

CTI Clonmel

Raheen College Gaelcholáiste Chéitinn
Senior College



INCLUSION POLICY (S.E.N)



etb

Bord Oideachais agus
Oiliúna Thiobraid Árann
*Tipperary Education and
Training Board*

Mission Statement

The Role of our school is to facilitate the students and people of Clonmel and its environs in the acquisition of general and specialised education.

We seek:

- To encourage the development of the full person through imparting knowledge and skills and through inculcating values:
- To develop critical thinking faculties and to promote informed decision-making skills in students.
- To bring students to an awareness of their identity in a multi-denominational, multi-cultural context;
- To enable the transition to further education;
- To encourage the participation of parents in the education of their children;
- To respond to the educational needs of the local community.

Introduction

The main purpose of this document is to set out the use, organisation and deployment of additional teaching resources for students with special educational needs. This policy is informed and devised in the context of a revised model for allocating special education teaching resources which was introduced by the Department of Education and Skills in September 2017. Effective provision for students with special educational needs is situated within an inclusive whole-school framework which emphasises effective teaching and learning for all and good collaboration and engagement between school, parents/guardians and students. This document is intended to build on existing good practice in our school and to complement the advice given in Inclusion of Students with Special Educational Needs: Post-Primary Guidelines (DES, 2007).

Rationale: The school's Special Education Needs policy is aspiring

- To provide an inclusive learning environment where all are encouraged to achieve their potential
- To enable each student to develop social and personal skills, thus enhancing self-esteem
- To encourage students with special needs to participate in the full range of school activities
- To offer an education which develops a variety of skills i.e. practical, artistic, musical and sporting
- To allow special needs students access to the curriculum and where possible, encourage students to sit Junior/Leaving Cert examinations
- To encourage all staff to avail of professional development from the S.E.S.S.

