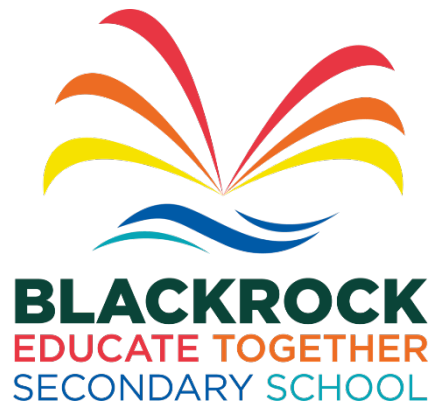




Blackrock Educate Together Secondary School

SEN Policy

As an Educate Together second-level school, Blackrock Educate Together Secondary School will be guided by the four core principles as laid down in the Educate Together Charter (1990):

- 1) They will be **equality based** in character, ensuring that children and young people of all social, cultural and religious backgrounds have equal access to and rights within the school.
- 2) They will be **co-educational**, thereby encouraging children and young people to learn and live together.
- 3) They will be **child-centred**, respecting individual students' abilities to learn in unique ways.
- 4) Finally, Educate Together schools will be run on a **democratic** basis, encouraging active participation by parents and students in the daily life of the school whilst positively affirming the professional role of the teachers.

Mission

Blackrock ETSS is a student-centred, democratic school community that celebrates difference and creativity in a dynamic and vibrant learning environment defined by equality, integrity, and respect.

Vision

Educate Together is working towards an Ireland in which all people have access to an excellent education that is inclusive of all, irrespective of belief system, race, ethnicity, class, culture, gender, language, lifestyle and ability.

Values & Commitments

Educate Together is committed to:

- Placing the child and young person at the centre of the educational process;
- Respecting and celebrating the different and unique identities of all;
- An educational philosophy that promotes the values of justice, equality and human rights for all children and young people, and challenges injustice and unfair discrimination;
- Providing children and young people with the knowledge, skills, dispositions and attitudes that they need, enabling them to make informed moral decisions and preparing them to become caring members of society;
- Empowering children and young people to take an active role in society and in the stewardship of the environment;
- Working in a democratic way that embraces the input from children, parents, teachers and supporters to enable the highest level of partnership and participation;
- Working together and with other educational partners in a consultative and collaborative way;
- Building school communities which engage with, and work meaningfully with, the local community;
- Ensuring that this type of education is provided by the State and available to all families who wish to access it.

These commitments are reflected in the following mottoes: “Learn Together to Live Together”, “No Child an Outsider”.

Blackrock Educate Together Secondary School seeks to educate the whole person as a responsible member of society, confident of personal worth. Blackrock Educate Together Secondary School implements policies and practices which further the development of self-discipline and enable students to take progressive responsibility for their own lives and actions. It is within this framework that the SEN Policy is enacted by the stakeholders.



Blueprint for Educate Together Second-level Schools: Key Areas

Curriculum, Teaching & Learning

An Educate Together second-level school will provide a curriculum and learning environment that equips students for the challenging world of the 21st century. The school will ensure that students are supported to take responsibility for their own learning, their physical, personal and social wellbeing, their relationships with others and their role in their local, national and global communities.

By integrating 21st century teaching and learning strategies comprehensively and purposefully into the curriculum, and by assessing not only what students learn but how they learn, schools will nurture critical thinkers, problem solvers, effective communicators, creators and innovators.

The Ethical Curriculum

An Educate Together second-level school will provide an ethical curriculum that focuses on the ethical, moral and social development of young people. It will provide the knowledge, skills, values and attitudes that young people need to enable them to make informed moral decisions and prepare them for life in a pluralist society which embraces diversity.

The ethical curriculum will be part of the daily life of the school, part of every subject, visible in curriculum resources and woven into the very fabric of all school processes, policies and practices.

Leadership, Management & Structure

In an Educate Together second-level school the inclusive and democratic principle will extend to the various sets of relationships in the school. Schools will promote collective responsibility for the development of a shared vision and purpose. Underlying every decision taken in the school will be the need to provide the best learning environment, where all students can achieve and become enthusiastic, independent lifelong learners.

The fullest participation by parents, students and teachers in decision-making processes will be developed. The management of the school will reflect the belief that leaders come from many places in an organisation.

The Built Environment

An Educate Together second-level school community will consider how the built environment influences students' academic performance and well-being in school. The learning environment will express the Educate Together ethos and the physical setting will enhance and support the way students learn, teachers teach and the wider school community interacts.

The Educate Together ethos and principles in school building design will address such issues as efficiency and sustainability, functionality and flexibility, building in context, accessibility, democratised spaces and aesthetic quality.

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Introduction

This Blackrock Educate Together Secondary School Special Educational Needs (SEN) Policy serves as a comprehensive framework for the provision of support to students with additional needs, strictly guided by the core principles of the Educate Together Charter to be equality-based, co-educational, child-centred, and democratic. Integral to the school's continuum of support, this policy aims to foster an inclusive learning environment where all students are cherished equally and provided with an equitable opportunity to realise their full potential. By removing barriers to education through differentiated methodologies and collaborative partnerships, the SEN Department strives to empower students as independent learners and critical thinkers, equipping them with the essential skills for academic attainment, self-discipline, and lifelong success.

a) Definitions

Special Educational Needs: 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. Education for Persons with Special Education Needs Act (2004)

Inclusion: 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, and 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. National Council for Special Education (2011)

b) Anagrams

BOM	Board of Management
NCCA	National Council for Curriculum and Assessment
NCSE	National Council for Special Education
NEPS	National Educational Psychological Services
RACE	Reasonable Accommodations at Certificate Examinations
SEC.....	State Examinations Commission
SEN	Special Education Needs
SENO	Special Education Needs Organiser
SNA	Special Needs Assistant
SSP	Student Support Plan

c) Scope of Policy

The Special Educational Needs (SEN) policy applies to all students with SEN including those with exceptional ability. The requirements of identified SEN students are taken into account by all involved - parents/guardians, teachers, Year Heads, Guidance Counsellors, ancillary staff, etc., and across all areas of school life, e.g. class work, homework, pastoral care, study, extra-curricular, etc.

As part of the continuum of support the following applies:

1. The student is taught by the subject teacher who may provide differentiated material or learning environment where needed.
2. The student is part of a class where team teaching is taking place.
3. The student is withdrawn for small group or one to one teaching.

