.

## **C.4 Roles and Responsibilities**

The following key roles are defined within the policy:

- Principal
- Deputy Principal
- Board of Management
- Class teacher
- SEN Team and Co-ordinators
- Special Needs Assistant
- Parents/Guardians
- Students

### **Roles and Functions of the Principal, Deputy Principal and the Board of Management.**

#### **The Principal and the Board of Management**

The overall responsibility for the provision of education to all students, including students with special educational needs lies with the Board of Management. The Board of Management will facilitate the inclusion of students with special educational needs through inclusive enrolment policies and by promoting inclusive whole-school policies and procedures. The Board of Management and the Principal are charged with specific duties in legislation.

In relation to students with special educational needs the Principal and the Board of Management of St Mary's will:

- Ensure equality of access to and participation in all aspects of the activities of the school by students with special educational needs to the greatest extent practicable.
- Provide a secure facility for the storage, dissemination and transfer of confidential reports and other records relating to students with special educational needs.
- Ensure that reasonable accommodations are made within the school for students with special educational needs.
- Ensure adequate learning resources and classroom accommodation for students with special educational needs.
- Arrange for periodic reviews of the range of curriculum provision within the school to ensure that suitable programmes are on offer to all students, including those with special educational needs.
- Ensure that the resources available, including additional resources provided by the Department of Education and Skills (such as additional teachers and Special Needs Assistants), learning resources and classroom accommodation are used to make appropriate provision for students with special educational needs.
- Ensure that school staff and parents' representatives are consulted in relation to

decisions, policies and procedures for the education and inclusion of students with special educational needs.

In relation to parents of students with special educational needs the Principal and the Board of Management will:

- Ensure that the rights of parents as prescribed in legislation, including the Education for Persons with Special Educational Needs Act (2004), and as informed by good practice are upheld in the school.
- Ensure that parents of students with special educational needs are informed about their child's educational needs and how those needs are being addressed in the school.
- Ensure that parents are provided with opportunities to participate in decisions affecting their child's education.
- Ensure that parents are given access to records kept by the school in relation to their child's special educational needs and educational progress.

In relation to staff the Principal and the Board of Management will:

- Facilitate the continuous professional development of all members of the staff in relation to the education of students with special educational needs. This should include ensuring that resource teachers and learning-support teachers are facilitated in taking advantage of professional development opportunities and creating structures whereby members of staff with expertise in special education can share their knowledge with other teachers.

In relation to and the National Council for Special Education (NCSE) the Principal and the Board of Management will:

- In co-operation with the school staff and in accordance with school policies and procedures, co-operate to the greatest extent practicable with the National Council for Special Education and local SENOs (Special Educational Needs Organisers) in relation to the inclusive education of students with special educational needs and specifically about the arrangements for the placement of individual students with special educational needs in the school.

### **The Deputy Principal**

The Deputy Principal, in consultation with the SEN Team and the Principal will be responsible for:

- Timetabling all students including those receiving learning support.
- Liaising with teachers in relation to the timetable.
- Liaising with the SENOs.

- Liaising with the SNAs.
- Scheduling regular meetings with the SEN Team.

### **Parents/guardians**

Parents/guardians have a key role in relation to the following areas:

- Providing the school with as much information as possible in the form of assessment, primary school reports, students' needs and help they have received in the past.
- Talking and listening to their child about support they are receiving.
- Meeting with the Resource Team and subject teachers to advise, consult and be informed on the nature of their child's needs.
- Providing complimentary support at home that supports their child's programme of work.
- Encouraging their child to find comfortable ways of learning that suit them.
- Updating school personnel with relevant information as required.

Parents, through their unique knowledge of their own child have much to contribute to their child's learning programme. Parents are encouraged to actively communicate with the school if they observe any learning or related difficulties in their child at home. In all cases where screening, assessment and profiling is being conducted parents are consulted and their permission sought. The SEN Department advocates a partnership of collaboration and co-operation with parents of students with SEN.

### **The Student**

Students with special educational needs are responsible for the following:

- Attending regularly and punctually.
- Engaging fully in mainstream and support classes.
- Being involved where appropriate in setting learning targets with their support teachers.

Note: Students who do not engage fully with the SEN provision will have this provision reviewed. In some cases, the provision may be withdrawn.

The involvement of pupils in the development, implementation and review of their own learning programmes is an important principle that underpins effective SEN provision. Students are encouraged to contribute the learning targets as set out in the Individual

Learning Plan (ILP), and to develop ownership of the skills and strategies that are taught in the Resource rooms.

### **The Class Teacher**

The class teacher takes responsibility for the following:

- Ensuring the progress of all the pupils in his/her class by differentiation.
- Assisting in identifying and referring students who have learning difficulties to the SEN Department.
- Facilitating access to the curriculum for students with learning difficulties
- Being aware of the SEN students, all information available on these students and to implement, where possible the recommendations made in the psychological report.
- Exchanging information with the Resource Teacher on the student's progress.
- Co-operating with the provision of accommodation in House and State examinations
- Advising students on their Options.
- Partaking in a whole school approach to Learning Support

The class teacher has primary responsibility for the progress of all pupils in his/her class. It is particularly important that all class teachers create a classroom environment that accommodates and takes cognisance of learning difficulties. The class teacher also plays an important role in the early identification of pupils 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 Department. A key element of successful SEN provision is a high level of consultation and co-operation between the class teacher and the SEN Teaching Team. The class teacher is welcome to contribute to the learning targets set out in the SEN student's IEP (Appendix D).

### **The Special Needs Assistant**

The post of SNA is an integral part of our education system as laid out in Circulars 07/02, 24/03. Their primary role is to support and assist the inclusion of students with SEN. They inform and support the roles of parents and teachers. In this support the SNAs are seeking to maximise the student's potential and to promote his/her participation in class and school activities under the direction of the teacher. The SNA works with students on their specific needs and aims to balance support provided with promoting independence for students. An SNA may be assigned to an individual or to several students. A diary record is kept for each student or group by the SNA.

Included in the role of the SNA are the following tasks:

#### **In class**



- To assist and motivate students to stay on task and to re-focus students where necessary.
- To help students organise their homework diary, books and materials for class.
- To read or scribe for students as appropriate.
- To assist the students in following safety rules and to support practical work as required in practical classes.
- To assist students with motor skills difficulties.
- To support positive student behaviour.
- To contribute to successful educational experiences under the direction of the teacher.

### **Beyond the classroom**

- To organise the student before and after class.
- To accompany the student where necessary during breaks from class.
- To develop a rapport with the student and to mentor him/her.
- To assist the students in developing social skills.
- To be a conduit of information between SEN students and school personnel.

### **The SEN Team**

In St. Mary's there are 3 broad roles for each year group SEN Link Teacher;

1. Identification and Assessment of SEN and Learning Support Students.
2. Records
3. Communication

#### **1. Identification and Assessment**

The SEN Link Teacher is responsible for:

- Identifying those students in each year group needing Learning Support. The list of students is collated into a framework timetable in the Spring term in preparation for the following academic year's timetable.
- Screening and identifying students requiring Learning Support as per DES 07/14 Circular. Included in this are students who present at or below the tenth percentile in Literacy or Numeracy.
- RACE (Reasonable Accommodations at the Certificate Examinations) identification, assessment and applications.
- Reviewing standardised test results and school reports on an ongoing basis.

#### **2. Records**

The SEN Link Teacher is responsible for:

- Drawing up IEPs (Individual Educational Plans) or ILPs (Individual Learning Plans). These plans are electronically saved onto Sharepoint and readily available to all staff for consideration and subject planning. (Appendix D)
- Inputting and amending data on the SEN Register and developing a statement of need for each year group.
- Drawing up Irish or Modern Language Exemptions as required.
- Starting and updating the students' hard copy file to reflect phone calls, meetings, progress of targets, tasks completed and date completed, copies of letters, documents sent and received and relevant application forms.
- Assisting the Deputy Principal with timetabling all year groups for Learning Support.
- Collecting NCSE evidence for resources and application.

### **3. Communication**

Each SEN Link Teacher provides a clear point of contact for students within each year group. They are also a point of contact for other Support Teachers, Mainstream Teachers, the Guidance Department and Management.

Communication responsibilities would include:

#### **SEN Link Teacher**

- Follow up on referrals (Appendix H).
- Informing the Irish Department in writing of students exempt from Irish. Days and times of withdrawal are also communicated (Appendix G).
- Informing Subjects Departments in writing if they will be affected by models of organisation providing learning support (Appendix G).
- Supplying and explaining the Learning Support Teacher's Start Up Pack (Appendix A) to those involved in teaching Learning Support.
- Co-ordinating SNA support.

#### **Senior and Middle Management**

- On-going consultation with the SEN Link Teacher regarding issues arising.
- Learning support timetabling.
- Meetings with Year Heads.

#### **Parent/Guardian and Students**

- On-going.

#### **Outside Agencies**

The SEN Link Teacher is in continuous communication with the following agencies:

- NCSE (National Council for Special Education)
- NEPS (National Educational Psychological Service)
- SEC (State Exams Commission)
- SENO (Special Education Needs Organiser)
- SESS (Special Education Support Services)
- Visiting Teacher Service

## **Section D PROCEDURES**

### **D.1 Early Identification**

St. Mary's SEN Department is directed by Circular 0070/2014 sections 4 and 5, regarding early identification procedures.

#### **Phase 1**

##### **1. Entrance Assessment**

In February of each year, 6<sup>th</sup> class students sit the CAT 4, Irish normed entrance assessment. The SEN year group Link Teacher, in consultation with the Guidance Department, review the results ranked according to mean Standard Age Scores (SAS). Note is taken of students with a cognitive ability in the General Learning Difficulty (GLD) Range with a standard score (SS) 79 and below and SS 120 or above - NCSE Exceptionally Able Range. This information is used by the relevant SEN Department Link Teacher to inform and guide the differentiated teaching of these students (GLD and exceptionally able students) in mainstream class settings the following academic year.

The SEN Link Teacher informs staff about these students throughout the year via email, Sharepoint, presentations and discussion.

##### **2. Registration Forms Analysis and Cross-checking Procedures**

In February, the SEN year group Link Teacher for incoming 1<sup>st</sup> years cross checks all the registration forms. If the box for Irish Exemption or Psychological Assessment has been ticked then a note is made of the name of the student, the school and contact details. This is cross checked against the paperwork that has been received by the Link Teacher. If there is any discrepancy, the SEN Link Teacher contacts the primary school for clarification and makes note of the outcome. Further contact may be necessary with home at this point.

The relevant SEN Link Teacher receives reports of Assessed Needs or Certificates of Irish Exemptions that parents provide with the registration form or delivered at a later date.

##### **3. Transfer of Information from Primary Schools**

The Guidance Department personnel visit the primary schools in March to facilitate the transfer of relevant information. The Primary Passport and related information from the primary school staff, is shared with the SEN year group Link Teacher.

##### **4. Advance Planning for Learning Support and Team Teaching**

In Spring, the SEN Link Teacher for incoming 1<sup>st</sup> years compiles a list of students that will require learning support from the information gathered in steps a - c above.

To facilitate the Model of Team Teaching, the students with Irish exemptions can be placed in one base class and students with assessed needs together in another base class. The success of the Team Teaching plan is dependent upon Irish lesson times in the former class matching English and or Maths times in the latter class.

This process is done in consultation with the Guidance Department, who establishes the mixed ability classes and the Senior Management Team. This process can only be actioned if it does not interfere with the mixed ability balance of the base classes.

### **5. Information from Parents/ Guardians and Relevant Outside Agencies**

In April/May, the incoming 1<sup>st</sup> year Link Teacher makes appointments for students with significant challenges and their parents, along with personnel from outside agencies where necessary, to visit St. Mary's for a quick tour and a meeting.

### **6. Preparing for the Timetable**

The names of the students who have been identified at this point by the incoming 1<sup>st</sup> year Link Teacher as requiring support, are typed up and used to build the Learning Support Timetable for the following academic year. A copy of this document is forwarded to Senior Management. It is also available on Sharepoint.

## **Phase 2**

### **Standardised Attainment Screening Assessments**

In September of 1<sup>st</sup> year, students' literacy and numeracy attainments are measured using assessment instruments listed by the DES formal assessment instruments (including tests) approved for use in 2013/14 for guidance and /or learning support in post-primary schools.

The NGRT (New Group Reading Tests) is used to measure literacy and numeracy attainments are measured using the WRAT numeracy (Wide Ranging Achievement Test).

The English and Maths mainstream teachers raw score these results and the SEN Department personnel convert them into standard scores. This information is then recorded alongside the CAT 4 results.

The 1<sup>st</sup> year SEN Link Teacher analyses and marks this noting the students in the Exceptionally Able Range and GLD Range. The SEN Link Teacher informs the mainstream teachers of this so they can differentiate their teaching to meet the students's needs.

The 1<sup>st</sup> Year Link Teacher identifies those students whose attainments in literacy or numeracy are at or below the tenth percentile and meet the criteria for learning support in accordance with DES Circular 0070/2104.

An electronic copy of the assessments ranked by standard scores in Literacy per class group is emailed to the relevant English Teacher by the 1<sup>st</sup> Year SEN Link Teacher. Advice is given about how the class can be organised for group-work based on the results to facilitate differentiated tasks. The same process is carried out with the numeracy assessment standardised scores and the Maths Teachers.

The 1<sup>st</sup> year SEN Link Teacher sends the Year Head, SEN Co-Ordinator, Principal and Deputy Principal a copy of the emails sent with this assessment information. The work email system is password protected.

In 3<sup>rd</sup> Year, all students are assessed by the Guidance Department using CAT 4. Other formal testing may be carried out if required by the relevant SEN Link Teachers.

At present the following personnel have access to standardised assessment results on Sharepoint:

- The Principal
- The Deputy Principal
- Year Heads and Tutors
- Guidance Counsellors
- SEN Link Teachers
- English and Maths mainstream teachers
- Class Teachers

### **Phase 3**

#### **Referrals**

The relevant SEN Link Teacher deals with referrals from parents/guardians, mainstream teachers, Year Heads and Tutors (Appendix H). The SEN Link Teacher may deem it necessary to conduct further formal or informal assessment and place a student in learning support if the evidence merits it (DES Circular 0070/2014) and if the resources permit. In addition, the SEN Link Teacher may recommend a formal assessed needs process through NEPS if required.

