



Kilrush Community School

Special Educational Needs Policy

Mission Statement

In an Irish and global context, Kilrush Community School endeavours to create an inclusive community of mutual understanding and respect within which students can learn and thrive. We co-create opportunities for every student to fulfil their potential.

Kilrush Community School Aims

1. To develop an excellent learning environment which promotes high expectations of individual performance from students.
2. To give students access to a broad and balanced curriculum within a caring, co-operative, and inclusive community.
3. To ensure that all staff and students enjoy equality of esteem and opportunity.
4. To foster among students an awareness of their environment, heritage and health enabling them to play a positive role within the local and wider community.
5. To equip students with a strong sense of self-esteem, self-discipline, and self-motivation.
6. To foster universal values of care, inclusion respect and innovation.

1. INTRODUCTION

Rationale

The purpose of the Specific Educational Needs (SEN) Policy is to enshrine the principles of inclusive education, whereby students with SEN are provided with an appropriate education. Kilrush Community School considers a variety of learning environments to be inclusive. We hope to develop an ethos to ensure compliance with current legislation and identify good practice in relation to additional support for learning. To this end we promote a “whole school approach” and see a role for students, parents and teachers in the planning and structuring of a learning environment that meets the needs of all pupils. The policy bases its rationale on the principles laid out in the EPSEN Act which state that:

‘The education of people with SEN shall take place in an inclusive environment with those who do not have such needs’

‘People with SEN shall have the same right to avail of and benefit from appropriate as do their peers’

‘That people with SEN leave school with the skills necessary to participate, to the level of their capacity, in an inclusive way in the social and economic activities of society and to live independent and fulfilled lives’ (EPSEN Act 2004).

Inclusion

Kilrush Community School welcomes students with Special Educational Needs. It will endeavour to ensure that these students are free to participate in school life in so far as is reasonably practicable. The school accepts that no student should be bullied or singled out for unfair treatment as a consequence of their disability. Proactive steps are taken to ensure that the school provides an inclusive environment that is non-judgemental and supportive. Kilrush Community School’s Anti-Bullying Policy can be found on the school website Kilrushcoms.com

SEN Key Objectives

The school’s mission statement proposes to create an environment within which students can expect an atmosphere of understanding and respect within which they can learn and develop their respective talents. Implicit in this statement is the provision of a learning environment that allows all students to achieve their full potential and to develop a clear idea of the possibilities available to them after leaving school. We want our students experience of Special Educational Needs to be a positive and fulfilling one in which the needs of the individual student are recognised.

The aims are:

- To enable students to access, participate in and benefit from the education provided in school to the fullest extent possible alongside students who do not have such difficulties.
- To provide appropriate assessment of the needs of students who may have special educational needs.
- To assess the school's capacity to cater for the needs identified.
- To specify what additional resources may be required by the student or by the school.
- To promote collaboration among teachers in the implementation of whole-school policy.
- To establish policies on SEN for pupils with special educational needs.
- To establish early intervention programmes and other programmes designed to enhance learning and to prevent/reduce difficulties in learning.

The objectives are:

- Improved learning;
- Enhancement of basic skills and learning strategies to a level which enables pupils to participate in the full curriculum;
- The achievement of adequate levels of competency in literacy and mathematics by pupils with special educational needs before they leave secondary education;
- The application of independent learning strategies by students resulting in commitment to, and involvement in their own learning, positive attitudes to school and high levels of self-esteem;
- Partnership between class teachers, SEN teachers and parents in planning and implementing supplementary teaching programmes for pupils.

2. SEN TEAM & CATEGORIES of SEN

This policy applies to all students attending Kilrush Community School and those who have special educational needs.

To date the school has provided support for the following categories of students with special educational needs:

- Borderline Mild General Learning Disability
- Mild General Learning Disability
- Emotional/behavioural difficulties including ADHD (Attention Deficit Hyperactivity Disorder), ADD (Attention Deficit Disorder), ODD (Oppositional Defiant Disorder)
- Specific Learning Difficulty including Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia
- Physical/Sensory impairment including visually impaired

- Physical Disability that require the use of specialised equipment, Achondroplasia
- Speech and Language Communication Disorders
- Students on the Autistic spectrum
- Students with Down Syndrome
- Students whose learning difficulties results from socio – economic disadvantage
- EAL Students
- Exceptionally Able/Talented students

Roles & Functions of Key Personnel

The role of special educational needs support is a collaborative responsibility shared by all – the Board of Management, Principal, Deputy Principal(s), SEN Co-ordinator, SEN Teachers, subject teachers, Guidance Counsellor, Year Heads, Home School Community Liaison teacher, SNAs.