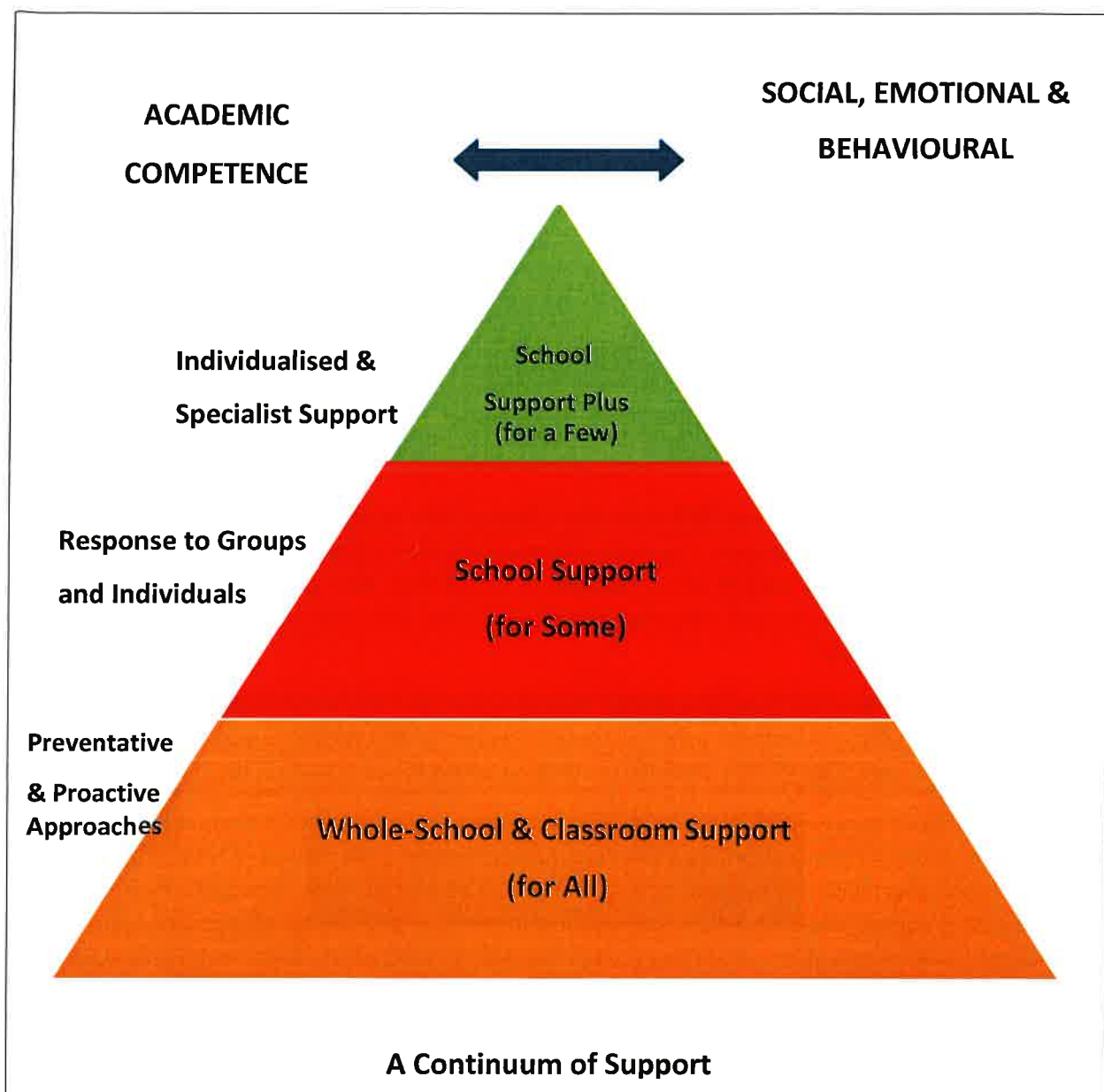
Admission and Enrolment

Admission and enrolment procedures for SEN students and also for students wishing to access our special ASD classes in Raheen College and Gaelcholáiste Chéitinn are detailed elsewhere within the CTI Admissions and Enrolment Policy

Identification of Needs

The Continuum of Support

The Department has set out the Continuum of Support framework to assist schools in identifying and responding to students' needs. This framework recognises that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that students require



different levels of support depending on their identified educational needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support, and that they are informed by careful monitoring of progress.

The following criteria can be used to identify students who may benefit from extra supports:

1. School links with primary schools.
2. Link via SCP with primary schools in Homework Club etc.
3. Referrals from teachers to SEN team or SEN coordinators.
4. School meetings with parents/guardians of incoming students, including Management, SEN staff, HSCL and class tutors and CARE team
5. Primary school passport documentation.
6. Testing, CAT tests, Maths/English screening test.
7. Educational reports presented to school.
8. Analysis of house exams versus CAT test or other aptitude test.
9. Meeting with NEPS
10. Information from CAMHS if available.
11. Meeting with the S.E.N.O
12. Psychological Reports

How needs are met

Effective teaching and learning is critically important for all students, and especially for those with special educational needs. Meaningful inclusion implies that all students are taught in stimulating and supportive classroom environments where they are respected and valued.

Role of the subject teacher:

Section 22(1) of the Education Act 1998 states the primacy of the teacher in the education and personal development of students in schools. The classroom teacher is responsible for educating all students in his/her class, including any student with a special educational need. The class teacher has primary responsibility for the progress and care of all students in his/her classroom, including students with special educational needs.

It is the responsibility of the classroom teacher to ensure that each student is taught in a stimulating and supportive classroom environment where all students feel equal and valued. Subject teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom.

In line with the Continuum of Support Guidelines, the class teacher may gather information through formal and informal means, with a view to informing interventions. The classroom teacher also has a central role in identifying and responding to students with additional needs, including differentiating the curriculum as appropriate. These responses will be informed and assisted by collaboration with colleagues, parents/guardians and others such as the school's NEPS psychologist, and the local Special Educational Needs Organiser.

The classroom teacher will also make specific accommodations for students within the class as a result

of concerns about a student's progress, application, communication, behaviour or interaction with peers and the development of a programme of differentiated instruction for that student.

All subject teachers should implement teaching approaches and methodologies that facilitate the meaningful inclusion of students with special educational needs. Each subject department will include in its plan how it caters for the different students taking their subject. These methodologies include:

- Co-operative teaching and learning within mainstream classrooms (see Appendix 1)
- Collaborative problem-solving activities
- Heterogenous group work
- Differentiation*
- Interventions to promote social and emotional competence
- Embedding of Information and Communications Technology (ICT) in teaching, learning and assessment

*Differentiation can be achieved by:

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

Every student should be taught a curriculum that is appropriate to his/her developmental level. In matching programmes to students' needs, management will look at the range of curriculum options available, including Junior Certificate Schools Programme, Junior Cycle Level 2 Learning Programmes and Leaving Certificate Applied Programme.