If the results of the assessment indicate that a student has not got a learning difficulty, the student's needs are supported through the in-house structures available to all students. These include:

- Referral to the Guidance Department

- Mentoring/monitoring by Year Head
- Differentiated work in the mainstream classroom appropriate to their needs
- An agreed referral to an outside agency.

#### **Phase 4**

#### **Christmas and Summer Reports**

The SEN Link Teacher, in conjunction with the relevant Year Head, analyses both Christmas and summer reports for all students in that year group. Additional support is then provided if the resources permit.

## **D.2 Selection of Students for Special Education**

### **Resource**

In the past, students who have been formally assessed as having special educational needs by a psychologist, psychiatrist, speech and language therapist or other appropriate professional or who are identified by the guidelines set out in DES circular 0070/2014, are selected for resource teaching. From September 2017, allocation will be based on the DES New General Allocation System.

### **Screening Assessments**

The responsibility for the CAT 4 Entrance Assessment lies with the Guidance Department. The results are in turn passed on to the SEN Department. Literacy and Numeracy standardised assessments are carried out by the SEN Departments at the start of 1<sup>st</sup> Year. This information is shared with the Guidance, English and Maths Departments. Priority is given to students with low levels of achievement who are performing at or below the tenth percentile on standardised tests of literacy or mathematics.

### **Transfer**

In order to select students for learning support on the transfer from primary to secondary school the following procedures are in place:

- Application forms are screened to identify children with special needs who are applying for admission into St. Mary's.
- Primary schools should make available a list of students receiving learning support in primary school.
- Students' school records should be forwarded to St. Mary's SEN Department. All information is treated sensitively and confidentially in accordance with the Data Protection Act.

### **Concerns Arising**

If there is significant concern in the school that a student, who has not been identified as having special educational needs in fact has such needs, steps should be taken to have a formal assessment carried out by a relevant professional. The process of arranging such an assessment will involve information-gathering in the school and discussion with parents and the student along with the assigned NEPS psychologist for the school.



## **Low Attainment**

Students with low attainment will also be considered for selection. Staff collaboration and the sharing of results is important for this process.

## **Parental Alert**

Students brought to our attention by parents will also be considered for selection. In this case a meeting should be set up with the parents to discuss the student.

## **D.3 Planning for Individual Education Plans**

**An IEP is** (Appendix D):

- A written plan for a specific student that addresses specific needs.
- Developed through a collaborative process involving the school, parents, pupil and other professionals.
- A record of adapted or modified aspects of the educational programme.
- A focus on the priority learning needs of the pupil.
- Specific, measurable, achievable realistic and timed (SMART).

This document should be a practical working document that highlights the strengths and needs of the student, compiled in a collaborative manner from all relevant agencies. The SEN Department should follow the following steps in the creation and continued updating of an IEP:

1. Summarise the externally assessed needs reports onto a profile document, done for the incoming 1<sup>st</sup> years and updated thereafter (Appendix C).
2. Send home a blank IEP for parents/guardians and students to discuss and complete and return to school (Appendix D).
3. Type up Draft 1 IEP based on the assessed needs report and other evidence from outside agencies and primary school transfer information.
4. Conduct IEP meetings within the SEN Department to discuss key interventions to meet the needs of the student.
5. Update the IEP continuously updating and communicate changes where relevant.

## **Involvement of Parents**

Parents/guardians of the students who receive learning support are made aware of the IEP. Communication is made either in writing or by a phone call home to inform parents/guardians of their daughter's needs and how the SEN Department will address these needs. Communication with parents/guardians is on an ongoing basis throughout the year, particularly when there is a change affecting the student, the requirement of material or the start of an application process.

Parents will be contacted when:

- Students are identified as being at or below the 10<sup>th</sup> percentile in terms of ability or performance
- When a decision is made to include students in a Learning Support withdrawal group
- When running standardised tests
- When a significant intervention is made on the student's behalf.

Communication with parents can be achieved by text message, emails, letters, phone calls and face to face meetings depending on the complexity or gravity of each situation. In addition, parents wishing to find out about their daughter's progress, may contact the SEN Department by phone via the school office (Appendix E).

out about their daughter's progress, may contact the SEN Department by phone via the school office (Appendix E)."

### **Involvement of Students**

Students will have an active role in their Learning Support and Resource classes and in the continuous updating of their IEPs. Each student has the responsibility to be aware of their class time and location for Learning Support or Resource class and to make themselves present for classes.

## **D.4 Monitoring, Evaluation, Assessment and Reporting**

St. Mary's monitoring, evaluation, tracking and assessment is based on section 2.2.12 of the DES Learning Support Guidelines (2000), which highlights whole-school procedures for monitoring the progress of individual pupils.

Ongoing monitoring in relation to student's attainment of short-term objectives is tracked by the Learning Support Teacher in their weekly lesson plans, or a similar document, and the student's learning support folder. Details of progress in specific programmes can be measured by formal or informal methods both before and after the intervention.

A more detailed review of a student's progress in relation to the targets on their IEP is carried out by the Learning Support Teacher in consultation with the SEN Link Teacher. Student's IEP's are stored on Sharepoint. In line with the DES guidelines, this review 'should detail progress to date and culminate in a decision on the level of support the pupil will need in the future, the form that support should take, and where appropriate, a revision of the learning targets and activities in the Individual Profile and Learning Programme'. (DES 2000)

A wider review of students' progress is carried out between the Year Head and SEN Link Teacher based on the Christmas and summer reports.

## **Appendices**

<b>Appendix</b>	<b>Contents</b>	<b>Page</b>
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<b>A</b>	Learning support teacher's start up pack	29-42
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## Appendix A

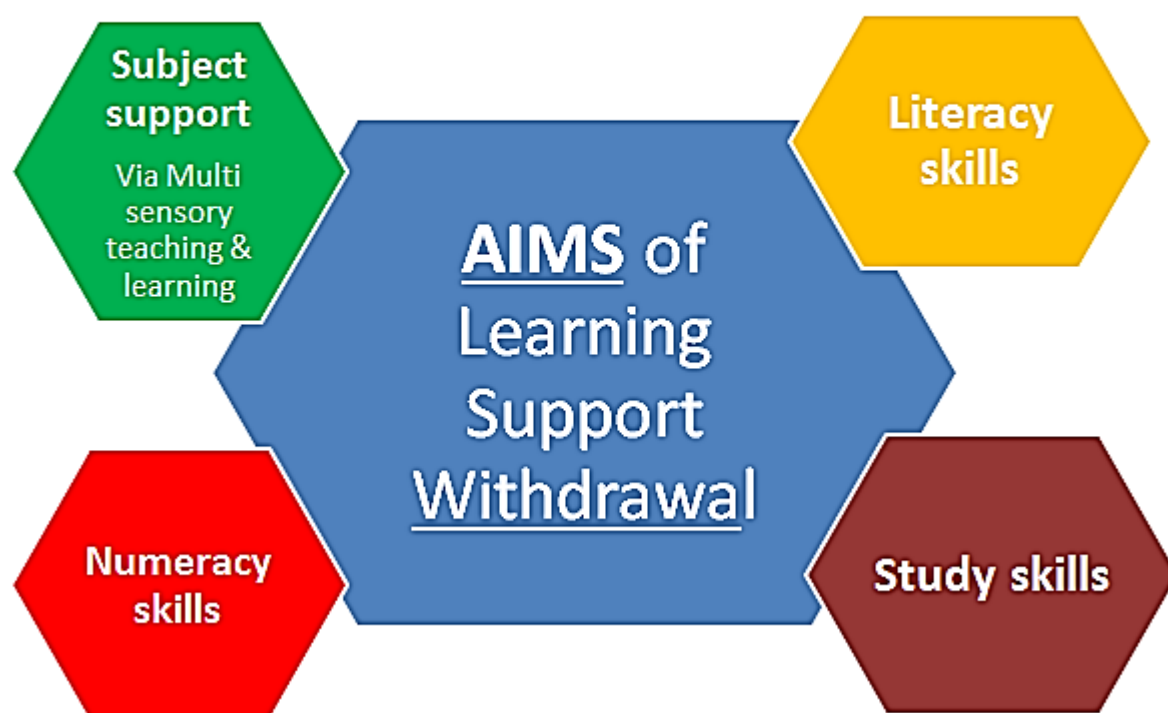
## **Learning Support Teacher's Start-Up Pack.**