Board of Management

- To oversee the development, implementation and review of school policy on special educational needs.

Principal

- To assume overall responsibility for the development and implementation of the special education needs school's policy.
- To work with teachers and parents in the development of the school plan on special educational needs.
- To monitor the implementation of the school plan on special educational needs on an ongoing basis.
- To monitor the selection of students for supplementary support.
- To oversee the implementation of a whole school assessment and screening programme to identify students with learning difficulties so that these students can be provided with the support they need.
- Keep teachers informed about external assessment services that are available and the procedures to be followed in initiating referrals.
- Help teachers increase their knowledge and skills in special educational needs.
- To oversee timetabling.
- To manage budgetary concerns.
- Selection and allocation of key staff and resources.

- Liaising with DES and with SENOs.
- SSP & PPP – Consultation, implementation and review.

SEN Co-ordinator

- Facilitate the S.E.N. team.
- Draw up in consultation with the team support plans and personal pupil plans on behalf of students identified.
- Responsible for the ongoing recording, reporting, reviewing and restructuring of Support Plans together with subject teachers.
- Advise and support mainstream teaching of students with special educational needs.
- Close liaison with specialist staff e.g. Home School Community Liaison
- Specialist teaching and support.
- Advise and facilitate special educational needs students in the use of resource, supports and options available to them.
- Provide practical assistance to special educational needs students in their choice of careers and transition from school to the world of work/further study, e.g. Application for DARE in conjunction with Guidance teacher
- Responsible for the equipment and for equipping the SEN Dept. with materials suitable for the needs of special educational needs students.
- Responsible for the direction of SNAs input into management, supervision and support that takes place within the SEN Dept.
- Develop links with NEPS, Psychologist Services, the Child and Family Centres.
- Liaise with external agencies such as NEPS, Psychological Service.
- Maintain a SEN Register of all students who receive support and monitor their ongoing progress.
- Direct involvement in review and reform of curricula, syllabi and timetabling.
- Apply for Reasonable Accommodations on behalf of students.

SEN Teachers

- Participating in the SEN team – meetings, planning sessions and in evaluations.
- Develop support plans outlining areas of need, long-term, short-term goals, strategies to be used for students who have a diagnosed SEN, in consultation with subject teachers, Principal, SENO, parents and students.
- Implement programmes to prevent barriers to learning.

- Interpret the outcomes of diagnostic assessments.
- Advise subject teachers in such areas as programme planning, individual pupil assessment etc.
- Encourage students with special educational needs to reach their potential.
- To help students who are struggling socially or educationally to cope.
- To develop teaching resources.

Subject Teachers

- Implement teaching programmes which optimise the learning of all students.
- Collaborate with the SEN Co-ordinator in the development of IEPs and Support Plans by identifying appropriate learning targets and implementing them.
- Differentiate class curricula appropriately to meet the needs of all students within the class.

Guidance Counsellor

- Assessment of new students and assignment to classes in conjunction with the Management, Year Head, SEN Co-ordinator and Home School Liaison Officer.
- To support the implementation of a tracking system at whole school.
- Important point of contact for special educational needs students as their difficulties impact far beyond their academic difficulties.
- Career interests tests, careers and college information for LCA and LC. eg. DARE
- Support to teachers re student information etc.

Year Head

- Disseminates relevant information to relevant subject teachers.
- Encourages the organisation of information sessions for all parents on issues relating to SEN in the school.
- Assists subject teachers and tutors by consulting on an on-going basis with teachers on the identification of students in need of support.
- Provides support on behaviour issues. Liaises with the SEN Co-ordinator and SEN team regarding behaviour issues.

Home School Community Liaison Teacher

- Visits the parents of special educational needs students in receipt of support.
- Outlines the support that is available in the school to students with special educational needs.

- Advises the SEN Co-ordinator/Team of any additional relevant information pertaining to SEN students.
- Provides a link with the parents of the students and outside agencies.
- Provides information and support for Tutors and Parents.
- Participates in SEN Team meetings.
- Provides back up support for teachers.