Early intervention and prevention

Early-intervention programmes, which are evidence-based and are responsive to the school's context will be used. Focused interventions to develop literacy, social, emotional, life-skills and well-being are particularly important for junior cycle students with special educational needs. The school uses 'Effective Interventions for Struggling Readers', NEPS 'Friends' programme, NBSS transition and transfer programme, NBSS Alert training, SESS Pathways to Prevention, Vocabulary Enrichment Programme.

All intervention programmes are monitored to assess and record their impact on student progress and participation in learning and in school life.

Our Pastoral/Behavioural Support Team and the SEN Co-ordinator serves an important preventative and early intervention function, particularly in addressing the needs of students with social, emotional, behavioural and well-being needs. This team provides a forum to share concerns and to work towards solutions. It plays an important coordinating role and facilitates monitoring and review of students' progress.

Target Setting

Good target-setting is central to effective teaching and learning for students with special educational needs. Targets are: linked to assessment; strengths-based; linked to interventions and developed collaboratively.

Best practice indicates that targets should be few in number; they should be informed by priority learning needs and directly linked to suitable interventions. Targets are based on the evidence collected through both formal and informal assessment approaches. Parents are consulted when setting targets and reviewing progress. The views of students may be included in this process through direct involvement in the discussions or by gathering their views in advance of the review process. Targets will be measurable and observable and will reflect the specific special educational need of individual students. Targets will be achievable within a specified time frame, they will also challenge and build on existing knowledge and address students' holistic needs.

Monitoring, and recording outcomes

A whole school approach to the monitoring and recording of programmes will be led by Management and SEN coordinator. Students' progress in relation to achieving their targets should be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation and reports from subject teachers, class tutors and year heads) that allow students to demonstrate their progress. This should lead to the establishment of specific targets to be achieved within a defined timeframe, as outlined below.

Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention review, which in turn should lead to adjustments in support plans. The Student Support File (NEPS) provides schools with a useful resource to support and record this process. It includes a Support Review Record to guide teachers when monitoring progress and reviewing outcomes with parents and students. Such monitoring of progress, and subsequent adaption of support plans, are key drivers of effective practice.

In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review could include measures of attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for students with special educational needs. These can be reported individually using statistical analysis, case study or focus group methodologies.

Allocation of resources

In line with DES guidelines additional teaching supports are deployed according to identified needs. Support is given in a variety of ways to effectively meet students' needs. Examples include:

- Team-teaching
- Differentiation within class groups
- Small group withdrawal
- Individual support within group

Support for All

The school engages with programmes in Numeracy, Literacy and Social/Emotional domains to promote early intervention and seek to provide a response to such intervention if necessary.

Support for Some

Based on needs some students will follow more intensive programmes. Some students will receive support within the context of a mainstream subject lesson through team-teaching, through group or individual support within the classroom setting or, through a combination of these modes of intervention.

The level and type of supports reflect the specific targets of individual students as set out in their support plans which is informed by careful monitoring and review of progress. Following a period of intervention, some students may no longer require additional teaching supports, some may require the same level, while others may require more intensive supports. Accordingly, the groupings timetabled for support may change over time.

Support for a Few

Resources are allocated based on need – students with the highest level of need have access to the greatest resources.

Planning

In line with Department of Education guidelines the Core Learning Support team, under the direction of the Learning Support Coordinator supports subject teachers in:

- Identification of students with special educational needs
- Setting targets
- Planning teaching methods and approaches
- Organising early- intervention and prevention programmes
- Organising and deploying special education teaching resources

Timetabling practice/Rationale for the allocation of resources

School management and the learning support coordinator will seek to deploy resources appropriately by:

1. Use of allocation is reviewed by the learning support coordinator and school management. The overall allocation is accounted for both from a teacher and student perspective in line with appendix C of DES Circular 70/14.
2. Using resources to promote early intervention and learning in an inclusive school environment
3. Allocating resources to students with the highest level of needs, as students with the highest level of needs receive the highest level of supports.
4. Providing additional supports which are tailored to meet the unique needs of students, addressing social, emotional and vocational/life skills, as well as literacy and mathematical needs.
5. Allocating support classes to teachers who are expert in the subject or learning support
6. Seeking to ensure that students with the greatest needs are supported by teachers who have the relevant expertise, and who can provide continuity of support.
7. Providing flexibility for specialist teachers so that groupings timetabled for support may change over time
8. Supporting a core team of teachers for special educational needs. Members of this team have the necessary experience and ongoing access to professional development to support the diverse needs of students with special educational needs.
9. A member of the special educational needs team, who has a recognised qualification in SEN, is assigned the responsibility for planning for the provision for special educational needs within the school.
10. Maximising allocation of SNA support for students in classes where care needs are evident.