St. Mary's Secondary School,  
Glasnevin,  
Dublin 11.

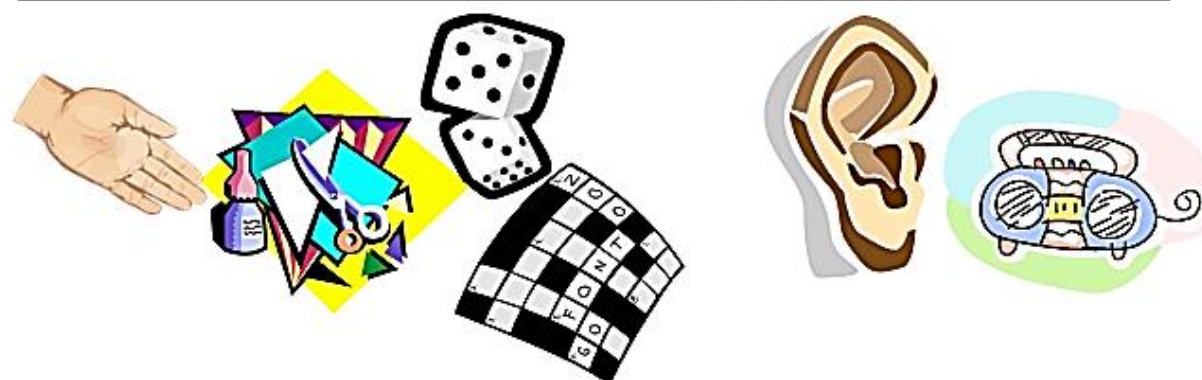
Name of Teacher:

---

Depending on the individual student's needs we provide the following.....