School Completion Team

- Support students with SEN who have been identified as potential early school leavers by giving 1:1 support in subject areas.
- Provide a 'time out' support for students who have Emotional/Behavioural Difficulties and offer counselling when needed.
- Help with homework club.
- Track attendance.

SNAs

- SNAs provide care and support to students in accordance with their assessed care needs and the school's Special Needs Assistant allocation. They support students to access education, participate in school life and develop independence, while working under the direction of school management and in collaboration with teachers and the SEN team.
- Ensure students are in a safe environment at all times.
- Many of the students with SNA Support have complex medical, physical and emotional/behavioural needs.
- SNA Support for Pupils with Behaviour Related Care Needs.
- Enable student to have supervised short breaks from class when necessary.
- Movement of special chairs and tables to and from classes.
- SNAs support students (mild/Moderate) in Special Class.
- May accompany a student to class and assist organisation of books and equipment.
- Help with typing/writing notes.
- Help student to focus and remain on task.
- Physically help a student to complete a task.
- Liaise with Special Education Teachers as to what topic is being covered.
- May help students to complete tasks where there is a safety issue in practical classes e.g. Home Economics, Art, Metalwork and Woodwork.
- Provide Medical Care.
- Support students in self care.
- Ensure student experiences success in their work through positive encouragement and praise.

In providing support, SNAs aim to promote student independence, participation, inclusion and self-management skills while avoiding unnecessary dependence on adult support.

3. SEN MODEL of ORGANISATION & CLASS PLACEMENT

It is the policy of the school to place first year students in mainstream mixed ability classes. Home School Liaison Officer, First Year Tutor and SEN Team are involved in the placement of students. The SEN Team collates assessment results. The Principal and SEN Coordinator, using feeder school input, give consideration to numbers coming from small feeder schools to place students.

Some students with SEN choose a placement in the designated Mild General Learning Difficulty special class. In order to access a special class a student must have a report from a relevant professional or team of professionals stating that: he/she has a disability in line with the designation of the special class in question and he/she has complex or severe learning needs that require the support of a special class setting and the reasons why this is the case. The professional report must meet DES requirements for the particular disability in question. Under no circumstances is a student placed in a special class without such a professional report (NCSE Guidelines for Setting up and Organising Special Classes). The NEPS psychologist together with the SEN coordinator meets the parents in the spring before entry to discuss this placement.

At present the Junior Cert Schools Programme (JSCP) is offered to students who have been identified as potential early school leavers who have poor literacy skills and some who may have difficulty in larger English, Maths and Irish classes. These students are identified by The Home School Liaison Officer, The SEN Teachers and The School Completion Team using Feeder School input. The JSCP is offered in English, Maths and Irish. LCA is offered every alternative year to 5th year students.

Subjects are banded where possible which allows for a flexible approach in moving onto second and third year. This allows students to be part of a mixed ability base class.

Identifying Pupils with Additional Needs

Continuum of Support

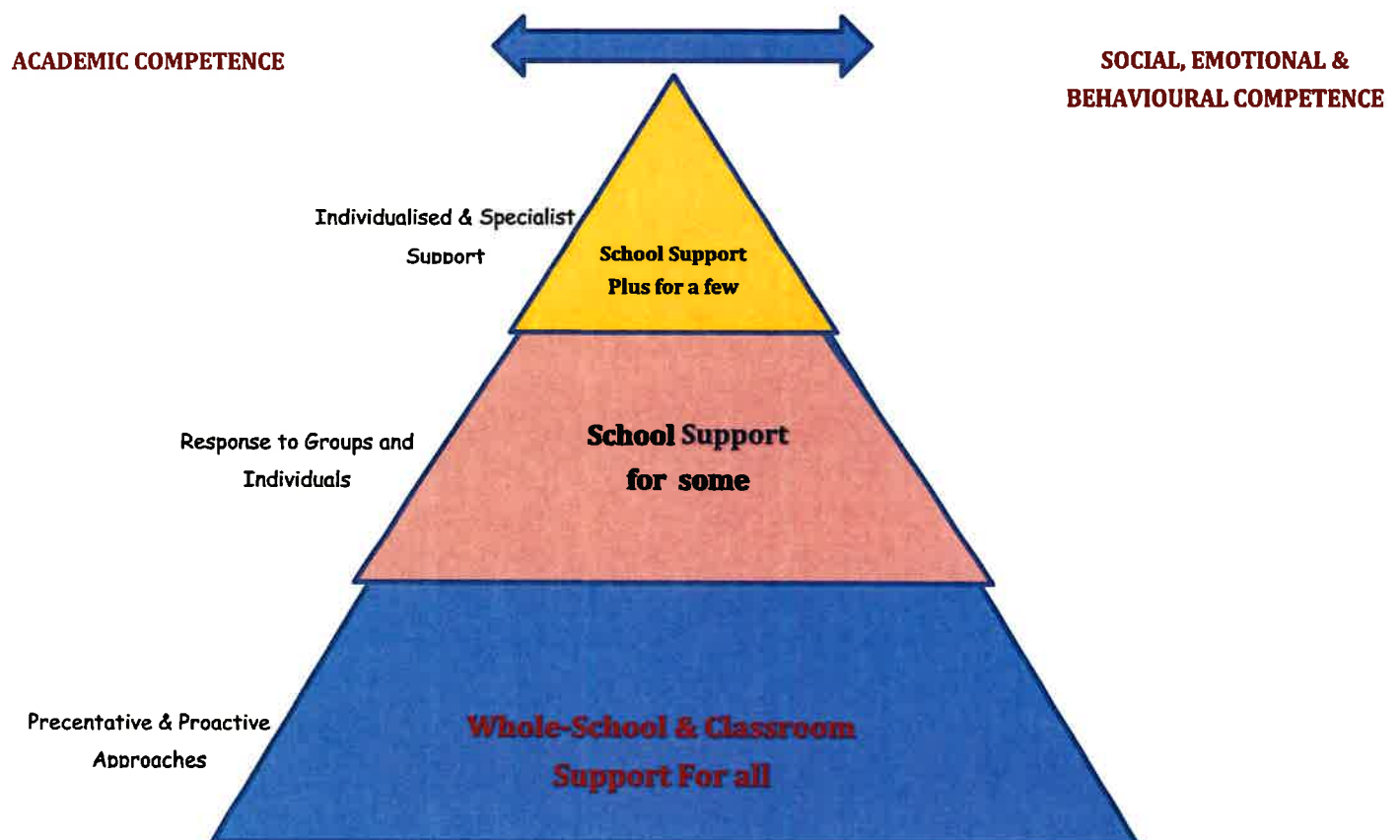
We use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognise that special education needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their

identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental; moving from class based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

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

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

The Continuum of Support suggests the following levels of support:



SELECTION PROCESS FOR ALLOCATING ADDITIONAL TEACHING SUPPORT

Stage 1 Support for All	Support for ALL aims to support and promote positive student learning and behaviour. Key elements of this approach are: • Creating positive learning environments. • Best practice in teaching, with a diversity of learning opportunities. • Establishing and teaching clear behavioural and learning expectations for students. • Having a system for reinforcing and monitoring students. • A student support team. • Listening to the voice of the student. The focus in Support for All is on preventative approaches and identifying needs through whole school systems. Interventions at this level arise directly from the information gathered. Interventions will tend to be local, specific and relatively low-key and would normally reflect the good practice already evident in schools. For example, a student who is having difficulty settling might be supported by the class tutor and perhaps be allocated a peer buddy. Where a subject teacher is aware of a student struggling with curriculum content, that student might be offered differentiated homework, or teaching methods might be adapted.	Subject Plans In class support Differentiated Worksheets
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Stage 2 School Support • Prevention and Early Intervention Programs • Students whom English is an additional language or students whom English is an additional language newly arrived in Ireland in 1st to 6th year. • Students on or under the 10th Percentile in <u>Literacy</u> Standardised Tests. • Students with an identified need assessed by external professionals who are not on or below the 10th Percentile in Literacy such as: ➤ Borderline Mild General Learning Disability	Group or Individual Profile and Learning Programme Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal Special Class
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➤ Mild General Learning Disability ➤ Specific Learning Disability ➤ Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder • Students on or under the 12th Percentile in Standardised Tests • Students with a identified need by external professionals who are not on or below the 12th Percentile in <u>Numeracy:</u> ➤ Borderline Mild General Learning Disability ➤ Mild General Learning Disability ➤ Specific Learning Disability ➤ Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder • Students who have not made adequate progress after interventions at Stage 1. • Students in 1st – 6th who have not made adequate progress after EAL interventions.	Personnel SET Teacher Class Teacher
Stage 3 School Support Plus 1. Children with identified complex needs by an external professional such as a • Physical Disability • Hearing Impairment • Visual Impairment • Emotional Disturbance • Moderate General Learning Disability • Severe/Profound General Learning Disability • Autistic Spectrum Disorder • Assessed Syndrome • Specific Speech and Language Disorder/Impairment	Individual Education Plans Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal Special Class Personnel SET Teacher Class Teacher Outside Agencies

Irish Exemption

- The school will accept exemptions from Primary Schools and offer support to those with learning difficulties.
- The school will process applications for exemptions in accordance with guidelines set down in Circular 0054/2022

M.F.L. Waiver

Waivers from French/German are considered on an individual basis in consultation with parents, class teachers, SEN team, guidance counsellor and the Principal

Other curricular modifications are considered for individual pupils where deemed absolutely necessary. Consultation between all relevant parties is deemed essential when making such decisions.

The timetabled periods which become available due to such curricular modifications will be used, where possible, to implement small group resource interventions and learning support.

Support Plans & Personal Pupil Plans

Support Plans will be compiled for students in receipt of Stage 2 and 3 on Continuum of Support. The Special Education teachers, the student and the parents are involved in the development and review of the programme. These Support Plans are compiled as a result of collaboration and consultation with subject teachers and parents. Student Support Plans are developed by SEN Team and adapted by SEN Teachers and Subject Teachers.

Personal Pupil Plan (PPP) is developed for all students getting SNA Support.

Review of plans: The plans are seen as ongoing and will be reviewed, revisited and amended throughout the year to monitor students' progress.

Selection of Students for Support

A student is considered for additional support on the basis of all or a combination of (in no particular order):

- Psychological Report
- Allocated Resource Hours
- Report from feeder primary school
- Entrance Test Screening and Diagnostic Testing
- In-house exams are monitored in an effort to identify students requiring additional support
- Request from student and or parents /guardians
- Teacher referral
- Request from guidance counsellor

(If a student declines the offer of support, parents must sign a form acknowledging the offer and its decline.)

Developing Inclusive Curricula

Teaching & Learning

The school provides a broad curriculum which emphasises the development of higher order thinking skills, such as creative problem solving and critical thinking. These curricula are designed primarily for the acquisition of knowledge & cognitive skills. These give meaningful access to students of all abilities including those with special educational needs.

The following programmes are available to all students:

Junior Cycle

Junior Certificate Curriculum

Junior Certificate Schools Programme

School Accreditation

Reduced curricula programmes are in place for some students in the Special and Mainstream Classes

Level 2 Junior Cert Programme

Senior Cycle

Leaving Certificate Curriculum, Leaving Certificate Applied Programme, LCVP and PLC.

Support Classes are timetabled for both Junior and Senior Cycle Students.

4. COMMUNICATION

SEN Team

SEN team and SNA's meet at the beginning of each school year and throughout the year to plan and discuss student progress. SEN coordinator informally checks in daily with SNA's. SEN team meet regularly throughout the school term.

SEN Register

At the beginning of each school year, a detailed register is made available on the staff sharepoint which contains information on all students who have SEN. The category of SEN

and the level of support being provided is included. Each student that has SEN concerns is also flagged on VSWare with a note to check SEN register for more details.

Staff Meetings

At the beginning of every school year, the SEN department are allocated time to discuss students with SEN with staff. At every staff meeting throughout the school year, the SEN coordinator is allocated time to speak to staff about any updates on students with SEN and any additional useful strategies that could be used in the classroom.

Students with SEN who present mid – year

If a psychological assessment is available, with parent's permission, a summary of needs and recommendations is forwarded to all relevant staff. In the case of students without a psychological assessment but still have difficulty accessing the curriculum and warrant support, an email is sent to relevant staff to highlight difficulty.

Monitoring and Reporting Progress

Throughout the year subject teachers are requested to monitor students receiving additional support for learning. Regular informal reporting and monitoring takes place throughout the year between the subject teachers and the special education teacher.

Access to Information

Psycho/Education Reports plus relevant information are stored in locked filing cabinets in SEN Department. Access to information in the reports is available from the Resource Team.

Referrals:

Teachers can refer students to the SEN Department if they have any SEN concerns via a Microsoft Office Form. The link to this form is shared with all teaching staff in the form of a QR code. The form allows teachers to outline their concerns and what strategies they have been using with the student to date and if they have been successful.

Continuing Professional Development

The school believes in a whole school approach to the education of students with SEN. Key members of staff who have experience & training and who consistently model good practice, are involved in supporting other teachers through a variety of means such as peer mentoring, co-operative teaching (when resources allow) and responding to teachers requests for support. An induction programme is provided for newly appointed teachers and all teachers are informed of opportunities for ongoing professional development and support. All classrooms now have white boards and training in the use of the relevant ICT has been given. The SESS have been invited to the school on a number of occasions to support staff on various topics and issues concerning the education of students with Special Ed Needs.

5. ASSESSMENT & ENROLMENT

Assessment

Formal assessments are carried out by psychologists, speech & language therapists and occupational therapists. Some assessments are carried out prior to the student entering the school. The names and details of students, who are considered by subject teachers, learning support or parents to display significant learning difficulties are forwarded to the schools National Educational Psychologist (NEPS). It is the policy of the school to offer these students as much support as possible, while awaiting assessments. A multiplicity of educational assessment processes is carried out in the school.

- Formal methods of assessment include standardized, criterion referenced and certain diagnostic tests.
- Standardized tests will take place for all incoming first years in spring prior to transfer to post primary schools. Entrance Assessment: Group Reading Test (Nfer Nelson), Context Comprehension & Maths Competency Test. Data collected helps to assist in spreading students across mixed ability classes and also assists the schools in identifying students who may have additional needs
- CAT 4 - This is a cognitive abilities test which will identify areas of strength and weaknesses, which may be missed in attainment test.
- Informal methods of assessment – these include classroom tests, informal observation, evaluation of homework & informal analysis of student's language and social development.
- The objective of these tests is to identify students learning strengths, needs and to plan support for the student.
- Subject teachers together with SEN will be responsible for monitoring and reporting of progression.
- Reasonable accommodations are applied for students for all state exams and offered in in-house exams.

Reasonable Accommodations in State Examinations (RACE)

The SEN department applies for reasonable accommodations in state examinations for a number of students with additional needs each year. Strict criteria are laid down by the State Examinations Commission to ensure eligibility for the scheme. Testing and screening for Junior Cycle RACE is ongoing from Christmas of 2nd year to Christmas of 3rd year. For Leaving Certificate students, the testing and screening cycle takes place from August to October of 6th year. The most commonly accessed accommodations are;

- A waiver in spelling and grammar in language subjects
- Assistance of a reader (Shared or individual)
- Access to a separate or shared separate centre

- Use of a word processor

It should be noted:

- That the fact that a student availed of an 'accommodation' is indicated on his/her results certificate
- That an 'accommodation' availed of in the Junior Cycle exams may not be granted for the leaving certificate if the student has made progress in their area of need.

Disability Access Route to Education (DARE)

DARE is for school leavers under the age of 23 as of 1 January, 2015, who have the ability to benefit from and succeed in higher education, but who may not be able to meet the points for their preferred course due to the impact of a disability or ongoing illness. Applicants to DARE can present with an Irish Leaving Certificate, A-Levels and other EU qualifications. The SEN department work closely with the Guidance Department in the school in preparing 6th year students with additional needs for the transition from secondary school to life after school. 6th year students may be referred by the Guidance Department to the SEN department, if appropriate, for the preparation of applications to third level colleges through the DARE Scheme. Applications are prepared between February and April.