School Wide Approach

Inclusion

“Effective inclusive schools are problem-solving organisations with a common mission that emphasises learning for all students”

Our students with Special Educational Needs (SEN) are members of an inclusive school community.

At CTI, Clonmel, we are committed, in so far as is practicable, to catering for the needs of a range of students, as well as the needs of students whom English is not a first language and students whose special needs arise from economic, social or emotional disadvantage.

This is achieved by:

- 1) Having a special educational needs (SEN) team consisting of suitably qualified and/or interested staff members led by a SEN co-ordinator
- 2) Working with and listening to the opinion of the student and parent concerned.
- 3) Making application to DES through S.E.N.O. for support where deemed necessary.

- 4) Access to assigned class tutor to discuss progress/make recommendations on behalf of the students/liaise with parents and other staff.
- 5) Enhancing positive education experience through access to SNA support (where access to SNA support has been sanctioned by the NCSE). School Management and the Special Education Needs Co-ordinator will assign the hours.
- 6) Giving every student an opportunity to learn effectively so that he/she can achieve his/her potential academically and socially.
- 7) Providing our students with a wide variety of subjects.
- 8) Where resources permit, small class groupings will be formed so that each student is provided with individual attention.
- 9) The curriculum may be differentiated/reduced to accommodate the diverse needs within each group e.g. worksheets, class material presented in a user friendly manner.
- 10) Students will be provided with a taster programme in all option subjects to assist with correct choice of subjects to be carried forward.
- 11) Extra assistance in literacy and/or numeracy may be provided to those for whom resource hours have been allocated. Support may also be assigned to other subjects as necessary.
- 12) All levels of subjects are taught to Junior and Senior cycle.
- 13) JCSP and Leaving Certificate Applied is offered and provides wonderful opportunities to our students.
- 14) Extra-curricular activities are provided to promote development and encourage social inclusion.

School-wide approach to provision for students with special educational needs

School-wide Planning

The school will adopt a school-wide approach to planning and implementation of early intervention and prevention programmes. The school-wide approach will involve collaboration across the school community to improve student learning, behaviour and well-being. The school-wide approach will address the full continuum of needs ranging from milder and transient needs to more severe and enduring needs.

Role of the school principal

The principal will have overall responsibility for ensuring that the special educational needs of students are met. The principal will take general responsibility for establishing and promoting school-wide policies and procedures which support the learning of all students including those with special needs. In particular the principal will

- Oversee a school-wide approach to assessment and screening to identify needs and to allocate resources
- Engage with feeder primary schools to support the transition of students with special educational needs
- In collaboration with the in-school management team, deploy staff, allocate resources, organise students and timetable
- Ensure an efficient system of sharing information of students' needs with subject teachers is in place
- Facilitate continuing professional development of all teachers in relation to the education of students with special educational needs ensuring also that all school staff understand their roles and responsibilities in this area.
- Form a special education needs team (SEN team) to coordinate the provision of special education in the school.
- Delegate the performance of specific responsibilities to other staff members including the SEN team

The special education needs team (SEN team)

The SEN team/co-ordinator will:

- Co-ordinate data gathering, screening and testing
- Plan for the transition of students with special educational needs
- Plan, implement and review student support plans
- Assist in the communication of information regarding students' needs to subject teachers, year heads and other relevant staff
- Liaise with external agencies, NEPS, NCSE and other health professionals
- Plan and prepare applications for reasonable accommodations in the state exams
- Assist in the preparation of applications to the NCSE for access to SNA support (see Appendix 2)

The SEN team/co-ordinator will work closely with the principal, subject teachers, parents, the guidance counsellor, the pastoral care/discipline team and other support structures within the school. Members of the team will provide support to subject teachers to meet students' needs within their classroom and subject areas.

