



ENNISCORTHY COMMUNITY COLLEGE:

WHOLE SCHOOL INCLUSION POLICY

Ratified by the Board of Management on the 1st February 2021

Contents

List of Abbreviations	4
List of Appendices	4
Section 1: Introduction, Vision, Mission, Overarching Aim.	5
1.1 Introduction:	5
1.2 Our Vision	7
1.3 Our Mission Statement	7
1.4 Our Aims	7
1.5 Our Ethos and Values	7
Section 2: Inclusion – Definitions and Descriptions	8
2.1 Special Educational Needs	8
2.2 Inclusion	8
Section 3: Scope, Rationale, Legislative Framework	10
3.1 Scope of the Policy	10
3.2 Rationale	10
3.3 Legislative Framework:	10
3.4 Supporting Publications:	10
3.5 Other relevant policies:	11
Section 4: Provision and Organisation of Supports	12
4.1 Categories of ALN/SEN:	12
4.2 Guiding Principles and Aims:	12
4.3 Provision in Action in (College):	13
4.4 A Three-Step Process to Support SEN Students:	13
Step 1: Identification of Need	14
Step 2 – Meeting Needs	15
Step 3 – Monitor and Recording Outcomes	16
Section 5: Roles and Responsibilities at all stages of the Continuum of Support	17
5.1 General	17
5.2 The role of the subject teacher	17
5.3 Special Educational Needs Team	19
5.4 The role of the Coordinators within the SEN Team	19
5.5 Role of the Special Education Teacher	21
5.6 Role of the Behaviour for Learning Teacher	21

5.7	Role of the Principal	21
5.8	Role of the Special Needs Assistant/Inclusion Support Assistant	22
Section 6: Allocation, Timetabling and Target Setting		22
6.1	Allocation of Resources	22
6.2	Timetabling	23
6.3	Student Support Plans*	24
6.4	Target Setting	25
Section 7: Compliance with recently updated legislation and guidelines		26
7.1	Data Protection	26
7.2	Irish Exemptions	27
Section 8: Priority areas for Development		28
8.1	Reflective Practice	28
8.2	Continuous Professional Development	28
8.3	Areas for Improvement	28
Appendix 1	Overview of Provision	29
Appendix 2	Provision Map for Academic Year 2019/2020	30
Appendix 3	Role of the SNA	31
Appendix 4	Irish Exemptions	31

List of Abbreviations

ALN	Additional Learning Needs
ASD	Autistic Spectrum Disorder
BfL	Behaviour for Learning Teacher
DES	Department of Education and Skills
EAL	English as an Additional Language
EPSEN	Education for Persons with Special Educational Needs
ISA	Inclusion Support Assistant
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
PBST	Positive Behaviour Support Team
PP-COS	Post-Primary Continuum of Support
SEN	Special Educational Need
SENCO	Special Educational Needs Coordinator
SET	Special Educational Teacher
SNA	Special Needs Assistant
SST	Student Support Team

List of Appendices

Appendix 1	One Page Overview of Provision
Appendix 2	Comprehensive Provision Map
Appendix 3	Role of the SNA
Appendix 4	Procedures for applying for exemptions from Irish
Appendix 5	ASD Admissions Policy

Section 1: Introduction, Vision, Mission, Overarching Aim.

1.1 Introduction:

Enniscorthy Community College is a co-educational, multid denominational post-primary college. The college is one of thirteen post-primary colleges under the patronage of Waterford and Wexford Education and Training Board (WWETB).

WWETB schools are state, co-educational, multid denominational schools underpinned by the core values of:

- Excellence in Education;
- Care;
- Equality;
- Community and
- Respect.



As the state provider of education, the ETB sector defines a 'multidenominational' school in the following way:

In ETB schools, all students are given equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our schools strive to provide all students with equal opportunities to engage with the curriculum and school life. In all aspects of school life all members of our school communities are treated equitably regardless of their race, gender, religion/belief, age, family status, civil status, membership of the Traveller community, sexual orientation, ability or socio-economic status.

Our schools provide a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. They strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our schools promote a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff. We prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values.

In ETB schools, students of all religions and beliefs are treated equally. The school environment and activities do not privilege any particular group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

Enniscorthy Community College was established in the 1930s when the Vocational Educational Act was passed, and the original school was in the Market Square. In 1939 the school moved to Lymington Road before eventually moving to its present location on the Milehouse Road in 1987. A state-of-the-art new extension was opened in 2012 and the Boro Suite was opened in 2017 which caters for students with Autistic Spectrum Disorder. It is a multid denominational, co-educational school providing quality teaching and learning for currently 415 second level students along with 195 Post Leaving Certificate students. The patron of the school is Waterford and Wexford Education and Training Board (WWETB).

Teachers are encouraged to adapt a flexible student-centred approach in the delivery of the curriculum. We aspire to develop our students into well rounded individuals, fully prepared for the challenges and the exciting opportunities the future holds for them. The school has embraced digital technology and all students have Office 365 accounts to assist them with their education and provide them with essential IT skills. The inclusive nature of the school is highlighted by the range of curricular options available to students; they include the following: Junior Cycle and Junior Cycle Schools Programme, Transition Year (dependent on numbers), Traditional Leaving Certificate, Leaving Certificate Applied, Leaving Certificate Vocational Programme.

