

St Farnan's Post Primary School

Inclusion Policy

Introduction:

This policy document aims to outline the forms that additional educational support for students with Special Educational Needs (SEN) take in St Farnan's Post Primary School.

It is written in the context of the Department of Education and Skills Guidelines for Post Primary Schools in Supporting Students with Special Educational Needs in Mainstream Schools 2017. It reflects the NCSE Continuum of Support Model and recent changes to SET Allocation.

School Mission Statement:

St. Farnan's is a school community which strives to be inclusive and caring. We aim to develop all students to reach their full potential, personally, academically and spiritually, so that they may enrich the school and wider community.

Definitions:

SEN – Special Educational needs, also referred to as additional needs.

SET – Special Education Teaching.

SSF – Student Support File.

EBD – Emotional and Behavioral difficulties.

Roles:

The following have responsibility for managing the school response for students with Additional Educational Needs.

Board of Management:

- Oversees the development, implementation and review of a Whole School Inclusion Policy.
- Ensures a periodic review of the Whole School Inclusion Policy.
- Ensures that the rights of parents and students as prescribed in legislation are upheld in the school.

Principal:

- Has overall responsibility for ensuring that the additional educational needs of students are met.
- Works with the school partners in the development and provision of Whole School Inclusion.
- Ensures adequate accommodation and resources.
- Provides a secure facility for the storage of records.
- Ensures that mainstream teachers are aware of their responsibilities in relation to the education of students with additional needs.
- Provides resources for the professional development of staff in supporting students with additional educational needs.
- Monitors implementation of support programmes and selection of students for support teaching.
- Consults and liaises with outside bodies and agencies.
- Facilitates and encourages in-service for staff.
- Promotes the involvement of parents of students with additional educational needs.

Special Educational Needs (SEN) Co-coordinator:

- Co-ordinates the work of the SEN team.
- Liaises with other staff members in relation to the selection and implementation of tests and other means for assessing students' achievement and progress.
- Administers Diagnostic Tests
- Co-ordinates Reasonable Accommodations at Examinations in consultation with the Guidance and Counselling Department.
- Makes application to the National Council for Special Education (NCSE) for resource hours and/or Assistive Technology for incoming students with special needs.
- Organises the purchase of Department resources.
- Facilitates communication with the general teaching staff.
- Provides advice to subject teachers as required.
- Manages SNA resources in line with allocation.
- Communicates with parents/guardians if it is deemed that their daughter/son is in need of Support.
- Liaises with the School Counsellor and gathers information about the learning needs of students with SEN.
- Administers assessments for year groups.
- Coordinates student files and ensures their storage in the administration office.
- Ensures that student confidentiality is upheld.

SEN Team - Teachers with SET classes:

- Are scheduled to meet weekly as a team.
- Decide collaboratively on how to best meet the needs of students in need of support.

- Take responsibility for individual pupils in relation to drafting SSF in collaboration with parents and student.
- Take responsibility for implementing an alternative form of reporting for particular students, if deemed appropriate.
- Assist the SEN Co-coordinator in making applications for external support (RACE, Assistive Technology etc, visiting teachers etc)
- Involved in co-operative planning and teaching in mainstream classes using the schools planning templates – Appendix 1
- Withdraw students for additional classes in particular subjects.
- Provide advice to subject teachers.
- Meet and advise parents.
- Completes Reasonable Accommodations and DARE applications.
- Ensures superintendents for exams are aware of particular needs.
- Involved in the administration of standardised and diagnostic tests.
- Ensure that confidentiality is upheld.

ASD Unit Co-Ordinator

- Assists the Principal with prospective student enrolment process.
- Organises transition process from primary to post primary.
- Organises transition process from post primary to Further education.
- Requests information from previous school(s).
- Holds regular meetings with parents of ASD students.
- Liaises with outside professionals.
- Liaises with school management.
- Liaises with mainstream teachers.
- Liaises with ASD Programme student's bus drivers.
- Using a collaborative approach, compiles Student Support Files for students with a diagnosis of ASD.
- Ensures Student Support Files are reviewed and monitored on a regular basis.
- Carries out Social skills assessment of students with a diagnosis of ASD.
- Compiles a profile for each ASD Student for dissemination to all staff highlighting social/educational needs and provide strategies and intervention to address those needs.
- Develops social/life skills programme to suit the needs of the student with a diagnosis of ASD.
- Is responsible for resources and resource procurement for the ASD special class.
- Attends ASD specific conferences and in-services.
- Assists with Reasonable Accommodations applications.
- Manages SNA's while assisting with care needs in ASD Special class.
- Assists with Assistive Technology Applications.
- Ensure a whole centre approach is adopted when addressing the needs of a student with a diagnosis of ASD.
- Ensures that the learning environment within ASD special class is stimulating, well managed and fulfils Health and Safety regulations.