Admission to the School

Details on admission to the school may be found in the school's admission policy available on the school website kilrushcoms.com

Transition from Primary to Post-Primary School

- In October, there is an open night where potential students and guardians are welcomed into the school to see what subjects and supports are available at KCS. The SEN Coordinator is available to talk with parents and/or schedule a meeting to discuss any SEN questions/concerns they may have about their child.
- In November, the Principal and SEN Coordinator visit 11 feeder schools to meet 6th class pupils and their teachers and principals. During this trip the enrolment application forms are distributed. A planning form is also given to principals at this time that gathers information on the numbers of pupils in each class and if there are any SEN concerns with any students. This allows time for KCS to effectively plan for any students who may be coming to the school with identified SEN concerns.
- When students have accepted their offered place at KCS, the SEN coordinator liaises with the primary schools to gather psychological assessments (with permission from parents), educational passports – both student and parent, latest 6th class reports with STen scores and percentiles and post-primary transfer review forms if applicable. Informal discussions with class teachers, SNA's and principals also take place which help inform planning.

- In March, all students come to KCS to complete a general assessment in reading (NGRT) and a maths competency test. While students are completing this assessment, parents are invited to an information session with the principal. At this time, the SEN coordinator is available to speak to parents or schedule meeting to discuss any SEN concerns.
- Assessments are corrected and students with difficulties (generally below the 10th percentile) are noted.
- Further meetings may be held with primary school teachers to discuss what interventions/strategies have been in place for particular students and what are their areas of strengths and interests.
- HSLCO organises visits to KCS where the incoming 1st year students can view the rooms and facilities and meet some staff and current students.
- Students who may have a physical difficulty and need special accommodations/structural adaptations visit the school and a plan is put in place prior to entry.
- Personal pupil plans are compiled and sent to the SENO and applications are made for additional SNA support if needed.
- In May, NEPS Psychologist organises a meeting attended by parents of incoming students with SEN and the SEN team.
- Prior to the beginning of the school year and at every staff meeting throughout the year, SEN updates school staff about any 1st year students who may have difficulty accessing the curriculum due to low reading ages or low maths percentile, the importance of differentiation and some strategies to incorporate into their teaching to support such students.
- Student support plans are opened up for each student on SEN register and class teachers add their own individual subject targets to this plan. They are available on the KCS WholeStaff sharepoint.
- SEN coordinator compiles information from pupil educational passports (strengths, hobbies, areas of difficulty, etc.) into each 1st year group and shares with staff prior to the start of school to help teachers get to know the new students and build relationship with them.
- Team meetings with resource teachers and teachers involved with co-teaching to discuss targets and progress
- In September/October of 1st year all 1st year students complete CAT 4 testing which further informs SEN team of student's ability levels.
- SNA's are introduced to students and duties clarified and discusses with students and SNA's
- SCP meet with SEN coordinator to discuss support they can offer to students

- In class support, team teaching and individual/small group withdrawal commences.
- SEN coordinator checks in with parents of students with SEN concerns frequently throughout the year.

Transition from Post-Primary School to 3rd Level or Working Life

The SEN team aim to help all students achieve their full potential when they leave Kilrush Community School. All Students are advised by the Career Guidance Teacher of various access routes to 3rd Level Education including DARE.

The **NCSE** are informed of students with Special Needs who are leaving the school and may need support. The NCSE provides a wide range of programmes and supports in post-school education and training is available for people with disabilities. These generally aim to assist people with disabilities; in accessing education and training appropriate to their needs, in making the transition from schools and in progressing successfully through the various post-school pathways in further and higher education and training. Various pathways are available. The individual's choice needs to be accurately informed about the availability and suitability of the various options and supports.

6. EMOTIONAL/BEHAVIOURAL/SOCIAL SUPPORT OFFERED WITHIN KCS

Emotional/Behavioural/Social Skills support is given by School Completion Programme Team (SCP) in a 1:1 situation or small group initiatives.

School Completion Programme Team (SCP)

The School Completion Programme (SCP) is a targeted programme of support for primary and post primary children and young people who have been identified as potentially at risk of early school leaving or who are out of school and have not successfully transferred to an alternative learning site (i.e. Youthreach) or employment.

It is a support under the Delivering Equality of Opportunity in Schools (DEIS) Programme, funded by Tusla Education Support Services. SCP aims to retain a young person to completion of the leaving certificate, equivalent qualification or suitable level of educational attainment which enables them to transition into further education, training or employment.

The aims of Tusla's School Completion Programme include:

- ✓ Improved Attendance
- ✓ Improved Participation
- ✓ Improved Retention

Initiatives are developed to enhance student's engagement through programmes run in both primary and post- primary schools. These programmes are developed to promote social and emotional wellbeing, behaviour modification and develop self- worth.

These programmes include:

- Socially Speaking
- Stop, Think, Do
- Working Things Out
- Ignite
- Zones of Regulation
- Friends for Life
- Friends for Youth
- Roots of Empathy
- Be Active Programme
- Copying On
- iScoil
- Gaisce
- Lunchtime activities
- Peer mentoring programme
- Mission Transition
- Homework Club
- Bus transport

Also, a universal food programme is provided to all students in our schools.

Pastoral Care Support for Students

The Pastoral Care Team categorises students in need of support using a colour-coded list – Red, Orange and Green. Students in the red category would be identified as having high-risk needs and therefore require a lot of support. These students would generally be supported in-school and also through external agencies. In school support may include programmes/interventions or weekly check-in's with their support person. The second level of support (orange) is for students who would not be in the high-risk category but still require regular support in school. External support services may also be involved, but not in all cases. These are often students who are going through a difficult time, but are generally able to cope with the normal stresses of life. In school, these students would be supported by a member of the pastoral care team who meets with them very regularly. The green category is for students that would require a check-in/support from time to time. A member of the Pastoral Care Team would meet with that students occasionally or as required depending on the needs of the student. Professional Counselling is offered through the Pastoral Care

Team/Year Head. The SCP Team refers students to Clare Care for additional social/emotional support in the community or the school.

7. LIAISON WITH OUTSIDE AGENCIES

When the information from in-school assessment of an individual student leads to the conclusion that the student may have special educational needs the student's needs will be discussed with parents. Having made the decision to apply for assessment the Special Education teacher will apply to the relevant agencies.

The school liaises with many agencies including:

- The Department of Education & Science
- The National Council for Special Education
- The National Educational Psychological Service
- The Special Education Support Service
- The National Council for Curriculum & Assessment
- The National Educational Welfare Board
- The Health Service Executive
- CAMHS
- CYPSC – Co. Clare Children & Young Peoples Services Committee
- Clare Care
- CARI Child Centered Therapy
- CYI, Clare Youth Services
- Clare Immigration Support Centre
- CLDC, Clare Local Development Company
- HSC Occupational Health
- HSE Speech and Language Therapy
- HSE Mental Health Service
- Kilrush Garda Diversion Unit
- Kilrush Community Gardai
- Kilrush Youth Service Providers Network
- Kilrush Youthreach
- iScoil – Pilot prog. Ongoing
- EWS
- Special Education Home Tuition
- TUSLA – Meitheal (where the student needs the support of more than one service)
- West Clare Family Resource Centre
- VEC Adult Education

The arrangement of such liaisons is seen as collaborative responsibilities of The Principal, Special Education Teachers, Guidance Counsellor and Home School Liaison Officer.

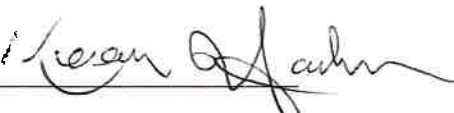
8. FUTURE OBJECTIVES

1. To continue raising teacher consciousness of students' need for special educational needs teaching.
2. To empower teachers, through professional development opportunities and regular assistance from the Learning Support Staff, NEPS or other relevant professionals, to meet the needs of the great diversity of pupils with special educational needs found in our mixed ability, mainstream classes
3. To review the communication channels available to inform staff members of the increasingly diverse range of pupils with special educational needs who join our school community.
4. To encourage all teachers involved in the provision of resource teaching to participate in professional development in this area.
5. To further engage the participation and support of parents in the learning process.
6. Continue a whole school literacy promotion aimed at increasing literacy levels throughout the school.
7. To revitalise the use of a school library as a method of improving literacy levels.
8. To further expand the peer support programme in which senior pupils act as tutors, mentors and friends to junior pupils with learning difficulties or disabilities.
9. To further strengthen links with the National Educational Psychological Service and other support professionals or agencies to support the school community.
10. To empower pupils with Special Educational Needs to voice their own concerns and be proactive, working with the school to address these concerns.

REVIEW

This policy will be reviewed on an annual basis with an input from all key personnel.

This Policy was adopted by the Board of Management on 24/06/26

Signed: 
(Chairperson of board of management)

Date: 24/06/26

Signed: 
(Principal)

Date: 24/06/26

Next Review Date: Sept 28