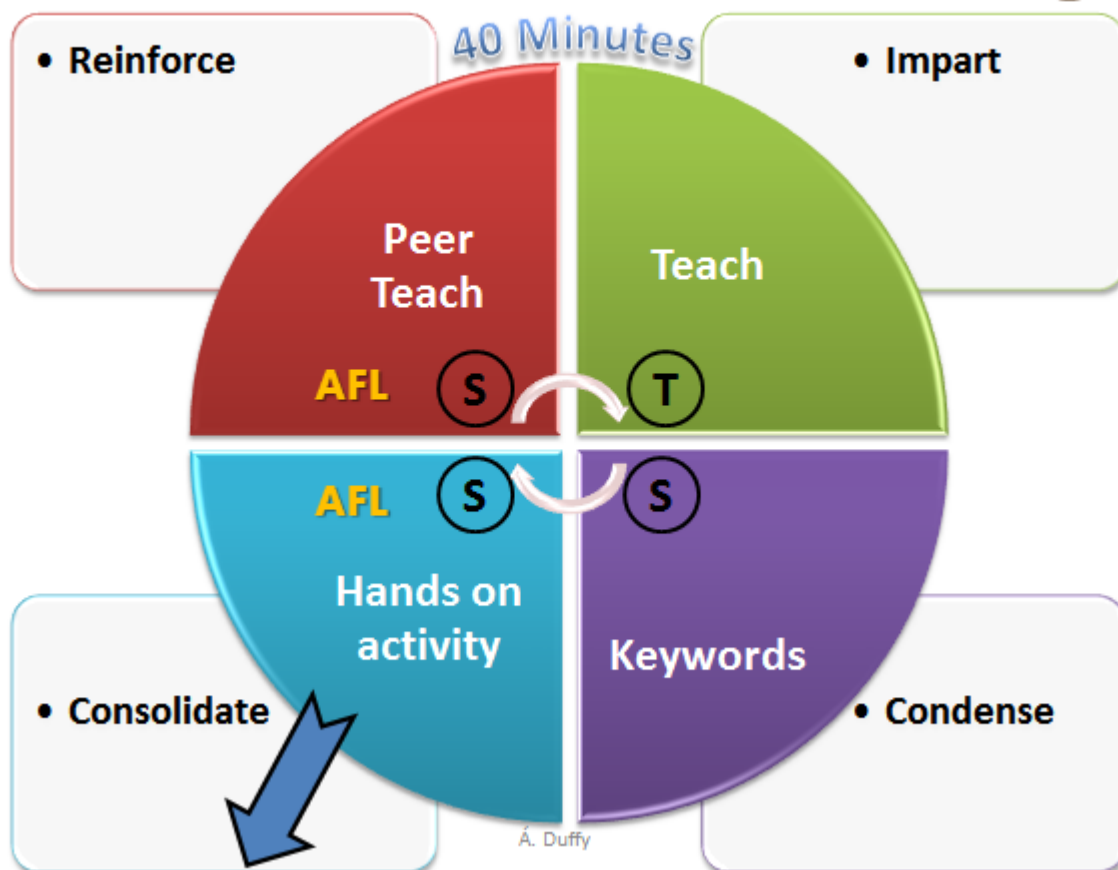


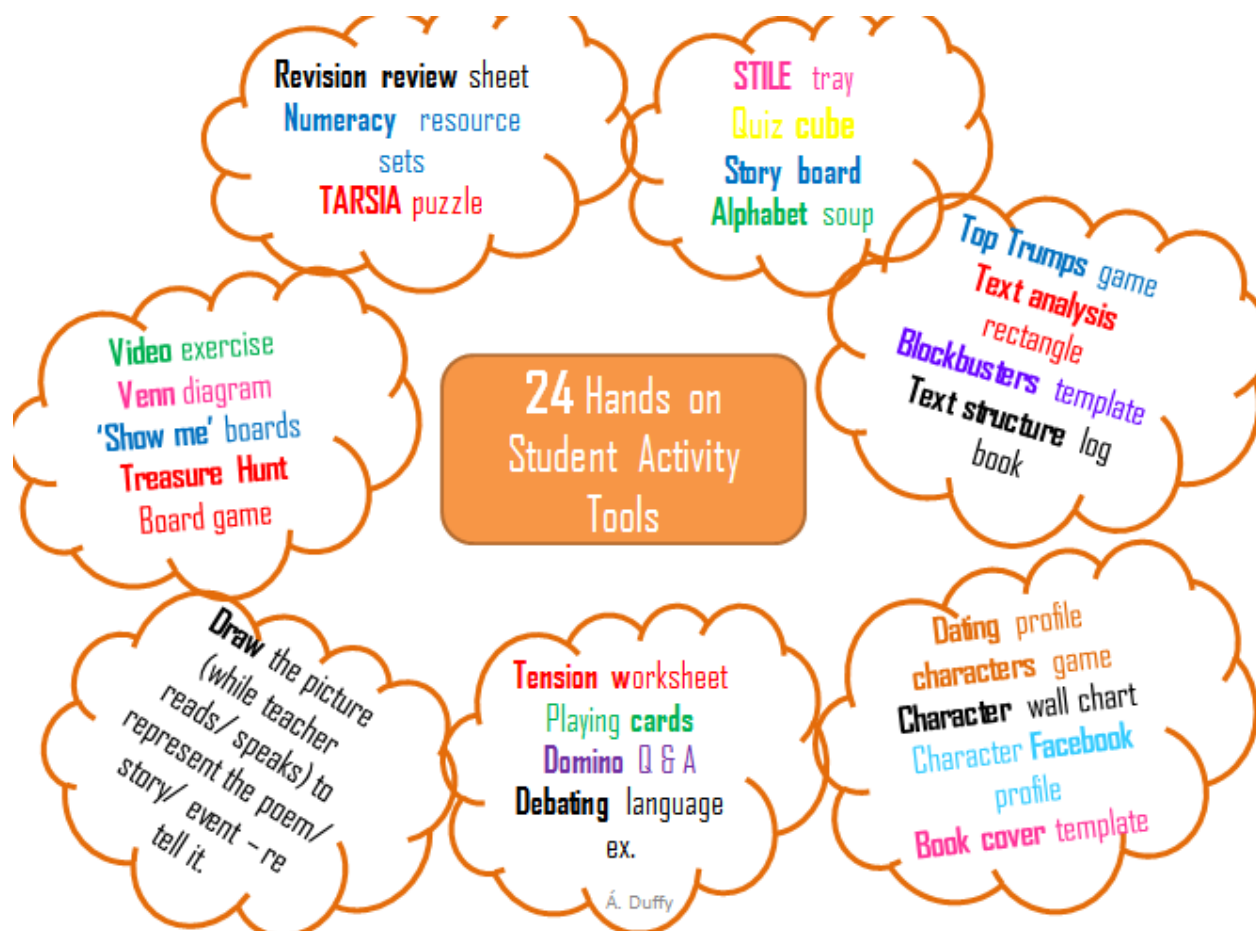
## Multisensory teaching & learning





## Lesson's Circle of Learning







Planning: Long Term (TERMLY) Aims & Objectives

**Name:**

**From:**

**To:**

(individual/ group/ class)

<b>Aims</b>	
<b>Objectives</b> ( <i>Action verbs. Behaviour/ Conditions/ Level</i> )	
Date:        /        /	<b>Review:</b> Review
<b>Overall Comment (self/student/other):</b>	
<b>Reformulation of Aims &amp; Objectives:</b>	

Signed: \_\_\_\_\_ (teacher)

<b>WEEKLY PLAN</b> (for individual/ group/ class)		Short Term Weekly Objectives (Must/ Should/ Could)		
<b>Name:</b> <b>Week Beginning:</b> <b>Teacher:</b>		<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>		
<b>Day</b>	<b>Content (knowledge / Skills)</b>	<b>Teaching Method/s</b>	<b>Materials/ Resources</b>	<b>Differentiation (for groups/classes only)</b>
<b>Monday</b>				
<b>Tuesday</b>				
<b>Wednesday</b>				
<b>Thursday</b>				
<b>Friday</b>				
<b>Comment/ Review:</b>				

**Informing Support Teachers about their group(s)**

<b><u>To:</u></b>	<b><u>From:</u></b>
<b><u>Date:</u></b>	<b><u>Re:</u></b> Your Support group (s)

<b><u>Assigned the following Learning Support group:</u></b>	
<b><u>You share the teaching of this support group with.....</u></b>	
<b><u>Day &amp; class period:</u></b>	
<b><u>Venue:</u></b>	
<b><u>Start date with your group:</u></b>	
<b><u>What to do next?</u></b> <ul style="list-style-type: none"> <li>• Read the <b>Starter Pack</b> attached. You may find this useful</li> <li>• Consult <b>Sharepoint SEN Dept.</b> To understand the <b>student(s) needs and IEP</b></li> <li>• <b>Consult</b> with any <b>other teachers you may be sharing this support group</b> with, as indicated above, to devise a scheme of work.</li> <li>• <b>Lesson 1</b> See Starter Pack .</li> <li>• Consult <b>Sharepoint SEN Dept . For Teaching Resources.</b></li> <li>• There are EAL folders with resources in Resource Room 1.</li> </ul>	
<i>Any queries/ problems please <b>speak with the relevant SEN Link Teacher.</b> Thanks, the SEN team.</i>	

**MEMO**

<b><u>TO:</u></b> All learning support withdrawal teachers.	<b><u>FROM:</u></b>
---	---------------------

<b><u>DATE:</u></b>	<b><u>RE:</u> IT &amp; Learning Support</b>
<p><b><u>4 Microsoft Surfaces</u></b></p> <ol style="list-style-type: none"> <li>They are located in individual carry bags in a basket in the <b>LOCKED</b> press in Resource Room 2. <b>SPARE KEY</b> for this is always hanging at my desk. <b>PLUGS</b> are in each bag.</li> <li>They are a very expensive resource so it is <b>best that they are used</b> in either of the <b>RESOURCE ROOMS</b>. However, if this is causing difficulty please let me know, we can work something out.</li> <li>Please use the <b><u>LOG BOOK</u></b> in the basket for recording what you found useful with the Surfaces, so we can all share ideas. If you wish to <b>borrow one for a weekend</b> to get familiar with them then please <b><u>SIGN OUT</u></b> in the LOG BOOK &amp; remember to <b>SIGN BACK IN when device returned</b>.</li> <li><b><u>LOGGING ON</u></b> to the Surfaces: When you switch them on the window will appear saying User Name: sen@stmaryshfg.ie . The <b>PASSWORD</b> is <b>Learn123</b> (Please note a capital L)</li> <li><b><u>INTERNET</u></b> via Surfaces: They will all be connected to the wireless router. If it asks you for a password it is Stopme2013 (same as PC's log on in that room).</li> <li><b>Power points &amp; lessons</b> for the following subjects are in folders on the 'desktop' – <b>English 1<sup>st</sup> – 6<sup>th</sup>, Geography 1<sup>st</sup> – 6<sup>th</sup>, Religion 1<sup>st</sup> – 3<sup>rd</sup>, History 1<sup>st</sup> – 3<sup>rd</sup>, a small bit of Business Studies</b>.</li> </ol>	
<p><b><u>LAZER PRINTER:</u></b></p> <ul style="list-style-type: none"> <li>The ink (super expensive, nearly €200) has been bought out of the SEN budget and is now installed.</li> <li>The printer can only be used by Learning Support staff and students.</li> <li>Please don't allow students to print multiple copies.</li> <li>Master copies are best, then <b>photocopy those – cheaper</b>.</li> </ul>	
<p><b><u>2 PC's:</u></b></p> <ol style="list-style-type: none"> <li><b>Logging on:</b> When you are using the computers in the 'Red Room' please <b>do not log on as yourself</b>. Log on as the screen shows i.e. the resource classroom general log on. This is because it causes massive delays / problems for the next teacher's lesson.</li> <li>Password: <b>'Stopme2013'</b> (note it's a capital S)</li> <li><b>What's on the desktop?</b> <ul style="list-style-type: none"> <li>Some subject lessons (English/ Geography/ Religion/ History/ Business Studies.</li> <li>Word</li> <li>Power Point</li> <li>Prezi</li> <li>Tarsia generator</li> <li>Literacy Programme &amp; spreadsheet tracker for 'SNIP'.</li> <li>Template worksheets folder that could be used for all subjects.</li> </ul> </li> </ol>	
<p><b><u>NEED YOUR HELP</u></b></p> <p>If you teach any of the following subjects can you please copy power points / lessons onto the desktop.</p> <p>We need this material to teach the SEN students.</p> <ul style="list-style-type: none"> <li>History 5<sup>th</sup> &amp; 6<sup>th</sup> yr</li> <li>Business Studies</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>Biology LC</li> <li>German</li> <li>Spanish</li> <li>French</li> </ul>