- Identifies what a child is able to cope with and what their stressors are so that appropriate interventions are put in place.
- Works with mainstream class teachers to identify regular opportunities for integration.
- Ensures that a child is not put in a situation which he/she would find particularly difficult to cope with.
- Enables a child to become more independent.
- Encourages and supports the student to socialise with peers.

Moderate Learning Unit Co-Ordinator

- Assists the Principal with prospective student enrolment process.
- Organises transition process from primary to post primary.
- Organises transition process from post primary to a new setting.
- Coordinates information gathering for incoming students
- Holds regular meetings with parents of MLU students.
- Continued liaising with outside professionals.
- Liaises with school management.
- Liaises with mainstream teachers.
- Liaises with MLU Programme student's bus drivers.
- Using a collaborative approach, compile SSF's for students.
- Ensures Student Support Files are reviewed and monitored on a regular basis.
- Is responsible for resources and resource procurement for the MLU special class.
- Produces Personal Pupil Plans for any relevant students
- Sees that Assessments are carried out when needed, both Educational and otherwise. Act on the recommendations of these Assessments.
- In collaboration, organises a timetable for all students within the MLU.
- Manages SNA resources while assisting with care needs in MLU Special class.
- Assists with Assistive Technology Applications.
- Ensures a whole centre approach is adopted when addressing the needs of a student within the MLU.
- Ensures that the learning environment within the special class is stimulating, well managed and fulfils Health and Safety regulations.
- Works with mainstream class teachers to identify regular opportunities to engage with MLU.
- Enables a child to become more independent.
- Encourages and support the student to socialise with peers.

Student Support Team:

- Comprises of the Deputy Principal, HSCL, SCP, Guidance Counsellors, External visiting Counsellor and SEN Co-coordinator.
- Meets weekly to identify those pupils in need of emotional support.
- Liaises with SEN Team to identify and support pupils.
- Liaises closely with Year Heads.
- Generates and updates the schools amber and red lists. These lists are only posted in staff room and allow teachers to be aware of pupils who are experiencing difficulty so they can be mindful of those pupils in their classes.

Guidance Counsellor:

- Counsels in personal, educational and career development.
- Provides career information.
- Consults with the SEN team, Student Support Team, staff and parents.
- Provides referrals to other professionals and agencies.
- Meets with students to assist them in subject choices/
- Administers Diagnostic Tests.
- Meets and advises parents as required.

Subject Teacher:

- Has primary responsibility for the progress of all SEN students in their class.
- Collaborates with the SEN Coordinator and/or SEN teacher in identifying pupils who may have general or specific learning difficulties.
- Differentiates the curriculum appropriately to meet the needs of all pupils, e.g. setting objectives at appropriate levels, modifying presentations, questioning appropriately.
- Provides learning activities and materials that will enable success.
- Provides input into pupil SSF.
- Acknowledges strengths of all pupils.

Special Needs Assistant (SNA):

- Work closely with subject teachers to ensure that students fully participate in the day-to-day life of the school.
- Are fully aware of the needs of their student(s) and work with the student in the classroom.
- Inform Management, teachers of any observations or concerns.
- Attend both staff and/or departmental meetings when appropriate.
- Help the student to complete tasks assigned by the teacher.
- Supervise and support Special Educational Needs students at break times, before and after school.
- Assist /escort students on school trips.
- Provide feedback on the progress of the Special Educational Needs students to the relevant subject teachers, Year Heads etc.