There are a wide variety of extra-curricular activities on offer in the school which allow students to develop other skills outside the classroom. These include GAA, Soccer, Rugby, Badminton, Basketball, Orchestra, Enterprise Club, Gym Club, Art Club, Creative Writing Club and the Mile Post newspaper produced by the students. The school prides itself on using Restorative Practices to deal with conflict when it arises. Through reflection and constant personal development, the priority is to foster positive relationships amongst all stakeholders in the school community. There are numerous events organised during school year such one being Wellness week which focuses on student and staff wellbeing looking at ways to make improvements and create greater awareness.

Over the years the school has developed very strong links with the local community, the school is greatly indebted to local employers who provide students with the opportunity to experience work placement. Events are organised in the school such as the annual Bingo and the Christmas Market that gives an opportunity to members of the local community to come in and view the facilities and assist with fundraising.

1.2 Our Vision

Based on our Mission Statement, our Vision is:

- To provide a caring, secure and disciplined environment where students learn and teachers teach.
- To provide a broad-based curriculum which seeks to meet the varying needs and abilities of individual pupils.
- To foster the development of each student's skills, knowledge and self-esteem as well as his / her enthusiasm for learning.
- To help students to develop skills for future life and for responsible citizenship.
- To promote moral values, self-discipline, and self-respect for themselves and respect for others.

1.3 Our Mission Statement

Enniscorthy Community College endeavours to provide a secure and supportive educational environment where all students can experience a quality of education appropriate to their intellectual, physical, personal, social, moral and spiritual needs in a changing world.

1.4 Our Aims

Our aim in Enniscorthy Community College is to provide an inclusive learning environment which will foster the academic, social and emotional development of all students and enable each to realise their individual potential. In line with our core values, provision for those with additional needs will reflect the diverse range of cultures and abilities of students in our college.

1.5 Our Ethos and Values

The Board of Management of Enniscorthy Community College upholds the ethos of the school, ensuring that it is:

- Promoting Excellence in Education;
- Caring;
- Equality based;
- Community focused and
- Grounded in Respect.

Enniscorthy Community College welcomes students with Special Educational Needs/Additional Learning Needs (SEN/ALN) and adheres to the following principles of the Education for Persons with Special Educational Needs Act (2004):

- The education of learners with SEN shall wherever possible take place in an inclusive environment with those who do not have such needs
- Learners with SEN shall have the right to avail of and benefit from appropriate education.
- Learners with SEN should leave school with the skills necessary to participate, to the level of their capacity, in the social and economic activities of society and to live independent and fulfilled lives.

Section 2: Inclusion – Definitions and Descriptions

2.1 Special Educational Needs

In the Education for Persons with Special Educational Needs Act (2004) the term “special educational needs” is defined as:

‘a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability or any other condition which results in a person learning differently from a person without that condition’.

(Government of Ireland, 2004b, section 1)

<http://www.oireachtas.ie/documents/bills28/acts/2004/A3004.pdf>

2.2 Inclusion

For the purposes of this document, the following definition by the NCSE has been adopted. Inclusion is defined as a process of:

- addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities

- removing barriers to education through the accommodation and provision of appropriate structures and arrangements, to enable each learner to achieve the maximum benefit from his/ her attendance at school.

http://www.ncse.ie/uploads/1/NCSE_Inclusion.pdf

Section 3: Scope, Rationale, Legislative Framework

3.1 Scope of the Policy

This policy applies to **all** students in (College): those who are presenting with social, emotional or academic needs, those with emerging needs, those who require EAL support, those from minority groups, and students with exceptional ability. It is also intended to serve the school community including Board of Management, the Principal, the teaching and ancillary staff, and parents.

3.2 Rationale

This policy is written in the context of a revised model for allocating Special Education Teaching resources which was introduced by the DES in September 2017. Effective provision for students with ALN/SEN in Enniscorthy Community College is part an inclusive whole-school framework which emphasises effective teaching and learning for **all** students and meaningful collaboration between the college, parents/guardians, and students. This policy should be viewed as an ‘evolving’ working document and should take account of developments in practice as they happen and of resources available to the school at the time.

3.3 Legislative Framework:

This policy takes cognisance of the following legislation:

- The Education Act (1998)
- The Equal Status Act (2000)
- The Equality Act (2004)
- The Disabilities Act (2005)
- The Education Welfare Act (2000)
- The Education for Persons with Special Educational Needs (EPSEN) Act (2004)
- The Data Protection Act (2018)
- Circular No: 0014/2017: Special Education Teaching Allocation

3.4 Supporting Publications:

The following publications were consulted in writing this policy:

- 1 Supporting Students with Special Educational Needs in Mainstream Schools (DES, 2017)
- 2 Inclusion of Students with Special Educational Needs: Post-Primary Guidelines (DES, 2007)
- 3 Special Educational Needs: A Continuum of Support – Guidelines for Teachers (NEPS)
- 4 Guidelines for Wellbeing in Junior Cycle (2017)

3.5 Other relevant policies:

Our whole-school approach to inclusion underpins the following policies:

- Admission and Enrolment Policy
- Anti-Bullying Policy
- Code of Behaviour
- Data Protection Policy
- RSE Policy
- SPHE Policy
- JCSP Policy
- Sports Policy
- School Tour Policy
- Whole School Guidance Plan
- Homework Policy
- Attendance Policy
- Substance Misuse Policy
- Mobile Phone and Electronic Devices Policy
- Internet Use Policy
- Exclusion and Suspension Policy

Section 4: Provision and Organisation of Supports

4.1 Categories of ALN/SEN:

In Enniscorthy Community College, we welcome students with a wide variety of special educational needs and additional learning needs. As is reflected in the new model of support, we utilise supports based on the presenting needs of the student, including those students who may not have a formal diagnosis of any SEN/ALN.