## **PROCEDURES FOR SEN TEAM WITH REGARD TO LEARNING SUPPORT**

*(copy of Memo to be given at the **start of the year** to each **Learning Support withdrawal teacher**, also to be given **during the year** when **new appointments** may be made.)*

### **MEMO**

<b><u>TO:</u></b> All Learning Support teachers.	<b><u>FROM</u></b>
<b><u>RE:</u></b> <b>Guidelines &amp; procedures</b> to help you conduct your learning support withdrawal classes.	<b><u>DATE:</u></b>

Welcome to the SEN Department at St. Mary's. Please familiarise yourself with our 'Procedures for Learning Support teachers' documents which you will find in a folder on the SEN Department shelf in the staff room and on Sharepoint.

#### **Aims of the Guidelines & Procedures for Learning Support withdrawal staff:**

- To enable you to teach within part of a team, similar to other subject departments, and not to feel isolated.
- To create a structured framework in which you can work.
- To foster a 'best practice' learning environment for the Learning Support withdrawal students.

You will notice that it is recommended that you fill out 'templates' for individual and group withdrawal, which are included in your 'Start Up Pack'. The reason for this is we must be accountable to the parents, students and DES for what we do during each class period, and unlike regular class which is safeguarded by following a subject curriculum, in learning support we must create the structure ourselves.

#### **Steps in the Procedure for Learning Support Withdrawal teachers:**

##### **1. Student Profile Folder:**

When you have received your list of Learning Support students the next step is to find out their assessed needs, if any, plus their learning needs and strengths. Please consult the 'SEN Student Profile' folder on Sharepoint. Here you will find a summary sheet (based on their psychological assessment and supporting documentation) for each student. You will note their assessed needs, if any, their learning needs & strengths. This will help you support them with targeted teaching & learning. **An inspector would expect you to know this information.**

##### **2. IEP**

Individual Education Plan for your student(s). You need to consult the 'IEP' folder located on the SEN dept. shelf in the staffroom. There you will find a summary of your student's learning needs & strengths, plus the skills and lessons they must be taught during learning support. Use this in conjunction with the IEP they fill in lesson 1. **An Inspector would expect you to know this information.**

##### **3. Venue:**

When you get your timetable then book your slot in the Learning support rooms, up the back stairs near the Board Room. Please fill in the room booking timetable taped to the door. It is important to use these rooms as this is where all the students' records and our resources are centralised. Also can facilitate team teaching.

#### 4. **Record Keeping: (required for inspection)**

**Student folders:** Assign each withdrawal student a folder for the year, there may be one already there with their name on it. If not, put a label on it with their name & class. These are to be kept on the shelf in the 'Red Room' or in the press in the 'Blue Room'. At the end of each lesson the students will file their work into their folder. Please remind students they do not own the folders, just the contents, so please do not write on them.

**Lesson Records:** We would recommend that you keep account of what you are covering. You could use the CICE Term plan template & Weekly lesson plan template in your 'Start Up Pack'.

#### 5. **Understanding your student's needs:**

We would recommend that you take photocopies of the information that is relevant to your withdrawal students' Special Educational Need and keep it on your files. You will find this is the 'Signposts' folder on SEN shelf in staffroom and Sharepoint.

#### 6. Following a **Learning Support Programme:**

It is advisable that just like other subject departments, we should also follow a similar 'team' programme, but with slight variation due to the different needs of the students in front of us. We should be 'singing from the same hymn sheet or similar one at least.

At the ISLA annual conference in Sept. 2012, it was advised that withdrawal programmes should be no longer than 8-9 weeks, after which their content should be changed as they will be ineffective after that time. Basically blocks of different types of intervention.

- **Literacy Programme:**
- **Numeracy Programme:**
- **Subject Support Programme**

Material you may find useful are on Sharepoint 'Teaching Resources'.

#### 7. **Monitoring, Tracking and Assessment of your student's progress:**

Ongoing monitoring in relation to student's attainment of short-term objectives is tracked by the learning support teacher in their weekly lesson plans, or a similar document, and the student's learning support folder. Details of progress in specific programmes is measured by formal or informal methods pre and post the intervention. Some examples of these programmes are;

##### **Literacy**

- Written Expression Programme, stored on Sharepoint.
- Bespoke Spelling Programme based on a spelling error analysis of student's work, template stored on Sharepoint.
- SNIP word reading and spelling programme, stored on Sharepoint.
- DOLSCH Sight Words Assessment and Word Reading Programme, on Sharepoint.

##### **Numeracy**

- SSER Numeracy Assessment and Programme, on Sharepoint.

Other

- Mavis Beacon Typing Programme.
- Behaviour Plans, tracking and evaluation templates from NBSS, on Sharepoint.

A more detailed review of a student's progress in relation to the **targets on their IEP** is carried out by the learning support teacher in consultation with the SEN Link Teacher. Student's IEP's are stored on Sharepoint. "This review should detail progress to date and culminate in a decision on the level of support the pupil will need in the future, the form that support should take, and where appropriate, a revision of the learning targets and activities in the Individual Profile and Learning Programme" , IEP. (DES 'Learning Support Guidelines' 2000, 2.2.12)

8. Please display your students' work In the hall outside the resource rooms there are put 3 headings 'Literacy' 'Numeracy' & 'Subject Support'.

**Procedures for In Class Support / Co-Operative Teaching**

Please consult Sharepoint or the hard copy folder on SEN shelf in staffroom titled 'Team Teaching'

DATE: \_\_\_\_\_

Dear Parent/ Guardian,

\_\_\_\_\_ class \_\_\_\_\_ has been allocated time for learning support. We plan to **withdraw/ in class** support \_\_\_\_\_ **from/ in** \_\_\_\_\_ class to enable her to avail of extra support.