Rationale of SEN Policy

Our SEN policy aims to outline our commitment to creating an inclusive and supportive learning environment for all our students. This commitment is underpinned by the ethos, aims, vision and culture of Blackrock Educate Together Secondary School and our patrons and guided by the relevant legislation:

- The Education Act (1998 - 2022)
- Education for Persons with Special Educational Needs (EPSEN) Act 2024
- NCSE Inclusive Education Framework (2024)
- The Education Welfare Act (2000)
- The Equal Status Act (2000 - 2018)
- Disability Act (2005)
- The Education for Persons with Disabilities Bill (2003)
- The Equality Act (2004)
- The Data Protection Acts (1988, 1998 and 2003)
- The Freedom of Education Acts (1997 and 2003)
- The Education of Persons with Special Educational Needs Act (2004)
- The General Data Protection Regulation 2018 (GDPR)
- The Children First: National Guidance for the Protection and Welfare of Children 2017
- Revised SET Guidelines (Circular 0064/2024)
- DES Circular Letters
- The guidelines published by the NCSE
- The Guideline for the Continuum of Support for Post-primary Schools (NEPS)

This policy is a reflection of our current practice in Blackrock Educate Together Secondary School in relation to facilitating and promoting a whole school approach to special educational needs.

Aims and objectives

- To facilitate the emotional, educational (including literacy and numeracy), physical, and social wellbeing of students with special educational needs.

- To ensure that Blackrock Educate Together Secondary School is an inclusive learning environment that enables students with special educational needs to realise his/her full potential as a unique individual through access to an appropriately broad and balanced curriculum.
- To enable students with special educational needs to function as independently as possible in society through the provision of such educational supports as necessary to realise that potential.
- To help students with special educational needs develop the skills they need to continue learning in adult life.
- To ensure that parents/guardians are involved in decisions about their children's education.
- To ensure that every student is given an equal opportunity to achieve their potential.
- To provide well-organised plans that are kept up-to-date and regularly reviewed and evaluated.
- To constantly monitor students with additional needs to ensure that they are supported to the greatest extent possible.
- To strive to ensure that SEN students are fully integrated into the school community.
- To teach all students to understand and appreciate difference and to promote inclusion in school and society.
- To recognise the extra vulnerabilities of many SEN students and to provide a safe environment for their development.

Categories of special educational needs

The various categories of special educational needs, the definitions of these categories, and the criteria for the allocation of additional resources and the procedures for application are set by the Department of Education and Skills (DES) and the National Council for Special Education (NCSE) and are as follows:

- Physical disability
- Hearing impairment
- Visual impairment
- Emotional disturbance and/or behaviour problems
- Severe emotional disturbance and/or behaviour problems
- Mild general learning disability
- Borderline general learning disability
- Specific learning disability
- Moderate general learning disability
- Severe or profound general learning disability
- Autism/autistic spectrum disorder (further information detailed below)
- Pupils with special educational needs arising from an assessed syndrome
- Specific speech and language disorder
- Multiple disabilities

Special Educational Needs Team

The overall responsibility for the provision of education to all students, including students with special educational needs, lies with the Board of Management, and under current legislation, the Principal of the school has the overall responsibility for ensuring that the special educational needs of students are met.

The internal and external staff below support the provision and organisation of education for students with special educational needs in Blackrock Educate Together Secondary School:

A) Blackrock Educate Together Secondary School internal SEN Team

- Principal
- Deputy Principal
- Special Educational Needs Coordinator (SENCO)
- SEN Core Team which supports the SENCO.
- Special Education Teachers, including teachers working in the ASD class
- Mainstream Teachers
- Tutors/ Year Heads
- Mainstream Teachers with Special Education Teaching (SET) hours
- Guidance Counsellor
- Special Needs Assistants (SNAs)
- Blackrock Educate Together Secondary School Board of Management

B) Blackrock Educate Together Secondary School's external support

External Agencies including:

- National Educational Psychological Service (NEPS)
- State Examinations Commission (SEC)
- National Council for Special Education (NCSE)
- NCSE's Special Education Needs Organiser (SENO)

The SEN Core Team

Blackrock Educate Together Secondary School established the SEN Core Team in 2021 to support the growing needs of the school. The Team provides an organisational structure to enable teachers in specialist roles related to inclusion and SEN to collaborate with one another in an efficient and effective manner for the benefit of the students. At present, all members of staff support students with special educational needs.

Roles and responsibilities of the SEN Core team:

The SEN Core Team and SEN Co-Ordinator in conjunction with the Principal and Deputy Principal:

1. Promote inclusion, student voice, and the Educate Together ethos of the school.
2. Monitor and tracks the progress of students with SEN.
3. Consult with SEN students to ensure their views and concerns are heard
4. Expect and encourage teachers to develop and extend their learning, teaching and assessment practices, and to share and discuss at staff meetings practices that have proven successful at improving students' learning.
5. Offers advice to management on the in-service/upskilling of staff concerning SEN.
6. Liaise with and advises colleagues about SEN.
7. Ensure that all school policies are inclusive and implemented accordingly.
8. Develop highly effective systems for monitoring student progress and development and ensure that these systems are used by staff to help students reach their full potential.
9. Preparation of Student Support Plans (SSPs) and Student Support Files (SSFs) and Coordination of Personal Pupil Plans (PPPs) with the SNA team for all SEN students, in consultation with parents, teachers, outside professionals, the Deputy Principal and the Principal.
10. Coordination of L1LP/ L2LP.
11. Coordination of EAL programme.
12. Assists with the administration of standardised tests to all incoming students (CAT4, PPAD-E and NGRT).
13. Facilitates the identification of Irish and MFL exemptions, coordinates applications for same; (principal/deputy principal make final decision on exemptions).
14. Coordinate RACE applications for students and ensure that every eligible student receives what they are entitled to.
15. Administering WIAT III and DASH tests as required, and obtaining other assessment information from teachers and families relevant to RACE and other applications; completing and submitting application forms; appealing decisions where necessary.
16. Oversee the filing of records and reports for students with SEN.
17. Co-ordinate applications for assistive technology.
18. Responsible for keeping the official SEN register updated throughout the year.
19. Work purposefully to ensure that the school curriculum is implemented in a way that provides all students with valuable learning experiences.
20. A member of the Teaching, Assessment, and Learning Team (TALT) to support and

promote teachers' learning that is evidenced based and adapted to the needs of the school.