Parental Engagement

The school recognises that good parental engagement is a critical factor in enhancing outcomes for students with special educational needs. Parents will be consulted in relation to

- The child's needs and strengths
- The support and strategies being developed to support their children
- Reviewing of student progress
- Levels taken in State Exams

Parents will also be consulted when the special education needs policy is being developed and/or reviewed.

Student Engagement

The school will regularly review its approach to student engagement and participation so that all students, including those with special educational needs, have opportunities to share their views on issues that affect them in school.

Engagement with External Bodies and Agencies

Where appropriate the school will seek support and guidance from external bodies and agencies such as the National Educational Psychological Service (NEPS), the Special Education Needs Organiser (SENO), the NCSE Support Service, the Inspectorate and allied health professionals. This will be particularly relevant in the case of those students presenting with complex needs. The school will facilitate meetings between parents and these support services where appropriate. The school will endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the continuum of support.

Transitions

The school recognises transitions can be challenging for all students and may pose even greater challenges for children with special educational needs. These transitions include the transition from primary to second level school and the transition from second level onwards. In managing the transition of students with special educational needs from primary to post-primary school the school will liaise in a timely manner with the parents and the primary school. This may involve some of the following:

- Meeting between a designated staff member and a representative of the primary school
- Open evening
- Peer mentoring
- Request transfer of School passport from the primary school
- One to one meetings between designated staff member and parent (and student) where individual needs of the students are discussed
- Sharing of information with subject teachers at the start of the academic year
- Induction morning/half days for incoming students
- Family Engagement Programme

Role of the Class Teacher and Support Teacher

For admin:

- reduces pressures of trying to schedule teachers, students' free classes, and students' needs
- More efficient: more students are served with team teaching than one-to-one resource

For teachers

- reduces pressure to "do all things at all times" i.e. one teacher sets up power-point and takes roll, while other teacher checks homework.
- More efficient use of class time
- Allows for more one-to-one interactions with students
- Offers professional and moral support* in and out of class
- Makes for more dynamic teaching.

There are a few different models of team teaching and more than one model may be carried out within the one day. These are:

1. Both teachers give introduction to topic and explain different activities that they will host at different stations/areas.
2. The class divided in half with both teachers teaching the same lesson simultaneously.
3. Both teachers delivering same instruction at the same time to both groups.
4. Teachers divide instructional content into several segments and present the content in two or more separate stations around the classroom. Teachers work with one group of children and then switch groups
5. Station Teaching: Various learning stations are created and the co-teachers provide individual support at different stations.
6. One teacher giving whole class instructions whilst the other working with one child, or working with a small focus group. Small focus groups could be enrichment, pre teaching, re teaching, interest groups, special projects, extra support or assessment.
7. One teacher working with a small focus group, the other providing 1: 1 conferences with children where necessary.

For parents and students

- More inclusive environment
- More students get extra help
- Increased access to the curriculum (don't have to drop subject to pick up learning support)
- More services to students (i.e. every day instead of once or twice a week)
- Student needs addressed on the spot (don't have to wait for Resource class)

One-To-One Teaching

- At CTI Clonmel it is our preference to use small groups to alleviate any child protection issues, however, if it is deemed appropriate for an individual, one-to-one teaching may be provided. The school will weigh up the benefits of this against the possible disadvantages in relation to any child protection issue.
- Every effort should be made to ensure the protection of children and staff. It is crucial that clear boundaries are put in place and wherever possible one-to-one teaching will take place in a classroom with a clear glass panel and/or with the room door left open.
- If a child needs any learning or other support on a one-to-one basis, parents/guardians will be advised of the arrangements in place. Where there is a need to have a child in a one-to-one situation (eg learning support, special examination centres, tutor/year head interventions, behaviour for learning support interventions), it is recommended that the teacher should be visible at all times through a clear glass panel in the door and/or the door left open. Likewise, it is recommended that if a teacher detains a student alone in a classroom, the teacher should be visible at all times through a clear glass panel in the door and/or the door left open.

Role of the SNA

The duties of the SNA are assigned by the Principal Teacher and SEN Co-ordinator in accordance with department circulars.