The following items need to be provided for Learning Support Lessons (*applies to withdrawal only*):

- Refill Pad.
- Index card box **or** a Ferrero Rocher Box. (*used to create keywords & study prompt cards*)
- 1 pack of index cards.

If you have any concerns or queries regarding the above arrangements, please do not hesitate to contact us.

Yours sincerely,

\_\_\_\_\_ (*Learning Support Teacher, St. Mary's Secondary School, Glasnevin.*)

---

### PERMISSION FORM FOR WITHDRAWAL FROM CLASS:

Name of student: \_\_\_\_\_

Class: \_\_\_\_\_

I give permission for my daughter to be withdrawn from class to receive Learning Support.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



<b>STUDENT:</b> _____ <b>BASE CLASS:</b> _____ <b>TUTOR:</b> _____ <b>YEAR HEAD :</b> _____	
<b><u>SUBJECT</u></b>	<b><u>TEACHER</u></b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	

**Inform the personnel listed above about classroom accommodations required to help this student's learning.**

**Preparing an Individual Education Plan (IEP) for the year. 2015 /2016**  
 (Copy for parent/ guardian & student to fill.)

<b>Name of Student:</b>			
<b>Class:</b>			
<b>Strengths</b>			
<b>Needs</b>			
<b>Priority Needs</b>			
<b>Subjects you find easy.</b>			
<b>Subjects you find challenging.</b>			
<b>Further Information you may feel is relevant.</b>			
<b>TARGET(S)</b>			
<b>Issue to be targeted</b>	<b>TARGET Action</b>	<b>Target Review Date</b>	<b>Target achieved?</b>
<b>Date:</b>		<b>Signed:</b>	

## Appendix B

Dear Parent/ Guardian,

\_\_\_\_\_ class \_\_\_\_\_ has been allocated time for learning support. We plan to **withdraw/ in class** support \_\_\_\_\_ **from/ in** \_\_\_\_\_ class to enable her to avail of extra support.

The following items need to be provided for Learning Support Lessons (*applies to withdrawal only*):

- Refill Pad.
- Index card box **or** a Ferrero Rocher Box. (*used to create keywords & study prompt cards*)
- 1 pack of index cards.

If you have any concerns or queries regarding the above arrangements, please do not hesitate to contact us.

Yours sincerely,

\_\_\_\_\_ (*Learning Support Teacher, St. Mary's Secondary School, Glasnevin.*)

---

### PERMISSION FORM FOR WITHDRAWAL FROM CLASS:

Name of student: \_\_\_\_\_

Class: \_\_\_\_\_

I give permission for my daughter to be withdrawn from class to receive Learning Support.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix C

### Student Profile

The following information forms the background for drawing up the student's individual learning plan. It brings together the main information found in the assessment report(s).

<b>Name &amp; class:</b>	<b>DOB:</b>
<b>Assessed Needs:</b>	<b>Report Date:</b>

<b>COGNITIVE TESTING</b>				
	<b>Standard Score</b>	<b>Percentile</b>	<b>Descriptive range</b>	<b>Strength/ Weakness</b>
<b>Full Scale IQ</b>				
<b>Verbal Comprehension</b>				
<b>Perceptual Reasoning</b>				
<b>Working Memory</b>				
<b>Processing Speed</b>				

<b>ATTAINMENTS</b>	<b>Standard score</b>	<b>Percentile</b>	<b>Descriptive range</b>	<b>Strength/ Weakness</b>
<b>Word reading</b>				
<b>Word decoding (pseudowords)</b>				
<b>Reading</b>				
<b>Reading comprehension</b>				
<b>Accuracy</b>				
<b>Speed</b>				
<b>Spelling</b>				
<b>Written Expression</b>				
<b>Written Speed</b>				
<b>Receptive Language</b>				
<b>Expressive Language</b>				
<b>Numerical Operations (written)</b>				
<b>Mathematical Reasoning (oral)</b>				

<b><u>STRENGTHS</u></b>	<b><u>NEEDS</u></b>
	<ul style="list-style-type: none"> <li>See <b>Student's IEP</b> (Individual Education Plan folder) for detailed teaching suggestions.</li> </ul>

<b><u>Year Head:</u></b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
	TY	5 <sup>th</sup>	6 <sup>th</sup>

<b><u>Tutor:</u></b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
	TY	5 <sup>th</sup>	6 <sup>th</sup>

<b><u>PRIMARY SCHOOL:</u></b>	
Principal:	6 <sup>th</sup> class teacher:
<b><u>Relevant Information Transferring:</u></b>	

<b><u>Record of ASSESSMENT</u></b>				
<b>Date</b>	<b>Chronological Age (DOB )</b>	<b>Name of Test</b>	<b>Administrator</b>	<b>Outcomes</b>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Irish Exemption Certificate

☐

Yes

☐

## Appendix D

### Preparing an Individual Education Plan (IEP) for the year. 2015 /2016

(Copy for parent/ guardian & student to fill.)

<b>Name of Student:</b>			
<b>Class:</b>			
<b>Strengths</b>			
<b>Needs</b>			
<b>Priority Needs</b>			
<b>Subjects you find easy.</b>			
<b>Subjects you find challenging.</b>			
<b>Further Information you may feel is relevant.</b>			
<b>TARGET(S)</b>			
<b>Issue to be targeted</b>	<b>TARGET Action</b>	<b>Target Review Date</b>	<b>Target achieved?</b>
<b>Date:</b>		<b>Signed:</b>	

Group Profile

CONFIDENTIAL & WITHOUT PREJUDICE

GROUP NAME: \_\_\_\_\_

SUBJECT / AREA: \_\_\_\_\_

Individual													Group
Student Details	Summary of Assessment						Conclusions Emerging						Prioritised Needs
	Formal Assessment						Summary						
	Informal Assessment						Established Personal Strengths	Prioritised Needs					
	Observations (On-going) Relevant to this situation												
Name, Age & Date of Birth	Test & Date	Result	Test & Date	Result	Test & Date	Result	Observations (On-going) Relevant to this situation	Established Personal Strengths	Prioritised Needs	1.	2.	3.	4.
	Test & Date	Result	Test & Date	Result	Test & Date	Result							
1.	DOB: __/__/__ Age: ____												
2.	DOB: __/__/__ Age: ____												
3.	DOB: __/__/__ Age: ____												

## Appendix E

### IEP Parent / Guardian Meeting AGENDA

Date:

Attending:

#### Documents for Parent/ Guardian

- Student's Profile
- Graph with Standardised lit & num & CAT scores marked
- IEP ( printed out, Student filled, blank for home input)

#### AGENDA:

1. Standardised Test Results:

a. CAT (Cognitive Abilities Test)

b. NGRT (New Group Reading Test)

c. WRAT (Wide Ranging Achievement Test ) numeracy part:

(See **Graph** to illustrate)

1. IEP

a. Student's own ideas (copy filled from their folder)

b. My print out based on records

c. Blank for parental/guardian input

2. Support Details

a. When?

b. With whom?

c. Scheme of work

3. Student's Class Teachers

How informed?

By whom?

What documents were provided?

## Appendix F



**DRAFT PROCESS/ PROCEDURE FOR DROPPING A MODERN LANGUAGE:****1. Establish CRITERIA:**

For dropping a modern language to avail of Learning Support.