21. Assist in the management of the SNA and SEN Core teaching teams.
22. Support management with the coordination and timetabling of learning support hours.
23. Supports management with the coordination and allocation of duties for SNAs.
24. Oversee the day-to-day operation of the school's SEN policy, including formulation, implementation and review.
25. Clearly communicate the guiding vision of the school to teachers, parents and students in a way that empowers the whole school community to translate the vision into action.
26. Oversee the notifications to staff members of important SEN issues during the year by the use of regular emails, updates at staff meetings, and updates at the induction sessions.
27. Support partnership with parents as a means of supporting students' learning and wellbeing.
28. Make highly effective use of external supports to extend learning opportunities for students.
29. Liaise with feeder schools, teachers & parents of incoming students to gain relevant information and access to psychological assessments and other reports.
30. Liaise with external agencies and support services as appropriate, including the National Council for Special Education (NCSE), the State Examinations Commission (SEC) and National Education Psychological Service (NEPS).
31. Keep abreast of thinking, developments and changes in the broader SEN educational environment and use this information for the benefit of the school.
 - a. Monitor current research, policy developments, legislation, and Department of Education/NCSE guidance relating to Special Educational Needs (SEN).
 - b. Engage with relevant professional development opportunities, training, networks, and best practice initiatives to support inclusive education.
 - c. Evaluate and apply emerging approaches, resources, and supports where appropriate to enhance SEN provision and student outcomes within the school.
32. Actively become involved in professional associations for school leaders up to and including international level.
33. Disseminate relevant research on the disabilities/conditions specifically facing students in the school to classroom teachers.
34. Act be a source of support and advice for teachers facing particular challenges relating to a SEN student.
35. Ensure students with SEN are catered for at in house exams by liaising with the exam secretary as we approach in-house exams e.g. ensure they have access to special centre if entitled.

These duties are reviewed regularly and may change to ensure the priority needs of the school are met.

Identification and Planning For SEN Support

a) Gathering information

Information for incoming students

- The Education Passport from primary schools, as well as visits to primary school and contact with parents prior to entry.
- CAT4 scores in literacy and numeracy.
- The Year Head or Guidance Counsellor in conjunction with either the Principal or a member of the SEN Department contacts feeder schools for incoming 1st years to gain insight into the needs of the incoming students.
- Information from Educational Psychological Reports or other outside agency reports are consulted, if available.

All students

- Information from Educational Psychological Reports, other schools attended or other outside agency reports are consulted, if available.
- Consultation with parent/guardian and student is sought to gain a deeper understanding of a student's needs.
- Information from observations by Year-heads, Tutors, subject teachers and Guidance Counsellors is collated.
- Examine referrals from subject teachers, form tutors, parents/guardians, Guidance Counsellors, relevant outside agencies, educational psychologists.

b) In-School Screening and Assessment

Incoming students

- Screening assessment of all incoming 1st Years occurs the year prior to entry using CAT4 assessment to identify all those at or below the 10th percentile, including those who have previously diagnosed difficulties. Identify if this group has literacy needs or numeracy needs or both.
- Identify those with SLD with/without a language exemption.
- Screening of all first-year students in term 1 using the PPAD-E. This is a screening and diagnostic tool that assesses literacy skills consisting of five subtests (Word reading, Spelling, Reading Speed, Reading Comprehension, Writing Samples)

All students

- In order to determine the type of intervention necessary and to identify specific needs, individual school-based assessments can be administered to students whose profiles show a discrepancy in their general assessments using DES approved standardised tests (WIIAT III, WRAT-5, DASH Handwriting Test).
- Arrange for Educational Assessments if necessary.
- Screen for RACE applications, and HEAR/DARE as required.
- Teacher assessment.
- In some circumstances, where appropriate, an application is then made to the NCSE through the local Special Educational Needs Officer (SENO) requesting appropriate resources to support the students identified as having a special educational need.

c) Planning, Monitoring and Reviewing

- When data gathering and analysis are complete, a proposal of how best to meet the student's needs is put together and shared with relevant staff in accordance with the GDPR guidelines.
- The SEN timetable is formulated for identified students in accordance with the Continuum of Support.
- Ensure all teachers involved in SEN and SNAs maintain relevant records. The SEN Department and SNAs meet on a bi-weekly basis to record and assess progress of their allocated students. Observations by the SNA team are a valuable source of information.
- Suggested strategies from educational reports are implemented where feasible and depending on the resources available.
- The SEN Department liaise with Year Heads and subject teachers regarding academic tracking and progress in general.
- The December and May examination reports are also used in this process and are available to parents/guardians.
- All teachers will monitor students' progress through observation and class tests; where concerns arise, the class teacher can liaise with the Year Head, SEN Department or the Guidance Department as appropriate.
- Suggested strategies from Educational Psychologist Reports are implemented, where feasible and depending on the resources available.
- Learning Support teachers record material covered in one-to-one/group classes and monitor students' progress via the individual SSP and learning support plan.
- The school facilitates parents/guardians wishing to discuss the needs of their child by appointment with relevant support personnel.
- Parents/guardians are recognised as the primary educators and as such play a pivotal role in the support and on-going monitoring of SEN students.

Curriculum Provision for SEN

The integration of Special Educational Needs (SEN) into the curriculum at Blackrock ETSS is based on the Continuum of Support Model, which aims to be flexible and responsive to the unique profile of every student. This model ensures that students are educated in the least restrictive environment possible, making learning relevant and meaningful.

Stage 1: Support for All (Whole School & Classroom Support) The subject teacher has first-line responsibility for the education of all students and is expected to plan lessons carefully to address diverse needs through differentiated methodologies. All students are provided with the opportunity to access the mainstream Junior Cycle curriculum, with guidance provided for optional subject choices. In some subjects, the school also adopts a co-teaching model, whereby two teachers work collaboratively in the same classroom to support a diverse range of learning needs. This approach enhances inclusion and allows for more targeted support and differentiated instruction within the mainstream setting

Stage 2: Support for Some (School Support) For students who present with significant difficulties despite classroom interventions, "Support for Some" is initiated. This level of support may include team teaching, where a second teacher provides in-class assistance, or the withdrawal model for small group or one-on-one tuition. In addition, the school incorporates a model of individual learning support for students who require more specialised intervention, allowing for tailored instruction that addresses specific learning needs. Interventions at this stage involve in-house testing and the allocation of specific resource hours to meet identified targets. These students will have their own personal Student Support Plan (SSP) in stage 2 and stage 3.

Changes in Subject Level: Where a student experiences ongoing difficulty with a particular subject level, a structured review process is initiated. This involves consultation between the student, parents/guardians, subject teacher, and school management to carefully consider the most appropriate level of study. Any decision to change subject level is made collaboratively, with the student's best interests and long-term progress as the central focus.

Stage 3: Support for a Few (School Support Plus) Where a student's needs are severe and persistent, intensive support is provided through a systematic approach to information gathering and assessment in collaboration with outside agencies. This targeted approach ensures that students receive intensive, personalised support to help them achieve their identified learning goals.