The work of the SNA should be supervised either by the Principal or in the absence of the Principal by a Class Teacher. Those duties involve **tasks of a non-teaching nature** such as:

- Provide input with regard to care needs for the preparation of IEPs
- Assist with care planning
- Provide assistance and information in relation to care needs for preparation of physiological and school reports and files. Also helping with briefing profiles on SEN pupils
- Assist in analysis of attendance for SEN Pupils
- Assist transition process in relation to care needs for pupils from once school to another and from one teacher to another.
- Provide Preparation and tidying up of SNA room(s) in which the pupil(s) with special needs is/are being taught – this includes any special equipment needed
- Assisting children to board and alight from school buses. Where necessary, travelling as an escort on school buses may be required.
- Special assistance as necessary for pupils with particular difficulties e.g. helping with a physical disability
- Assisting on out-of-school visits, trips to matches, walks and similar activities.
- Assisting the teachers in the supervision of pupils with special needs during assembly, recreational and dispersal periods.
- Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom (this may be to provide timeout)
- Administering approved medication

- General assistance to the class teachers, under the direction of the principal, with duties of a non-teaching nature. (Special Needs Assistants may not act either as substitute or temporary teacher. In no circumstances may they be left in sole charge of a class). Eg assist SEN pupils to display work, ensuring uniform and use of journal is maintained
- Participation with school development planning with special reference to SEN pupils
- Liaising with class teacher/resource teachers/Principal
- Assist in compiling information for staff on the care needs of SEN pupils.
- Work with teachers to promote independence of students as they progress through the school
- Work with teachers to support assigned students to become more independent learners. The SNAs are encouraged to develop independence in their assigned students through showing interest in both the classroom setting and during breaks.
- Information received on students, and observations made in classrooms, need to be handled sensitively and carefully.

Staff Meetings

The SNAs may be required to attend Staff Meetings when an issue of relevance to their own particular work is included on the agenda.

On days of In-Service ancillary staff may be required to attend school to complete tasks laid out by Principal and Deputy Principal.

Training

Regular training is offered to SNAs when appropriate. This may coincide with CPD days for mainstream staff or is availed of when appropriate courses become available through the local Education Centre.

Break Duty

The SNAs in CTI are not assigned to an individual child but rather to the school as a whole During break times. However, during lunch break the SNA, (or another SNA if the assigned SNA is not available) if the case arises could have direct responsibility for a particular child. It is the responsibility of the SNA to monitor their behaviour and watch out for them.

Please note: It is not the job of the SNA to transcribe notes for the students or to take down notes from the board, unless the student is otherwise impaired to do so.

RACE applications:

Identification of students for RACE applications may be made using one or more of the following:

- Professional reports associated with the student
- Staff concern forms
- Expression of parental concern
- Expression of concern by the student

Assessment strategy:

- The preliminary assessment will be the WIATT III reading and spelling
- Depending on the nature of the accommodation required and if the results of the WIATT assessment indicate that further assessment is required, reading and/or written assessments may be administered. This may include a reading rate and/or handwriting rate assessment
- If the rate of candidate error meets the prevailing SEC threshold then application for the appropriate reasonable accommodation(s) will be made

Assessment timeframe:

- For Junior Certificate the assessment process for RACE will begin no earlier than the last term of the 2nd year and may carry on until the SEC closing date
- For Leaving Certificate RACE reactivations, applications will commence no earlier than the beginning of the 1st term in examination year. Where the application is a new application, the process may commence in the 2nd term of 5th year
- For the purposes of a RACE application a student will in general be assessed using WRAT IV once only. However in borderline cases, consideration may be given to administering a second WRAT test. A decision to carry out a second test will rest with the SEN team

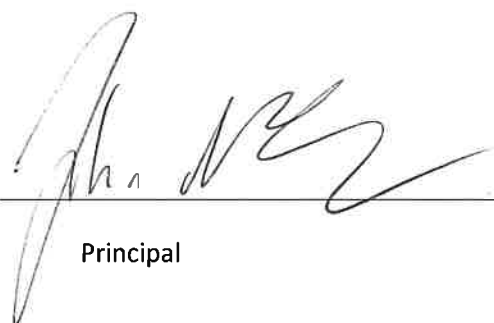
Communication:

- Initial phone call to parents to ex
- The result of a RACE application will be communicated to parents/guardians by issuing a copy of the SEC judgement

The school does not guarantee to provide reasonable accommodations during in-house examinations; provision of accommodations will be dependent on availability of resources.

Signed:


Chairperson of the Board of Management


Principal

Date: 20/3/2022