The EPSEN Act recognises that special educational needs may arise from four different areas of disability:

- physical
- sensory
- mental health
- learning disability or from any other condition that results in the child learning differently from a child without that condition.

We also understand that a child can have a disability but not have any special educational needs arising from that disability which require additional supports in school.

Allocation of hours to the school may also be utilised to support those for whom English is an addition language (EAL).

Allocation of hours to the school may also be utilised to support those from minority groups.

Additional supports may be offered to students who are in the category of exceptional ability.

All applications for enrolment in the ASD Class will be considered within the context of the school's Admission Policy. All applications must be accompanied by an assessment, carried out by an Educational/Clinical Psychologist approved by the DES, recommending the applicant as suitable.

4.2 Guiding Principles and Aims:

- The subject teacher has primary responsibility for the progress and care of **all** students, including those with additional needs.
- Students with the greatest level of need will have access to the greatest level of support, and where possible, those students will be supported by teachers with relevant expertise who can provide continuity of support.
- We advocate a 'strengths-based' approach to supporting learning and behavioural needs.
- The college has a core team of teachers who coordinate the identification of needs, planning the support, and monitoring and reviewing needs of pupils with SEN.

- A collaborative, whole-school approach to support provision is reflected in our inhouse teams and committees.
- Supports provided to students will be used to facilitate the development of a truly inclusive school. Supports on offer may vary from year-to-year, depending on resources available at that time.
- Support is delivered through a variety of approaches, including offering appropriate curricular options, team-teaching/co-teaching, small group support, and 1 to 1 support. * (A/Y 2020/2021 these may be different due to current COVID-19 restrictions).
- Supports provided to students will be based on identified needs and be informed by regular reviews of progress (in consultation with teachers, parents, and students) as outlined in the Continuum of Support Guidelines.
- Staff members will be actively encouraged to access available Continuing Professional Development (CPD) to support the diverse needs of students.
- Students and their parents/guardians will be involved in decision making process and planning of support.
- Ensure that supports are not viewed in isolation, but in the context of the whole - school and community practice.

4.3 Provision in Action in Enniscorthy Community College:

Details of provision in more depth (including specific programmes) can be viewed on a One Page Provision Map as well as comprehensive provision database (See Appendices 1 & 2)

4.4 A Three-Step Process to Support SEN Students:

In Enniscorthy Community College we follow the NEPS Continuum of Support framework to engage in a three-step process in identifying and responding to our students' needs. Roles and responsibilities of all staff at all stages of the Continuum are outlined in more detail in Section 5 of the policy.

This framework recognises that needs occur along a continuum, ranging from mild to severe, from transient to long term, and that students require different levels of support depending on their individual 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. (DES

Guidelines for Post-Primary Schools: Supporting Students with SEN in Mainstream Schools, p.6)

Better Services, Better Outcomes for Students with Special Educational Needs Self Reflective Questionnaire (DES, 2017) will be used annually to review inclusive provisions and practices.

Our three-step process is as follows:

- 1) Identification of Needs
- 2) Meeting Needs
- 3) Reviewing and Recording and Monitoring Outcomes

Step 1: Identification of Need

Enniscorthy Community College operates a policy of early identification of the academic, social and emotional needs throughout a student’s time in our college. We achieve this through following a reflective process as outlined in the PP-COS, Looking at Our Schools and the School-Self Evaluation Process.

Table 1: Identification of Educational Needs through the Continuum of Support Process	
Whole-School and Classroom (Support for All)	<p>The Post-Primary Continuum of Support contains a range of ideas and resources to assist in identification, intervention and monitoring of outcomes. The subject teacher considers how to differentiate the learning programme effectively to accommodate the needs of all students in the class.</p> <p>Identification of those needing additional support can be informed by:</p> <ul style="list-style-type: none"> • Intake screening • Collection of information from primary schools, including Student Passport • Teacher observation • Teacher assessment • Learning Environment Checklist • Student Support Team involvement • Standardised tests of literacy/numeracy • Student consultation • Parental consultation <p>Where students continue to present with significant difficulties, despite whole-school interventions (such as differentiated teaching, a mentoring programme or social skills group), School Support (for Some) is initiated.</p>

Step 2 – Meeting Needs

Having identified a student's needs and the educational planning required to meet those needs, the second step emphasises the importance of effective teaching and learning strategies. Students may be allocated support at different levels: Support for Some and Support for a Few.

School Support (for Some)	<p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none">• Teacher observation records• Teacher-designed measures / assessments• Parent/student interview• Learning environment checklist• Diagnostic assessments in literacy/numeracy• Formal observation of behaviour including ABC charts, frequency measures• Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties <p>Support at this level can take many forms, for example: team-teaching, small group or individualised tuition, peer mentoring, inclusion in social skills groups, behaviour reward and consequence systems.</p> <p>A Support Plan operates for an agreed period of time and is subject to review.</p>
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School Support Plus (for a Few)	<p>At this level, subject teacher(s), parents and special education teachers, in collaboration with outside agencies, as required engage in a more detailed and systematic approach to information gathering and assessment. This involves using a broad range of formal and informal assessment and diagnostic tools, including teacher observation, student interview, measures of cognitive ability and social, emotional, behavioural and adaptive functioning, as appropriate.</p> <p>Data generated from this process are used to plan an appropriate intervention and serve as a baseline against which to map progress.</p> <p>A Support Plan at this level is likely to be more detailed, individualised, and to involve longer term planning and consultation.</p>
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Step 3 – Monitor and Recording Outcomes

Our school leaders oversee a whole-school approach to the monitoring and recording of progress. Students' progress is 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, form tutors and year heads) that allow students to demonstrate their progress.
- This leads to the establishment of specific targets to be achieved within a defined timeframe.
- In addition to monitoring outcomes at the individual level, we review outcomes at group, class and whole-school level. This review may include measures of attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for students.

Section 5: Roles and Responsibilities at all stages of the Continuum of Support

5.1 General

We are following all relevant guidelines and are no longer using the terms 'Learning Support' and 'Resource' teacher/hours in our policies and plans.

We now use the terms Special Education Teacher/Coordinator and support hours/supports/interventions.

Teams which support inclusive practice in our college are:

- SEN Team
- Student Support Team
- Critical Incident Team
- Positive Behaviour Support Team
- Literacy and Numeracy Team
- Behaviour for Learning Team
- Wellbeing Team
- We work closely with staff from the School Completion Programme.

5.2 The role of the subject teacher

Meeting Needs through effective teaching and learning

Subject teachers in Enniscorthy Community College have first-line responsibility for the education of all students in their classes. They adapt their teaching approaches for some students whose ability, application, motivation, communication, behaviour, or interaction with peers are causes of concern.

All subject teachers implement teaching approaches and methodologies that facilitate the meaningful inclusion of all students. These include:

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Heterogeneous group work
- Co-teaching/Team teaching
- Interventions to promote social and emotional competence

- Embedding of Information and Communications Technology (ICT) in teaching, learning and assessment
- Collaborate with SEN team and contribute to planning
- Guiding work of the SNA in the classroom specific to their subject needs and the care needs of the student.

To cater for the range of learning needs in any class, subject teachers use a variety of methodologies and approaches to suit the learning styles/needs of all students in their class, by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs.
- Using an inclusive, differentiated, and flexible approach to student output, such as homework, assignments, projects, and tests.
- 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
- Providing scaffolded instruction.
- Ensuring that their classroom is adapted appropriately.

In Enniscorthy Community College, we aim to ensure that every student is taught a curriculum that is appropriate to his/her developmental level. In matching programmes to students' needs, we examine the range of curriculum options available, including Junior Certificate School Programme, Leaving Cert Vocational Programme, Junior Certificate Level 2 Learning Programmes and Leaving Certificate Applied Programme.

5.3 Special Educational Needs Team

Enniscorthy Community College has a core team of teachers whose role includes developing, implementing and monitoring a whole-school approach to the education of students.

In Enniscorthy Community College, the Special Educational Needs Coordinator (SENCO) is the person(s) who has overall responsibility for the coordination of supports for those with additional needs.

The ASD Coordinator is responsible for the coordination of supports for those who have been diagnosed as having an Autistic Spectrum Disorder.

The Special Education Teacher (SET) is a teacher who has been allocated a significant amount of support hours as part of their timetable.

Members of this team have the necessary experience and ongoing access to professional development to support the diverse needs of students. Our special education needs team takes a collaborative approach to ensure that those students with the greatest level of need have access to support from teachers with the necessary experience and expertise.

This involves developing whole-school procedures for the identification of students for supplementary teaching, assisting in the implementation of whole-school strategies to enhance teaching and learning, and providing guidance to colleagues on the implementation of students' support plans.

The core team will work closely with subject teachers, parents and with other support structures within the school, and members are often also part of the Student Support Team.

5.4 The role of the Coordinators within the SEN Team

(Including those in Mainstream, in ASD classes and in Special Classes)

Below is a broad outline of duties that may be the responsibility of a coordinator. It must be noted that these duties are dependent on the school context in any given year. As there is no formally defined SENCO role, responsibilities and duties are decided in consultation with the Principal. The SEN Coordinator role may include the following:

- The SEN Coordinator may be responsible for the overall co-ordination of special educational needs support within the school, including the identification of students for whom additional teaching supports are to be provided and timetabling and organizing the provision of those supports.
- Assisting with arrangements for the successful transfer of students from their primary school and gathering information about students, including those with special educational needs, before, during and after this transfer
- Assisting in programme planning for individual students with special educational needs and, as appropriate, providing advice to teacher colleagues on curriculum, teaching and learning strategies, textbooks and other teaching and learning resources.
- The selection and maintenance of teaching and learning resources
- Liaising with parents/guardians of SEN students and prospective students
- Liaising with support personnel and external professionals and agencies, including the coordination of applications to the Department of Education and Skills, NCSE, SENO, NEPS, SESS, HSE and other education and health agencies, as appropriate, for resources and support services for students with special educational needs
- Maintenance, storage of and access to reports and records on students in receipt of supports.
- Communicating with relevant staff regarding the gathering and dissemination of essential information.
- Assisting with the arrangement of professional assessments, as appropriate, of students who have may have special educational needs.
- Assessing students and preparation of applications for Reasonable Accommodations at State Examinations and Disability Access Route to Education for third level colleges with the guidance counsellor
- Facilitates and chairs SEN department meetings
- Is a member (where feasible) of a WWETB Cross-College Community of Practice of Special Needs Coordinators.
- Liaises with the SENO in relation to all SEN matters including assessment reports, support provision, SNA access and applications to the NCSE for Assistive Technology
- Maintains and updates Student Support Files* as well as the yearly database of those in receipt of supports
- Compiles an overall Provision Map of Supports and list of programmes and interventions per academic year.

- Administers and maintains records of assessment tests carried out throughout the school year in collaboration with the guidance counsellor
- Developing a climate of confidentiality regarding sensitive information.
- Disseminates information about students in line with GDPR guidelines.

5.5 Role of the Special Education Teacher

The SET works closely with the SENCO. They share responsibility for setting targets and recording and monitoring outcomes for the students they work with regularly.

Responsibility for the creation of Student Support Files will be dispersed based on the needs of the students in any given year. The SET works closely with the SENCO. Special Education Teachers have responsibility for programme planning for individual students with special educational needs. The SET has responsibility for setting targets and recording and monitoring outcomes for the students they work with regularly. Responsibility for the creation, implementation and review of Student Support Files will be shared by SETs and SENCOs and will be dispersed annually.

5.6 Role of the Behaviour for Learning Teacher

The BfL programme teacher works with identified students, individually or in small groups, on BfL programmes that are designed to meet their social, emotional, behavioural, and academic needs, so they can achieve and succeed in school. They also work on a whole-school basis- promoting positive behaviour among the entire school and supporting staff to deal with challenging behaviour.

The SEN Coordinator and BfL teacher collaborate regularly.

5.7 Role of the Principal

The Principal will have overall responsibility for ensuring that the additional learning 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.

The Principal will oversee a school-wide approach to assessment and identification of needs and ensure that opportunities are provided to all staff to support the process of monitoring

and reviewing progress. The Principal will guide and support the SET team/ coordinators in their duties.

5.8 Role of the Special Needs Assistant/Inclusion Support Assistant

Role of the SNA

The duties of the SNA are assigned by the Principal Teacher in accordance with circular 30/14 (See Appendix 3).

The work of the SNA should be supervised either by the Principal or in the absence of the Principal by an SEN co-ordinator.

Those duties involve **tasks of a non-teaching nature and are based on the primary care needs of the student.**

Section 6 Allocation, Timetabling and Target Setting

6.1 Allocation of Resources

Specialist staff must be deployed in a way that will best address the needs of students who require additional support. An important aspect of the revised allocation model is that additional teaching supports are deployed according to identified needs, rather than being based on a diagnosis of disability. Thus, Enniscorthy Community College has greater autonomy and flexibility in how we allocate special education teaching resources. We endeavour to deploy members of the special education team in a variety of ways in order to effectively meet students' needs (for example, in-class support, group withdrawal).

- In Enniscorthy Community College, we place the student at the centre of planning and provision and value their voice in the decision-making process. They are invited to contribute their views on their individual support needs, prioritising their targets and monitoring their own progress.
- At the whole-school level, students have opportunities to share their views on issues that affect them in school, and so contribute to reviews of relevant policies and practices in schools.
- Effective communication and engagement with parents are critically important in moving towards a needs-based approach to the allocation of additional teaching resources. Parents are consulted in relation to their child's needs, support plan, and are involved in regular reviews of progress.

- When allocating teaching resources, we are mindful of the benefits of early intervention programmes and allocate teaching resources as required, based on identified needs and school context.
- We also aim to provide additional targeted support to students within the context of a mainstream subject lesson through team-teaching, through group or individual withdrawal or, through a combination of these modes of intervention.
- Importantly, the level and type of support should reflect the specific targets of individual students as set out in their support plans and be informed by careful monitoring and review of progress. In this way, 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 withdrawal may change over time.
- When deploying teaching resources, we aim to maintain time for co-ordinating, planning and reviewing activities to ensure effective and optimal use of supports. Additionally, flexibility in terms of resource allocation is required to allow for emerging needs during the school year.
- The Principal of Enniscorthy Community College gives due consideration to the professional development and acquired expertise of teachers when allocating teaching roles and supports.
- A core team of teachers be allocated timetables dedicated to special education duties.

6.2 Timetabling

Enniscorthy Community College adopts a flexible approach to timetabling to ensure that extra capacity is available to address changing needs during the year. Accordingly, some members of the special education team may be allocated flexible timetables with inbuilt capacity to respond to additional needs. In deciding our approach to timetabling, we consider the following:

- The overall school timetable is designed carefully to make appropriate provision for students with additional needs.
- A core special education team which is being developed and maintained in order to provide greater stability and continuity of support.
- Members of the Special Education Team are consulted when the timetable is being developed.

- Provision is made for the special education teachers to support subject teachers through team-teaching/in-class/co-operative teaching and joint planning.
- Provision is made for the withdrawal of students for focused individual and/or group intervention where warranted. Targeted small-group interventions, using evidence informed programmes for students with similar needs, is an effective way to use resources.
- The impact of withdrawal on students' access to the curriculum with their year groups is considered.
- Timetables should be flexible wherever possible to cater for the specific or emerging needs of students.
- A continuity of support to address the needs of students in Senior Cycle is provided where possible.
- A collaborative approach to timetabling supports with other departments within the schools and outside agencies.

6.3 Student Support Plans*

When students are identified through the process outlined above, a Student Support File may be created (if required) for each of those students in response to their individual needs. Student Support Files will be created through a collaborative process which may include some or all of the following: the SEN Team, Student Support Team, Year Head/Tutor, Behaviour for Learning Teacher, Subject Teachers, parents, SNAs, the student and sometimes external professionals.

The Student Support File will allow the relevant staff to document progress over time and it will assist us in providing an appropriate level of support to students in line with their level of need.

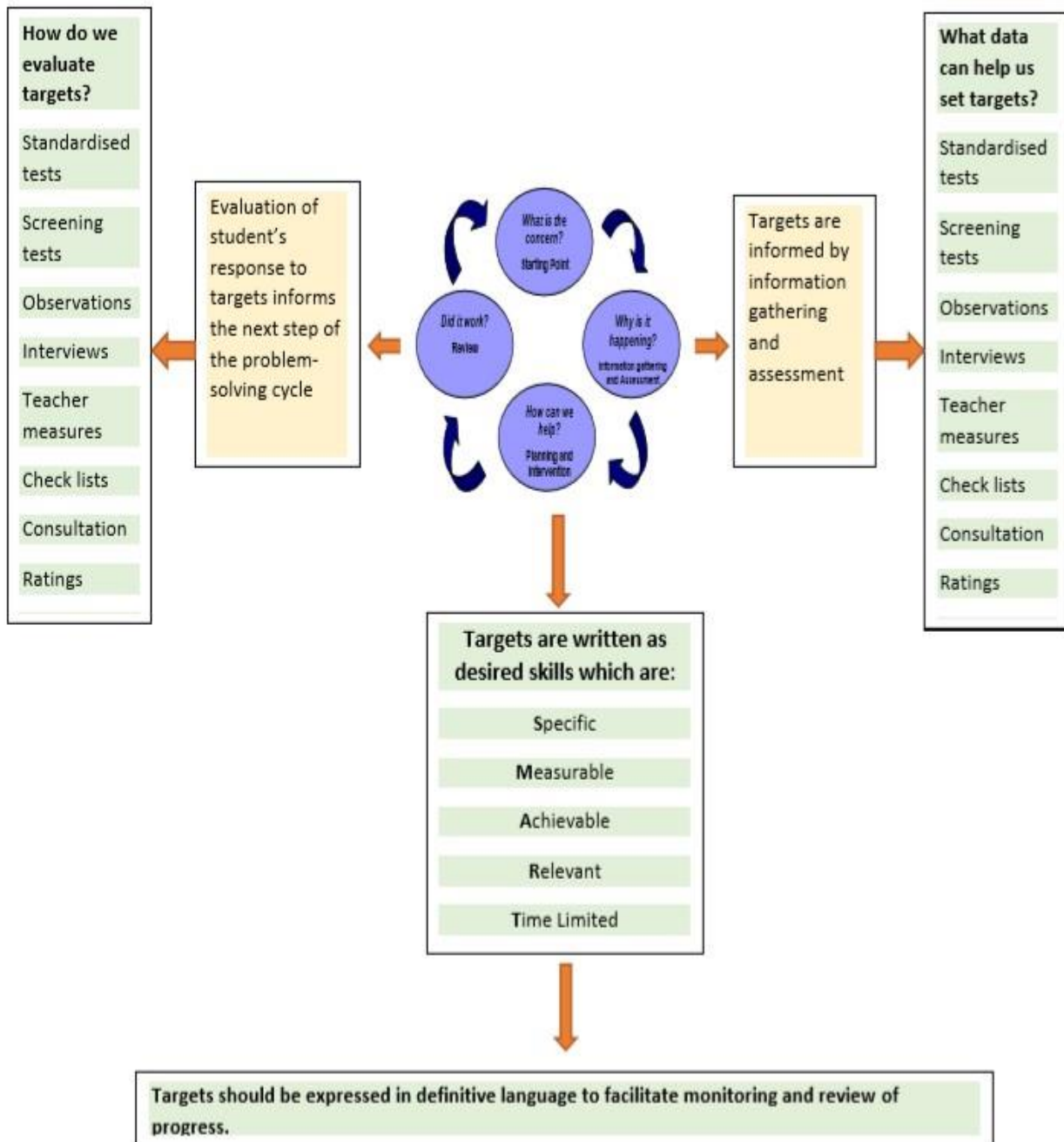


The school team, in consultation with subject teachers, plan their interventions carefully to address students' priority learning needs and to achieve the targets identified in the relevant Student Support Plan. Short-term planning reflects the support plan targets and should break down the development of skills and content into small incremental steps to address each student's specific needs.

Recommendations from Student Support Files for each student will be made available to all teachers through appropriate procedures and in line with GDPR guidelines.

6.4 Target Setting

We adopt a problem-solving approach to target setting which reflects the presenting needs of our students:



Section 7 Compliance with recently updated legislation and guidelines

7.1 Data Protection

In Enniscorthy Community College, we are compliant with GDPR Guidelines as set out in the Data Protection Act 2018. In order to comply with our legislative responsibilities under EPSEN (2004), we take the following approach to the sharing of data:

- In order to fulfil our responsibility to **all students**, every teacher needs to be aware of their **current presenting needs** in the classroom.
- All teachers need to know the diagnosis/category of Special Educational Need/emerging need/concerns about a student in order to ensure that their classroom practice is as inclusive as possible.
- It is appropriate to share professional recommendations from reports pertaining to learning/behavioral/medical needs that are relevant to classroom practice.
- Professional reports in their entirety should only be seen by Principal/Deputy Principal, members of the SEN team or other members of the Student Support Team who are working directly with the student.

7.2 Irish Exemptions

Circular 0053/2019 outlines the revised procedures and criteria for processing exemptions. Exempting a student from the study of Irish will be considered only in exceptional circumstances. The decision to exempt a student from the study of Irish is an important decision that has implications for his/her future learning. The decision to grant an exemption from the study of Irish is made by the principal teacher, but it must be made following detailed discussion with the student's parent(s)/guardian(s), the student where he/she is the applicant, the class teacher, special education teachers, and the student.

Our application process is outlined in Appendix 4.

Section 8 Priority areas for Development

8.1 Reflective Practice

In Enniscorthy Community College we regularly review provision and practice through the School Self-Evaluation Process. Looking at our School: A Quality Framework (2016) supports us as we engage in this process. Areas for development are then prioritised in our School Improvement Plan and/or DEIS Plan.

Appendix 1 and 2 of this policy contain both our overall SEN Provision Map and a detailed breakdown of all supports and provisions. These documents are updated every academic year and reflect the presenting needs of our students at the time.

8.2 Continuous Professional Development

In Enniscorthy Community College, we use Looking at our School (2016) as a framework to identify areas for training or upskilling of staff.

8.3 Areas for Improvement

To further develop our whole school approach to inclusive practice, we have identified the following areas for improvement for the academic year:

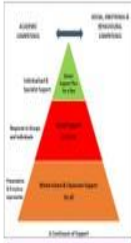
1. Expand the Team-Teaching Model
2. Provide more training on L2LP for mainstream teachers.
3. Increased Staff Rotation between Mainstream and Boro Suite for short courses.
4. Review and Development of the Code of Behaviour that fully provides for understanding and providing appropriate response to behaviours exhibited by students due to a disability.

Appendix 1 Overview of Provision

Preventative, Proactive & Solution Focused Whole School Approaches to Inclusive & Special Education (Planning Overview)

Whole School Teaching and Learning Interventions supporting Academic Competence (e.g.)

- Early intervention Screening & Assessment for Intervention
- Teacher CPD/Time for professional dialogue/sharing of best practice/Teaching & Learning Committee
- Timetabling structures facilitate inclusion
- Continuity of staff
- Curricular options such as LCA, JCSP, TY, L2LP
- Special Classes
- Support is allocated to those with greatest need
- Subject teachers have primary responsibility for provision
- Students understand learning outcomes and expectations
- Areas for improvement identified in SIP/DEIS plans
- Relevant policies are reviewed by all stakeholders



Whole School Supports for Social/ Emotional & Behavioural Competence

- (Positive) Code of Behaviour and Rewards System
- Clear ladder of referral
- Rules/Expectations/Sanctions/ Rewards are clear
- Whole School (Level 1) Approaches NBSS
- Support for ALL PP-COS guidelines
- Student Support Team/ Positive Behaviour Support Team
- Robust referral systems, both in-house and external

CPD Priorities 2019-2020 (e.g.)

- ASD- full day- all staff
- Co-teaching/Team-Teaching
- Diagnostic literacy assessment- 2 SETs
- New Model- developing school profile- SLT & Core SEN Team
- Junior Cycle- full day- all staff
- JCT L2LPs- key SETs
- Wellbeing curriculum- core staff
- SNA allocation and review
- SESS ASD training

Key Tasks SEN Team (e.g.)

- ✓ Standardised assessments
- ✓ Student Support Plans, including Care Plans
- ✓ 1 Child, 1 Plan approach
- ✓ Parent meetings and reviews
- ✓ Schoolwide screening assessments- prep & schedule
- ✓ RACE- parents meeting
- ✓ RACE- process applications, assessments
- ✓ CPD- audit, plan and deliver
- ✓ SLARS- meeting & consultation
- ✓ VS Ware- review & update information/SEN database
- ✓ SNA allocation and ongoing review of support
- ✓ Collaboration between SET Co, ASD Co, BFL to optimise use of supports
- ✓ Student Support Team
- ✓ Consultation on overall timetable/mapping needs

Resource Allocation 2019-2020

SET Stats

Total Hours:
 SEN Coordinators:
 ASD Coordinators:
 BFL:
 SNAs Main:
 SNAs ASD:
 No. Of Teachers with hours:

Integrating the Guidelines Appendix 6: Self-Reflective Questionnaire

Step One- IDENTIFY

- ✓ Gather and analyse data from Primary Passport
- ✓ Learning Environment Checklists
- ✓ Consultation with Parents and Students
- ✓ Gather and Review Professional Reports
- ✓ First Year Screening Tests
- ✓ Second Year- Screening
- ✓ Review of House Exams
- ✓ Third YR -State Exams
- ✓ SCP- Targeting
- ✓ Teacher referrals/Progress reviews/Subject Teachers survey
- ✓ Attendance Tracking
- ✓ Record presenting needs
- ✓ Note our Strengths, Areas for Improvement and Actions

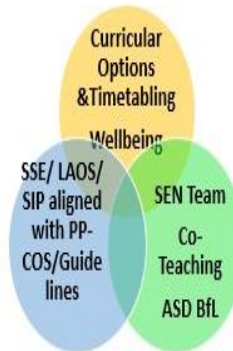
Step Two- MEET NEED

- ✓ Plan and implement early intervention approaches
- ✓ Vary modes of delivery based on needs- individual, small group or co-teaching
- ✓ Targeted withdrawal for some Evidenced-based interventions (learning and behavioural) VEP, Catch-Up, Friends, ALERT, Toe By Toe, delivered by the most suitable staff.
- ✓ External Support and/ or referral
- ✓ Reapply evidenced based assessment (Assessment For Intervention)
- ✓ Support for all subject teachers on differentiation/suitable teaching approaches
- Note our Strengths, Areas for Improvement and Actions needed

Step Three- MONITOR & RECORD

- ✓ Review Reports termly (including SSPs/ BSPs/ PPPs)
- ✓ Record Baseline data and set measurable targets, time-specific.
- ✓ Attendance- SCP
- ✓ Continuous assessment data
- ✓ Engagement in school life
- ✓ Wellbeing- PASS- Student Support Team
- ✓ Parents Meetings
- ✓ Assessment for intervention- retesting and informed planning
- ✓ Review of outcomes at individual, group, class and whole-school level
- ✓ Retesting- further referral
- ✓ Observations- SNA support
- ✓ VS Ware integration with documents
- Note our Strengths, Areas for Improvement and Actions needed

Integration & Support- Whole School Approach



School Completion Targeting- Essential

Clear referral process through Student Support Team

Key metrics used to identify most in need:

- Attendance
- Timekeeping
- Behaviour
- Teacher concerns
- Student Support Team
- SEN identified need
- Low achievement levels
- Family support needs
- Living support needs
- TUSLA involvement/ Agency support
- Other (specify)

Template adapted by Dr. Johanna Fitzgerald, Mary Immaculate College with permission from Mr. Billy Redmond, Principal St. Laurence College Dublin currently on career break. Further resources on www.learninghouse.ie

Appendix 2 Provision Map for Academic Year 2019/2020



WWETB SEN Provision Map

College:

Adapted from MIC Post-Primary Provision Map© (Fitzgerald, 2018)

Area of Need ¹	Whole-School Support for All <i>Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL</i>	School Support for Some <i>Interventions delivered at School Support/ Support for SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework</i>	School Support for Few <i>Interventions delivered at School Support Plus/ Support for Few level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals</i>
Social and Emotional Learning	Code of Positive Behaviour with integrated rewards system Schoolwide Positive Behaviour Support Positive Behaviour Support Team NBSS Level 1 Whole School Approaches NEPS PP-COS Support for ALL use of audits/reviews/templates SSE process/School Improvement Plan reflects identified targets Recently reviewed and ratified our (Code of Behaviour, Anti-Bullying Policy, Cyber-bullying Policy, Wellbeing Policy) New (insert as appropriate) Policy Well-being committee and Well-being week Amber Flag status Involvement in relevant fundraising/ Awareness campaigns After school fitness classes for staff and students Range of speakers (staff, students, parents) PE offered to all classes JSCP Whole School Initiatives Meitheal Leader Programme	Pastoral Care team Internal Guidance referral system/counselling SEN department referral Lunchtime club – Social games group Evidence based screening/diagnostic testing SSPs/BSPs Social Skills Training Retracking Programme Restorative Practice approach to building relationships/managing conflict Why Try Friends for Life Small group withdrawal Mindfulness/Yoga/Other EAL interviews Teacher and SNA/ISA observations record keeping templates Archways (MAP) Mentoring Programme Access to Nurture Room Junior Cert Short Courses developed in response to need/to encourage attendance & retention NBSS Level 2 Intervention	Individualised school support plans JC L2LPs Input from NEPS / NCSE/ CAMHS Modified timetables for students having difficulty Individual in-school counselling Individual guidance counselling SSPs/ BSPs Reduced subject load Bfl teacher Emotional Literacy testing/programme NBSS Level 3 Intervention 1 to 1 programme with member of SEN team Access (shared/full) to SNA Support In-house multidisciplinary planning of support/ shared Student Support Plan

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

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Appendix 3 Role of the SNA

Please see Policies Section of school website www.enniscorthycc.ie for SNA Protocol.

Appendix 4 Irish Exemptions