- **Specialised Class:** The school operates a Class for Students with Autism, which provides a highly individualised environment using specialized methodologies, such as visual supports and real-life situational learning and support day-to-day learning (homework).
- **Level 2 Learning Programme (L2LP):** For students in the moderate or low-functioning mild categories, the school facilitates the L2LP to ensure they are appropriately challenged and rewarded. It should be noted that the Level 2 Learning Programme (L2LP) is designed for a very specific group of students who have general learning disabilities in the higher functioning moderate and

low functioning mild categories.

- **SNA Support:** Special Needs Assistants (SNAs) are an integral part of this stage, providing non-teaching care assistance (e.g., mobility, personal care, organisational assistance and note-taking) to help students gain maximum independence around the school building.
- **Withdrawal Classes:** Where a student's needs are severe and persistent, intensive support is provided through a structured and systematic approach. Based on professional and assessment information, highly targeted interventions are planned and delivered to address specific areas of difficulty. Students receive this personalised support through attendance at withdrawal classes, enabling them to work towards achieving their identified learning goals.

Provision for Learning Support Timetabling

The SEN timetable is organised flexibly at the start of the school year once the mainstream timetable is issued. At this point, the SENCO creates the staff learning support timetable and assigns students to small learning support groups based on their level of need, with classes primarily focused on literacy and numeracy. The timetable is reviewed at the end of each term and continues to change throughout the academic year as students' progress and complete interventions, and as new students are identified and added for additional support.

Provision for Irish Exemptions

The process for granting an Irish exemption follows the strict criteria set out by the Department of Education, and Blackrock ETSS adheres fully to these guidelines. Students who qualify for an exemption are timetabled into a small-group class that runs parallel to Irish, where the focus is on developing core literacy, comprehension, and reading skills. Irish exemption classes typically take place three times per week. In first year, the Irish exemption group undertakes a 16-week vocabulary-enrichment programme designed to strengthen vocabulary across all subject areas.

Other Supports

- **Student Support Plans (SSPs):** Every student on the SEN register has an individual SSP to track specific targets, interventions, and progress. These are updated regularly in consultation with parents and teachers.
- **Examination Support:** The school provides an extra examination centre for in-house exams and coordinates RACE applications (Reasonable Accommodations at Certificate Examinations) to ensure eligible students receive their entitlements for state exams.
- **SEN Register:** A comprehensive SEN Student Register is circulated to all staff at the start of each year, detailing student names, SEN categories, and allocated supports.

- **Transitions:** The school liaises with feeder schools and parents prior to entry to gain insight into students' needs and access relevant psychological assessments.
- **Specialised Assistance:** The school facilitates access to Visiting Teachers for students with hearing or visual impairments and provides Guidance Counsellor support for social skills and wellbeing.
- **Digital & Resource Support:** The school coordinates applications for assistive technology and maintains secure, GDPR-compliant filing of all reports and records. Assistive technology applications are made in consideration of individual student needs and is led by recommendations from professional reports for the student.

Examinations (in-house assessment, SEC exams): An extra examination centre is provided for SEN students during our in-house exams, if necessary. This is to accommodate students who requires a quieter space or will use assistive technology throughout their exam.

- **Reasonable Accommodations for Certificate Examinations**

Applications will be made to the State Examinations Commission for RACE provision for students with SEN sitting the Junior Cycle or Leaving Certificate if necessary. It is a scheme run by the SEC to ensure that students with special educational needs can access the Junior Cycle (JC) and Leaving Certificate (LC) exams fairly. Students are tested through standardised assessments (WIIAT III or WRAT 5) to ascertain their literacy levels. Should students meet the criteria, an application is created on their behalf detailing their challenges to fully access the curriculum.

- **Transition to Higher Education (DARE)**

In alignment with the school's equality-based ethos, Blackrock ETSS supports students applying for the Disability Access Route to Education (DARE), a third-level alternative admissions scheme for school-leavers whose disabilities have negatively impacted their second-level education.

Communication

All communication is conducted in a respectful, timely and confidential manner and follows best practice guidelines in relation to data protection and school policies.

- **SEN Team**

The SEN team meet on a regular basis in order to ensure best practice in relation to the supports being provided to our students. These meetings can be formal or informal. In formal meetings, minutes are taken. There are also meetings with senior school management, meetings with external agencies, staff meetings, in-service training and staff training. Teachers will also have regular meetings with learning support teachers regarding in class student support.

- **SEN Register**

At the beginning of each academic year, a SEN Student Register is compiled and circulated to all teachers and to the SEN team. This register includes details in relation to a student's name, class and year, category of SEN, amount of support allocated, type of supports provided. The SEN Core Team may select a small sub-committee to complete the SEN register tasks.

- **Record Keeping**

All SEN records and individual SEN student files are stored securely and shared with staff as appropriate. Best practice guidelines in relation to data protection are followed.

- **Student Support Plans (SSPs)**

A SSP will be prepared for each student who has additional needs in line with best practice. These SSPs will be regularly updated as per agreed protocols in Blackrock Educate Together Secondary School.

- **Parents & Guardians**

Communication to parents is facilitated through our *Open Day* and Information Evenings, letters/emails/phonecalls/App notifications to parents, student journal, parent-student-teacher meetings, meetings with SEN team, consultation hour system, etc. It is recognised that in all communications with students and families that there is a need to conduct verbal and written communications in a sensitive manner.

- **Students**

Communication to students is facilitated through face-face meetings, parent-student-teacher meetings, meetings with SEN team and families, and sometimes through TEAMS. It is recognised that in all communications with students and families that there is a need to conduct verbal and written communications in a sensitive manner. The communications will be positive in manner and focus on abilities, strengths, and work towards targets and solutions. We will encourage students to share their views on school supports.

- **External Agencies**

Communication and meetings with external agencies e.g. NCSE are organised and attended as appropriate.

The Role of the Stakeholders

The provision of additional supports for SEN students is a collaborative responsibility and dependent on the work of the following stakeholders:

The Board of Management (BOM):

The BOM have an important role in overseeing the development, monitoring and review of school policy. The BOM should liaise with the Principal to facilitate quality provision for SEN students by aiming to secure the best possible environment for those students. This includes the monitoring of the number of SNAs required and that teachers are facilitated with CPD-learning opportunities. The Board of management have to acknowledge, verify and sign the specific appendix to verify SET allocation and distribution of hours within our school as set out in Circular 0048/2025.

The Principal:

- The Principal should take overall responsibility for the development and implementation of the school's SEN policy.
- Monitor the implementation of the school SEN policy regularly.
- Facilitate the creation within mainstream classes of an inclusive environment for SEN students.
- Meet regularly with the SEN Team.
- Provide opportunities for Continuing Professional Development (CPD) for teachers to enable them to address the individual needs of students in their classes.
- Ensure whole-school procedures are established to facilitate the effective involvement of parents in their children's education.

Parents:

- Parents can make a huge contribution to their child's learning. Blackrock ETSS encourages open communication between parents and teachers in relation to their child's education. Parents can prepare for and support the work of the school in the following ways:
- Providing all relevant information and documentation to the school in relation to their child's learning difficulties, learning needs, strengths, and any other concerns they may have. This information will enable the school to begin to plan for the inclusive education of their child.
- The provision of documentation to the school regarding their child's needs is critical to collaborative planning for their child.
- Parents are encouraged to communicate with the school if they are concerned about their child's education.

- Parents help the school by keeping teachers informed of their progress of their child, or any difficulties they encounter.
- Parents can support the work of the school by providing a home environment where there are opportunities for learning and participating with their child in the following ways:
 - Confidence building and providing reassurance
 - Implementing suggested home-based activities outlined in their child's Student Support File and discussing the outcomes with the child's teachers.
 - Talking positively about school and school work.
- Parents should keep the school informed of the progress that they observe in their child's learning. They should also let the school know of any learning difficulties that they observe in their child at home.
- If following diagnostic assessment, the child needs additional support, the parent should make contact with the school to discuss.

The Special Needs Assistant/s (SNA):

- The Special Needs Assistant plays a key role in the successful inclusion of children with special educational needs.
- The SNA is recruited specifically to assist schools in providing the necessary non-teaching services to students with assessed educational needs (but not as a substitute teacher).
- The role of the SNA is cited in Circular 0030/2014.
- The SNA is allocated to schools to provide care assistance to SEN students. The duties of the SNA are assigned by the Principal with supervision from the Deputy Principal. The SNA provides a valuable contribution to the capacity of the school to provide inclusive education for students with SEN.
- The SNA works closely with class teachers in providing assistance to students with SEN, for example in the areas of personal care, supporting mobility, health and safety.
- The SNA will provide assistance with clothing, feeding, toileting and general hygiene if required.
- The SNA may be required to provide special assistance as necessary for children with particular difficulties e.g. helping SEN students with note-taking or assistance on out of school trips.
- SNA duties are rotated on a frequent basis to ensure that students develop skills for independence to and develop SNA familiarity with all student needs in the school. This rotation will be decided upon between the SNA and Senior Leadership Team.
- SNAs will develop a rapport and relationship with students and frequently consult with the students as to the level of support they would like to get from the SNA.

Subject Teachers:

Subject Teachers have first-line responsibility for the education of all students in their classes. Accordingly, Subject Teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom. All Subject Teachers should implement teaching approaches and methodologies that facilitate the meaningful inclusion of SEN students in collaboration with the SEN Core Team.

Students:

Students receiving additional support should:

- Have a positive attitude towards participating in their learning.
- Become familiar with their learning targets and be involved in the setting of those targets.
- Contribute to the selection of material relevant to the attainment of these targets.
- Participate in all assessments to the best of their abilities.
- Develop “ownership” of the skills and strategies that are taught as part of the additional support they receive and learn to apply these to improve their own learning.

The Blackrock Educate Together Secondary School Class for Students with Autism (ASD Class)

Blackrock Educate Together Secondary School currently has one autism class. It has six members from the student body. The class recognises that each of the six students in the ASD class is unique, with their own individual strengths and their own specific challenges. Teachers in the ASD class take great care to understand the needs of every student. They do this by thoroughly reviewing all available information, by observing students in their day-to-day school life, and by identifying which strategies best support each individual—and which approaches are less effective. The team is committed to nurturing students' existing interests while also helping them discover new ones.

ASD class teachers work in close consultation with both students and parents to create the most supportive and positive environment for learning. This collaboration can involve asking students where they feel most comfortable sitting, providing instructions in clear, structured lists, breaking larger assignments into manageable steps, allowing additional processing time, and maintaining a consistent focus on setting students up for successful learning experiences.

A wide range of teaching methodologies is used, including strategies such as pairing verbal instructions with visual supports and helping students connect classroom learning with real-life situations. Because homework can be a particular area of difficulty for autistic students, the ASD team provides guidance to help them organise and approach homework effectively. ASD class teachers also communicate regularly with subject teachers to develop the most appropriate and successful strategies for supporting ASD students in reaching their full potential.

Teachers in the ASD class hold high expectations for all students and firmly believe that they can thrive in secondary school. While students may require certain adaptations, alternative approaches, and a great deal of patience, kindness, and understanding, it is important to highlight that many autistic students go on to excel in further education and adult life. The role of Blackrock Educate Together Secondary School is to empower students as much as possible so they can grow confidently and achieve their own full potential in the future.

Review

This policy was formally adopted by the Blackrock ETSS Board of Management on June 3rd 2026. It will be reviewed again in 2029/2030 school year and adjusted as required in the event of any circulars or any legislation dealing with SEN in schools.

Appendix 1: Definitions of SEN Categories (from NCSE)

General Learning Difficulty / GLD

Borderline Mild General Learning Disability

This category consists of children who have been assessed by a psychologist as having a borderline mild general learning disability (DES Circular Special Education 08/02).

Mild General Learning Disability

This category consists of pupils who have been assessed by a psychologist as having a mild general learning disability (DES Circular Special Education 08/02).

- Mild GLD: IQ score of between 50 and 70 on a standardised test of intelligence.

Moderate General Learning Disability

This category includes pupils who have been assessed by a psychologist as having a moderate general learning disability (DES Circular Special Education 02/05).

- Moderate GLD: IQ score of between 35 and 49 on a standardised test of intelligence.

Severe/Profound General Learning Disability

This category includes pupils who have been assessed by a psychologist as having a severe or profound general learning disability. In addition, such pupils may have physical disabilities (DES Circular Special Education 02/05).

- Severe and profound GLD: IQ score of less than 35 on a standardised test of intelligence.

A formal diagnosis of a general learning disability also requires that a student is experiencing a significant impairment in the area of adaptive functioning or general life skills.

Specific Learning Disabilities

Specific Learning Disability / SLD

This category includes children who have been assessed by a psychologist as:

- being of average intellectual ability or higher
- having a degree of learning disability specific to basic skills in reading, writing or mathematics which places them at or below the 2nd percentile on suitable,

standardised, norm-referenced tests.*

Children who do not meet the above criteria and, who in the opinion of the psychologist, have a specific learning disability are more properly the responsibility of the Learning Support teacher and/or the class teacher (Circular Sp Ed 08/02).

Dyslexia

Is a difficulty in learning to read. This may mean that the child finds it hard to learn to read words or to understand what is written.

Dyscalculia

Is a difficulty with numbers. This may mean that the child finds it hard to understand how numbers work or learn to count or add, subtract, multiply and divide.

Dysgraphia

Is a difficulty with writing/spelling. This means that the child finds it difficult to write legibly and may have problems with spelling. They may find it hard to order their thoughts when writing a story or essay.

Physical Disability

Pupils have permanent or protracted disabilities arising from such conditions as: dyspraxia, congenital deformities, spina bifida, muscular dystrophy, cerebral palsy, brittle bones or severe accidental injury.

Because of the impairment of their physical function they require special additional intervention and support if they are to have available to them a level and quality of education appropriate to their needs and abilities. Many require the use of a wheelchair, mobility or seating aid, or other technological support. They may suffer from a lack of muscular control and co-ordination and may have difficulties in communication, particularly in oral articulation, as for example severe dyspraxia.

Pupils with a physical disability who have learning difficulties arising from the disability may need resource teaching where there are consequent significant learning difficulties. Others may need assistive technology only (DES Circular Special Education 02/05).

Hearing Impairment

This includes pupils who have a hearing disability that is so serious as to impair significantly their capacity to hear and understand human speech. This prevents the child from participating fully in classroom interaction and from benefiting adequately from school instruction. The great majority of these children have been prescribed hearing aids and are availing of the services of a Visiting Teacher.

This category is not intended to include pupils with mild hearing loss (DES Circular Special

Education 02/05).

Note: Hearing loss is measured in decibels and can be mild, moderate, severe or profound (Special Education Review Committee (SERC) Report, 1993).

Levels of hearing loss as defined in the SERC report:

- 20–30 decibels: Mildly Hard of Hearing
- 30–60 decibels: Moderately hard of hearing
- 60–89 decibels: Severely hard of hearing
- 90 decibels or over: Profoundly Deaf

Blind/Visual Impairment

Pupils have a visual disability which is so serious as to impair significantly their capacity to see, thus interfering with their capacity to perceive visually presented materials, such as pictures, diagrams, and the written word. Some will have been diagnosed as suffering from conditions such as congenital blindness, cataracts, albinism and retinitis pigmentosa.

Most require the use of low-vision aids and are availing of the services of a Visiting Teacher.

This category is not intended to include those pupils whose visual difficulties are satisfactorily corrected by the wearing of spectacles and/or contact lenses (DES Circular Special Education 02/05).

Emotional Disturbance and/or Behavioural Problems

Pupils are being treated by a psychiatrist or psychologist for such conditions as neurosis, childhood psychosis, hyperactivity, attention deficit disorder, attention deficit hyperactivity disorder (ADHD) and conduct disorders that significantly impair their socialisation and/or learning in school.

This category is not intended to include pupils whose conduct or behavioural difficulties can be dealt with in accordance with agreed procedures on discipline.

Some pupils in this category may need resource teaching support. Care support from a special needs assistant may be required where a pupil's behaviour is a danger to himself or others or where it seriously interferes with the learning opportunities of other pupils. In certain circumstances, some pupils may require both supports (DES Circular Special Education 02/05).

Severe Emotional Disturbance and/or Behaviour Problems (Severe EBD)

A child with severe EBD must be in the care of a psychiatrist or clinical psychologist for a severe clinical disorder. A very small number of pupils would be expected to fall within this category.

Autism/Autistic Spectrum Disorder (ASD)

This category includes pupils who have been assessed and classified by a psychiatrist or psychologist as having autism or autistic spectrum disorder according to DSM-IV, DSM-V or ICD-10 criteria.

In the interest of the pupil with an ASD and in order that the needs of the pupil are adequately addressed, it is important, where feasible, that for a definitive assessment of ASD, a multi-disciplinary assessment team should be involved. The need for a multi-disciplinary assessment is also in keeping with NEPS policy (DES Circular Special Education 02/05).

Pupils with Special Educational Needs Arising from an Assessed Syndrome

The level of additional support to be provided for pupils who present with a particular syndrome, for example Down syndrome, William's syndrome and Tourette's syndrome, will be determined following consideration of psychological or other specialist reports which describe the nature and degree of the pupils' special educational needs (DES Circular Special Education 02/05).

Specific Speech and Language Disorder (SSLD)

This category includes:

- pupils assessed by a psychologist on a standardised test of intelligence that places non verbal or performance ability within the average range or above
- pupils assessed by a speech therapist on a standardised test of language development that places performances in one or more of the main areas of speech and language development at two standard deviations or more below the mean, or at a generally equivalent level
- pupils whose difficulties are not attributable to hearing impairment; where the pupil is affected to some degree by hearing impairment, the hearing threshold for the speech-related frequencies should be 40Db
- pupils whose emotional and behavioural disorders or a physical disability are not considered to be primary causes of the difficulty experienced

This category is not intended to include pupils with speech and language delays and difficulties. Two assessments, a psychological assessment and a speech and language assessment are necessary in this case (DES Circular Special Education 02/05).

Multiple Disabilities

Pupils assessed with multiple disabilities meet the criteria for two or more of the low incidence disabilities described above (DES Circular Special Education 02/05).

Appendix 2: Student Support Referral Form



Student Support Referral Form
Date:
Student name & class:
Reasons for referral Academic ☐ Social ☐ Emotional ☐ Other: _____
Details • if <u>academic</u>, please outline your concern or observation and attach 2 copies of work from student which displays the concern. • If <u>social/emotional</u>, please outline the reason for referral based on incident(s) which have happened.
Actions Already Taken: • if <u>academic</u>, please outline any actions you've taken to further support the student based on your concerns (e.g. differentiated approach or work, discussion with parents, allowance of use of technology, differentiated learning environment etc). • If <u>social/emotional</u>, please outline if you have taken any actions to support the student already (e.g. talked with student, placement of student in groups with peers, rang home to support student etc.)



Urgency – how urgent do you consider this case to be? Low Medium High
Have you discussed at home or with parents? Yes No
Has the student been referred to an external agency before? Yes No Don't know
Is the student aware of this referral? Yes No
Special requirements of student, e.g. physical, medical, educational (consult IEN register):
Name of Referrer:

Steps:

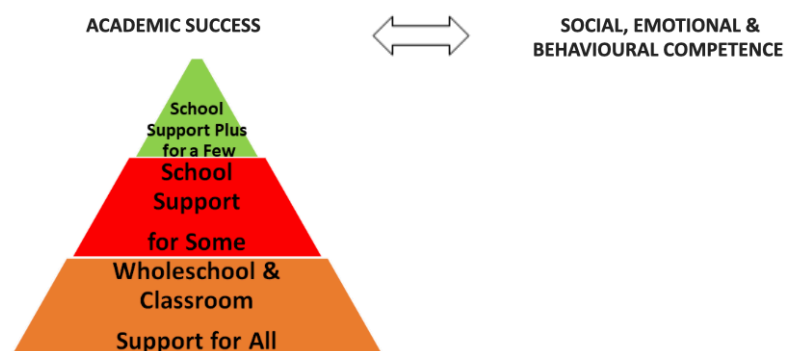
1. Talk to SSC for quick check-in.
2. Complete form and email to relevant SSC or leave in cubby hole for SSC.
3. In the case of academic referrals, please attach copies of work which demonstrate your learning concern.

Appendix 3: SSP File Template



Name of Pupil		D.O.B	
Parents		S.N.A.	
IEP Coordinator		Psychologist	
Other Professionals / Agencies			
Nature of Special Educational Need (ASD, ADHD etc)			
Impact of SEN on Educational Development			
Special Education Provision (Supports/Resources)			
Date of IEP Planning Meeting		Date of Review	
Present at Meeting			

A Continuum of Support



Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Student Support File, Log of Actions

Date	Actions



	SUPPORT PLAN* <i>School Support Plus (Support for A FEW)</i>
--	--

Student's strengths and interest
<u>Priority concerns</u>
<u>Possible reasons for concerns</u>
<u>Priority Learning Needs</u>

*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.

Present Level of Educational Performance

Formal Assessment

Date	Name of Test	Administered by	Outcome



Informal Assessment

Literacy	
Numeracy	
Organisation	
Language and Communication	
Behaviour	

Targets

Targets (name area of need)	Strategies	Personnel / Location	Resources/Materials	Start Date	Review Date	Evaluation

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

For help, see SEN: A Continuum of Support - Guidelines for Teachers; BESD: A Continuum of Support – Guidelines for Teachers; A Continuum of Support for Post-Primary Schools, Resource pack for Teachers; Student Support Teams in Post-Primary Schools.

Student's name:		Class/ Year
Names of those present at review:		Date of Review:
What areas of the plan have been most successful and why?		
Any comments from the parent(s)/guardian(s) comment?		
Signature of parent(s)/ guardian(s)		
Signature of teacher(s)		

Outcome of review (tick as appropriate)		
	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
	Continue at Current Level of Support	Request consultation with other professionals

Appendix 4: Change of level Form



Protocols for changes to a student's subject levels

It is expected that students may have to change levels in a subject, commonly from a higher level subject to an ordinary level subject, and this is a standard operating procedure in most schools. In Blackrock ETSS, these changes happen at pre-announced windows to minimise the impact of missed tuition time. In the run-up to these windows, the student and families take time to work with the school to understand the potential impact of these change. It is not advisable for a student to suddenly change from ordinary level to higher level as this creates pressure for the student and the change may also have a negative effect on the student's progress in the other subjects because of all the ground work to catch up on the newly selected level.

The following steps must be followed in full before changes to a student's level choice can be considered.

1. Students should talk to the teacher of the option subject/short course with which they are having difficulty.
2. Students should talk to their year head or tutor about any difficulties that may be having in their subjects/short courses and if they are unsure about the appropriate level.
3. Students should talk to the Guidance Counsellor or Deputy Principal regarding the impact of their change of level on their academic career.
4. Students, parents and Year Head/ Deputy Principal meet to discuss the requested change if the change lies outside the traditional window.
5. Students complete the change of level form, Appendix A. The completed form should be returned to the Deputy Principal or the Principal.
6. The Deputy Principal reviews the proposed changes and discusses the move with the new subject teacher.
7. The student/parent will be informed about the decision.
8. Deputy Principal makes changes to the student's timetable on VSWARE and emails staff about the relevant changes.
9. Student thanks teacher if they are leaving her/his class and starts in their new class.



Appendix A

Change of level form

For completion by student

Student name: _____

Class: _____

Date: _____

Name of short course/subject that you're studying at present: _____

Name of level that you'd like to switch to: _____

Reflection

1. Why do you want to change level?

2. Comment from Subject Teacher regarding the potential change.

3. Comment from Guidance Counsellor/Wellbeing Coordinator regarding a potential change

Signature of Student: _____

Signature of Parent/Guardian: _____

Signature of Deputy Principal: _____

OFFICE USE ONLY	☐ Changes made by DP on student's timetable on VSWARE
	☐ Emails sent to current and new Teacher to notify of changes
	☐ CC to Year head.

Appendix 5: NCSE Application form for Assistive Technology

NCSE Application Form 3 A for Students aged 18 or over



Date received: SENO USE ONLY

Application to NCSE for Assistive Technology (Circular 0010/2013) By Student Aged 18 years or over							
Notes: 1. The NCSE is provided with this information to facilitate the allocation of additional resources to schools for students with special educational needs. 2. The NCSE is required to keep and maintain these records for the purposes of identifying persons accessing additional resources and planning the provision of special educational and support services. 3. This application form will be forwarded by the SENO to the Department of Education and Skills, which will make a decision on the application. 4. The professional report(s) required to support an application <u>must</u> be submitted with this form. 5. Schools must have the consent of the student or the student's parent(s)/ guardian(s) to make the application. 6. Further information about how your data is being used is provided in the Data Privacy Statement.							
A. STUDENT DETAILS							
Name of student			Gender <table border="1"> <tr> <td>M</td> <td>F</td> </tr> <tr> <td></td> <td></td> </tr> </table>	M	F		
M	F						
Home address of student			Eircode <table border="1"> <tr> <td></td> </tr> </table>				
PPSN		Date of Birth					
Date Enrolled in School		Class (in school named below)					
B. SCHOOL DETAILS							
Name of School							
Address of School			Eircode <table border="1"> <tr> <td></td> </tr> </table>				
School Roll Number		Phone Number					
Email address		Name of Principal					
C. APPLICATION DETAILS							
Equipment for which grant is sought							
Estimated cost of equipment							
Signature of School Principal							
Date							
Data Privacy Statement							
The Department and the NCSE require your personal data to facilitate the allocation of assistive technology in line with the scheme. The personal data provided is shared between the NCSE and the Department. Full details of the Department's data protection policy is available at https://www.education.ie/en/The-Department/Data-Protection/. Details of this policy and privacy notice are also available in hard copy upon request from the following address: Department of Education and Skills, ~~Cornamaddy~~, Athlone, Co. Westmeath N37 X659. Full details of the NCSE's data protection policy setting out how we will use your personal data as well as information regarding your rights as a data subject are available at http://ncse.ie/ncse-data-protection							

D. DECLARATION BY PRINCIPAL Circular 0010/2013			
Primary Categories of Disability applicable		Secondary Categories of Disability applicable	
Hearing impairment		Moderate General Learning Disability	
Visual Impairment		Autism/Autistic Spectrum Disorders	
Physical Disability		Specific Learning Disability	
Severe/Profound General Learning Disability		Specific Speech and Language Disorder	
		Multiple Disabilities	
		Medical	
Ref: Section 8.1 of DES Circular 0010/2013		YES	NO
That a relevant/required professional has stated that this equipment is essential for the effective education of the child, and this documentation is attached			
Ref: Section 8.2 of DES Circular 0010/2013 Applications for equipment will be considered on the basis of the following criteria:			
Details of relevant interventions that have been put in place to deal with the issue of concern, including			
i) Teaching key skills			
and ii) making reasonable accommodations and adaptations:			
iii) Details that demonstrate that the child will need the recommended equipment throughout the school day.			
iv) Details as to how the existing equipment in the school is insufficient to meet the pupil's needs without unduly depriving other children of access to the equipment.			
Ref: Section 4.B of DES Circular 0010/2013			
v) Details as to how the recommended equipment will be used in the classroom and of the educational outcomes the equipment is designed to assist with.			
I hereby confirm : - that this application is supported by the Chairperson of the school's Board of Management. - that in making this application full regard has been paid to Assistive Technology support services already allocated to and available in the school. Circular 0010/2013.			
I declare that the particulars given above are accurate, that the application conforms with Department of Education and Skills circular, and that assistance in the use of the equipment will be provided by the school.			
Signature of School Principal			
Date			
E. STUDENT CONSENT			
I confirm:			
- That this application has been discussed with me and that I am aware that copies of this form and attached documents will be kept on file in the school. - That I provide consent for the information in this form and attached documents to be shared with the NCSE and Department of Education and Skills, as necessary.			
Signed		Name	
		Date	

F. RECOMMENDATION OF SPECIAL EDUCATIONAL NEEDS ORGANISER (SENO) <i>(In order to provide a recommendation on whether assistive technology should be approved or not approved, the SENO should complete either Section F1 or F2.)</i>	
F1. SENO recommends Assistive Technology	(Please tick ✓)
I am satisfied that the application for assistive technology in respect of _____ <u>meets</u> the terms of Circular 0010/2013, and, on the basis of the school's application and professional reports supplied, satisfies <u>all</u> of the following criteria:	
• The student has a serious physical and/or sensory or communicative difficulty to the extent that their ability to communicate through the medium of speech or writing is materially curtailed. • The student's disability is one for which assistive technology may be provided under the terms of Circular 0010/2013, namely <u>either</u> of the following: ➢ A primary category disability such as Hearing Impairment, Visual Impairment, Physical Disability or Severe/Profound General Learning Disability; ➢ A secondary category disability such as Moderate General Learning Disability, Autism/ASD, Specific Learning Disability, Specific Speech and Language Disorder, Multiple Disabilities, or Medical. • Without the equipment that has been applied for, it will not be possible for the student to access the school curriculum. • A relevant/required professional has: ➢ Stated in professional report(s) that the degree of disability is such that the equipment applied for is <u>essential</u> for the effective education of the student. ➢ Illustrated <u>how</u> the equipment will be used to access the curriculum. ➢ Made the case, or supplied evidence, that demonstrates that the student will need the recommended equipment <u>throughout the school day</u>. • The equipment is a specific educational intervention and/or required as essential for educational access – and <u>not</u> a communication device or medical or therapy related device which has a general application outside of school, and which are provided by the HSE. • The school have satisfactorily provided the following with their application: ➢ Details of relevant interventions that have been put in place in terms of teaching key skills. ➢ Details of relevant interventions that have been put in place in terms of making reasonable accommodations and adaptations. ➢ Details that demonstrate the student will need the equipment throughout the school day. ➢ Details of how the existing equipment in school is insufficient to meet the student's needs without unduly depriving other pupils of access to the equipment. ➢ Details of how the recommended equipment will be used in the classroom and the educational outcomes the equipment is designed to assist with. • The school have provided quotations with the application, in accordance with the requirements for written quotations as outlined in Appendix 1 of Circular 0010/2013.	
On the basis of the above, I recommend that grant aid be provided to the school to purchase the following equipment, as applied for (Please specify each item you are recommending in the space below)	
Signed:	Date:
Print Name:	
SENO Area:	

F2. SENO does not recommend Assistive Technology	
Having assessed the application for assistive technology in respect of _____, I am unable to recommend the equipment applied for, for the following reason(s) – Please tick each that applies ✓	
• Information provided does not confirm a diagnosed disability or medical condition in line with DES policy circulars	
• It is not clear from the report that the equipment is essential to allow the student to access education	
• The report does not clearly illustrate how, when and in what way the equipment will be used to access education throughout the school day	
• Equipment currently available in the school can meet the needs as outlined in the report	
• The specialist hardware and/or software has not been clearly specified in the report	
• Relevant quotations are not included with the application	
• The equipment is a communication device or medical therapy device, and not a specific educational intervention or equipment specifically required as essential for school educational access, and has a general application outside of school.	
Signed:	Date:
Print Name:	
SENO Area:	

IMPORTANT INFORMATION FOR SENO ON SUBMISSION OF RECOMMENDATION TO DES:

Once recommendation is prepared by SENO, the following are to be submitted to DES:

- Copy of page 1 of application form
- Either page 3 or page 4 of application form, i.e. Section F1, “*SENO recommends assistive technology*” or Section F2, “*SENO does not recommend assistive technology*”.
- Quotations supplied by school

The above are to be forwarded by the SENO to:

- Primary school applications for computer equipment and equipment for the visually impaired; and Primary/Post-Primary school applications for audiological equipment:
Special Education Section, Department of Education and Skills, Cornamaddy, Athlone, Co. Westmeath
- Post-Primary school applications for computer equipment and equipment for the visually impaired:
Schools Financial Division, Department of Education and Skills, Cornamaddy, Athlone, Co. Westmeath

IMPORTANT:

- Page 2 of form is not to be submitted to DES by SENO – as it contains personal data on student which is not required in order for DES to make a decision.
- Professional reports are not to be submitted to DES by SENO – as they contain personal data on student which is not required in order for DES to make a decision.

Appendix 6: RACE letter for Parents



Dear Parents,

Your child received an application form to get signed and dated by a parent/guardian for their state exam accommodations on _____.

The application is requesting your child to be considered for additional supports during the state exams in June, i.e. typing, spelling wavier, small shared centre etc.

The deadline for these forms to be returned is _____.

Can I ask you to ensure that the student returns the form to _____ by the end of the week.

Should you have any queries, please do not hesitate to get in contact.

Yours Sincerely,

Blackrock Educate Together Secondary School
Tully Park
Cherrywood
Dublin 18

Telephone: 01-9120440
Email: office@blackrocketss.ie
Website: www.blackrocketss.ie
Charity No. 20206294