- Assist Special Educational Needs students in examinations

SNAs address the relevant care needs of the students in their care by:

- Helping them to mix with peers
- Supervising them when taking medication. E.g. Diabetes
- Administering medicine
- Assisting with clothing, feeding, personal care
- Assisting with mobility needs
- Preparation of classroom or work area
- Assistance with Transport
- Assistance with out of school visits/ outdoor activities
- Assisting with social & communication difficulties
- Assisting with students physical or sensory needs. E.g. need help swimming
- Supporting Student Support File development
- Assisting when student is a danger to himself or others
- Assisting at assembly, dispersal times or breaks

Parents/Guardians:

- Parents are encouraged to actively communicate with the school if they observe any learning or related difficulties at home.
- In all cases where screening, assessment and profiling are conducted, parents are consulted and their permission sought.
- When a Student Support File is being developed, parents will be consulted and have input.
- Parents will endeavor to implement any recommendations in SSF at home.

Student – All SSF are student centered:

- Take full advantage of any supports offered.
- Engage in the development of their SSF. Students are encouraged to contribute to the learning targets as set out in an SSF.
- A student for whom an ILP is being developed is consulted as an essential part of the development process.
- Students are encouraged to approach their SET Teacher if they have concerns about their learning.

<p style="text-align: center;">Procedures for Identifying, Addressing, Monitoring and Reporting of Students with Additional Needs.</p>

Identification Procedures for identifying students with Learning Needs:

- NCCA educational passports from Primary Schools.
- Educational Assessments provided on enrollment.
- Information provided by parents on application forms.
- Visits to feeder primary schools.
- Cat 4 testing on incoming first years.
- NGRT and Numeracy Testing.
- House Exam results.
- SEN referral form - Teachers
- State Exams and mock results.
- SCP Targeting.
- Attendance monitoring.
- Teacher, Year Head and SNA observation.
- Staff Surveys.

Procedures for Addressing Student's Needs:

Once needs are identified the SEN team will discuss same, a member of the team will take responsibility for developing SSF and some or all of the following will be offered / implemented.

This list is not exhaustive.

- Small group subject support.
- Small group targeted skills support.
- Individual targeting support.
- Team teaching support.
- Evidence based Interventions – Catch up literacy, Catch up Numeracy, Friends for Youth. Why Try, etc
- Behaviour contracts and interventions.
- JCSP programme participation.
- LCA participation.
- Transition Year Participation.
- HSCL intervention.
- SCP Initiatives.
- Attendance Initiatives.
- Implementation of Reasonable Accommodations.
- Implementation of Assistive Technologies.
- Irish Exemption Application.

Monitoring, Recording & Reviewing Progress of Students with Additional Needs:

- SSF reviewed and updated in consultation with student and parent at the end of each term.
- Alternative form of reporting implemented for students where appropriate, this could include a written report made solely by SET Teacher or a face to face meeting with Student and Parent.
- In house exams results.
- State Examinations results.
- NGRT retesting results.
- Numeracy retesting results.
- Observations by teachers, Year Heads and SNA's
- Feedback from Student, staff and Parents.
- Behaviour Monitoring.
- Attendance Monitoring.

Irish Exemptions:

- A register of those students with Irish Exemptions is generated in September of each year by the SEN Team.
- Where possible pupils will be offered additional support during Irish classes with their needs and / or subjects.
- School management, in consultation with Irish department, will endeavor to balance numbers of exemptions in each Irish Teaching group.

English as an additional Language:

- Those students for whom English is an additional Language will be identified through the enrollment process.
- Students will be assigned SET hours as required.
- Acknowledgement of progress and reporting on same will take place.

The Exceptionally Able Student:

- The exceptionally able student will be identified to the SEN Team though the same means as outlined above.
- A Student Support File will be generated in consultation with Patents, Teachers and Student with appropriate targets put in place.
- Acknowledgement of progress and reporting on same will take place.

RACE & In House Exams:

- The SEN Coordinator will liaise with ASD coordinator/MLU Coordinator and SET team to ensure that RACE applications are processed in line with SEC deadlines.

- The SET teacher who is preparing an application will be in contact with parents/guardians throughout the process.
- When confirmation of a decision concerning an accommodation is received by the school, a copy will be forwarded to parent/guardian.
- The SEN coordinator will formulate a report outlining all decisions including those pending not later than two weeks prior to commencement of state exams.
- This report will be furnished to both Principal and exam aide who will meet with SEN Coordinator to decide arrangements including rooms, superintendents, resources etc.
- The school will endeavor to provide the same supports during house exams to those who avail of RACE in the state exams.