- Dropping language should only be a **last resort**.
  - The student should have a **defined/ diagnosed learning difficulty**.
  - The student is **not** already receiving **Learning Support** due to an exemption from **Irish**.
  - **Learning Support slots are available** at the same time as the modern language for the student's year group.
  - The **Deputy Principal** and or **Principal** must give the final consent.
  - This intervention is best done **as soon as possible** in the student's schooling.
  - It is preferable to drop a modern language rather than Irish as Irish has foundation level that may suit student.
2. Phone home – make the suggestion.
3. If they wish to avail of this offer then they must supply a letter from home asking to drop the language & name the language.
4. **'Stakeholders' Meeting/** consultation must be held between
- SEN Link Teacher
  - Modern Language Teacher
  - Year Head
  - Career Guidance
  - Parent
  - Student
- to explain possible implications re career/ 3<sup>rd</sup> level choices later.
5. After reflection & if the **parent/ guardian** still choose to drop the modern lang. then they must make a **written application** to do so stating the possible career implications were explained during a meeting.
6. The **language teacher** to be informed by SEN that the student is coming to LS during the language times. See template letter on next page

**Cross check CRITERIA for dropping modern language to do Learning Support.**

STUDENT	BASE CLASS	DIAGNOSED LEARNING NEED	IN L.S. INSTEAD OF IRISH?	'STAKEHOLDERS' MEETING TAKEN PLACE?	LETTER FROM HOME RECEIVED?	Is there LS class on that time?
1.						
2.						

**Appendix F**

Date: \_\_\_\_\_

Dear Ms. Bourke (*Principal*),

I am writing to request that \_\_\_\_\_ class  
\_\_\_\_\_ wishes to no longer study a modern language because

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After consultation with her language teacher \_\_\_\_\_ the Special Education/  
Learning Support Department and Guidance Department, it has been made clear to me the  
possible implications of 3<sup>rd</sup> level and course application restrictions placed on applicants  
without a modern language.

**Possible After School Implications Without a Modern Language.**

Students leaving school **without a qualification in a modern language** .....

- Would not be eligible for courses at the **National University of Ireland** i.e. **UCD** or **NUI Maynooth** as there is an entry requirement for Irish, English, Maths and a Foreign Language. An exception to this rule are the courses in Nursing, Science and Engineering.
- Without a modern language you are eligible for **DCU, Trinity** and all **IT** colleges and **FETAC** colleges. An **exception** to this rule is if the course applied for has a **language element** as this will require a third language.

However, it is still my request for \_\_\_\_\_ to cease the study of  
\_\_\_\_\_.

Signed : \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix G

Date: \_\_\_\_\_

Dear \_\_\_\_\_ (teacher)

Just to inform you that \_\_\_\_\_ (students name) , class  
 \_\_\_\_\_, will be coming to learning support at the following days and times  
 instead of taking a modern language.

<u>Day</u>	<u>Time (of modern language class)</u>
<b>Mon</b>	
<b>Tue</b>	
<b>Wed</b>	
<b>Thurs</b>	
<b>Fri</b>	

Yours sincerely,

\_\_\_\_\_ (learning support teacher)

## Appendix H

### REFERRAL RECORD to SEN Department

<u>STUDENT:</u>	<u>CLASS:</u>
<u>TUTOR:</u>	<u>YEAR:</u>
<u>DATE OF REFERRAL:</u>	<u>REFERRED BY:</u>

<b><i>Please comment on the following areas, be specific and where appropriate attach a sample of the student's work.</i></b>		
<u>REASON for Referral:</u>		
<u>Subject:</u>	<u>Attendance:</u>	<u>Homework:</u>
<u>Attitude to work:</u>	<u>Behaviour:</u>	<u>Journal:</u>
<u>Please list the student's strengths in the subject:</u>		<u>Please mention any concerns that you may have:</u>
<u>Please outline action taken to date, including strategies employed:</u>		
/		
<u>OUTCOME / ACTION taken by SEN dept. due to referral: (cc referral teacher, Year Head &amp; Tutor)</u>		

### List of References

Department of Education and Science (2000) *Learning Support Guidelines*: Stationery Office. Dublin

Department of Education and Science (2007) *Inclusion of Students with Special Educational Needs Post-Primary Guidelines*. DES Inspectorate: Dublin

Department of Education and Science (2012) *Formal Assessment Instruments (including Tests) approved for use in 2013/14 for Guidance and /or Learning Support in Post-primary Schools*. DES Inspectorate: Dublin

National Council for Curriculum and Assessment (2002) *Draft Guidelines for Teachers of Students with General Learning Disabilities*: Stationery Office. Dublin

National Council for Special Education 2006 *Guidelines on the Individual Education Plan Process*: Stationery Office. Dublin

National Council for Special Education (2010) *Literature Review of The Principles & Practices Relating to Inclusive Education for Children with Special Educational Needs*. Dublin NCSE

National Educational Psychological Services (2010) *A Continuum of Support for Post-Primary Schools Guidelines for Teachers*. Dublin NEPS

National Education Support Services (2014) *Student Support Teams in Post Primary Schools. A Guide to Establishing a Team or Reviewing an Existing Team*

### **Legislation:**

- Ireland (1998) *The Education Act*: Stationery Office. Dublin
- Ireland (1988, 2003) *The Data Protection Acts*: Stationery Office. Dublin
- Ireland (2000) *The Equal Status Act*: Stationery Office. Dublin
- Ireland (2000) *The Education Welfare Act*: Stationery Office. Dublin
- Ireland (2004) *The Education for Persons with Special Educational Needs Act*: Stationery Office. Dublin
- Ireland (2004) *The Equality Act*: Stationery Office. Dublin

### **Circulars:**

- **M10/94** Revision of Rule 46 of the “Rules and Programme for Secondary Schools” in relation to exemption from Irish
- **M37/03** Guidelines for Second Level Schools on the implications of Section 9 of the Education Act (1998), relating to students’ access to appropriate guidance
- **PPT06/04** Appointment of Teachers to cater for Students with Special Educational Needs

- **M14/05** Revised Scheme of Grants Towards the Purchase of Equipment for Pupils with a Disability
- **Sna12/05** Contract of Employment for Special Needs Assistants employed in Second Level Schools
- **PPT12/05** Guidance Provision In Second Level Schools
- **PPT01/05** The National Council for Special Education (N.C.S.E.)
- **0135/2006** Payment of an allowance to recognised Post-Primary Teachers who hold a Graduate/ Higher Diploma in Special Educational Needs
- **0051/2007** Education for Persons with Special Educational Needs (EPSEN) Act 2004 and Disability Act 2005
- **0056/2011** Initial Steps in the Implementation of The National Literacy and Numeracy Strategy
- **0010/2012** Revised Arrangements for the Provision of Resource Teaching Supports for the 2012/13 School Year
- **0010/2013** Scheme of grants towards the purchase of essential assistive technology equipment for pupils with physical or communicative disabilities
- **003/2014** The Special Needs Assistant (SNA) scheme to support teachers in meeting the care needs of some children with special educational needs, arising from a disability
- **0070/2014** Guidance for post-primary schools on the provision of resource teaching and learning support
- **0003/2016** Approved Allocation of Teaching Posts 2016/17 School Year
- **0014/2017** Special Education Teaching Allocation