Appendix 1 – Co-operative Teaching Planning Template

Appendix 2 – Student Support File

Appendix 3 – Annual breakdown of SET Teaching Hours

Appendix 4 – NEPS continuum of support model

Appendix 5 – Template for recording minutes for SEN meetings

Appendix 6 – Sample Alternative School Report – Based on SSF Targets

Appendix 7 – SEN referral form

Approved by BOM:

Signed:

Date: _____

Chairperson BOM

Review: May 2020

Appendix 1 – Co-operative Teaching Planning Template

Date: _____

Attendees: _____

<p>Review (20% of time) Reflect on teacher and student performance</p> <ul style="list-style-type: none">• What worked well?• What didn't?	
<p>Plan Instruction (60% of time)</p> <ul style="list-style-type: none">• Discuss "big picture" issues first• Discuss content• Plan content delivery• Consider variations of co-teaching• Design practice activities• Plan individual and group evaluation	
<p>Assign Responsibilities (20% of time)</p> <ul style="list-style-type: none">• Identify needed materials• Clarify teaching roles and responsibilities• Write out responsibilities for all involved	
<p>Next Meeting Date:</p>	

Appendix 2 – Student Support File



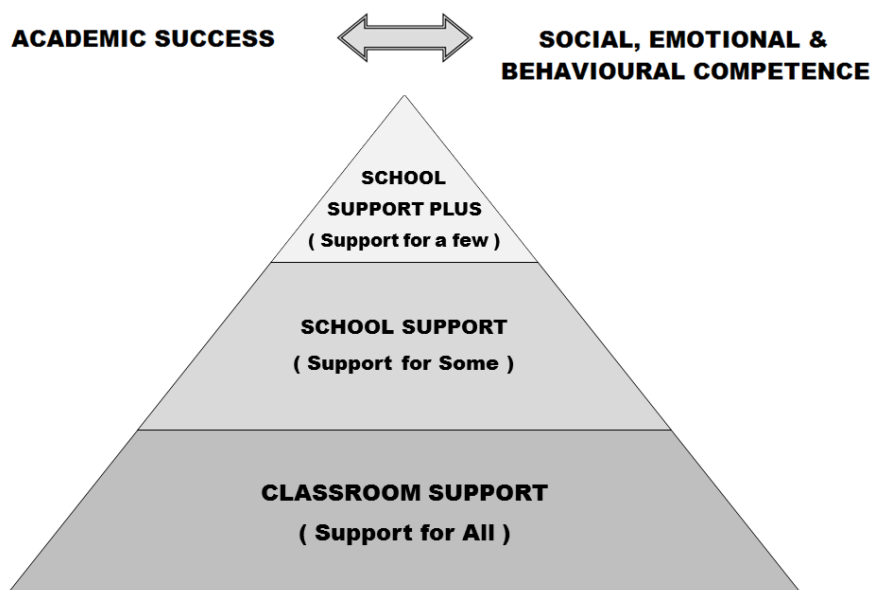
Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Guidelines on the Student Support Plan are available at:

<http://www.sess.ie/sites/default/files/inline-files/Student-Support-File-Guidelines.pdf>

STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

A Continuum of Support



Student Support File, Log of Actions

Date

Actions

Support Checklist

Name:	Age:	Class:
General Information	Date Checked	Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning- screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by learning support/resource teacher or other school staff?		
16. Other interventions put in place in school?		
Action needed		

Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20

Appendix 3

School Provision Plan for pupils with Special Educational Needs

School: Roll No: _____

School Year: _____ Reviewed: _____

Special Educational Needs Teaching: _____ hours

Teacher Name*	Hours	Brief Description of role and Duties

Appendix 4 – Template for recording minutes for SEN meetings

Agenda should be drafted by members and circulated before meeting by coordinator

Decision / Action	Timeframe

Appendix 5 – Sample Alternative School Report – Based on SSF Targets

Targets for SSF	Progress
General Comments:	

Signed SET Teacher _____

Signed SEN Co-ordinator _____

Appendix 6 – SEN referral form

Student:	
Year & Class	
Member of Staff	

1. Please tick which area(s) are a concern:

- Communication and interaction*
- Cognition and learning*
- Social, emotional and mental health difficulties*
- Sensory and/or physical difficulties*

2. Briefly explain what difficulties the student is experiencing in accessing the curriculum.

3. How have you differentiated the lesson/adapted your planning for the student?

Please detail any other factors which may be relevant (conversations with the student/parents/colleagues)

Signed:

Date: