

Title: Additional Educational Needs Policy: A Whole School Approach		
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1.0 Mission Statement

St. Joseph's College, Garbally is a Catholic Boy's School which aims to provide a holistic education for our students, enabling them to acquire the life skills necessary to live fulfilled lives. The qualities of respect, justice, and compassion, which are rooted in Gospel values, permeates this and all school policies. We believe that promoting healthy relationships and a spirit of collaboration within the school itself and with the wider community, are the best means of ensuring a good school. We recognise that each pupil entrusted to us is unique and has different gifts as well as different needs.

St. Joseph's College, Garbally, does not discriminate against its students on grounds of religion, disability, ethnic origin, sexual orientation, age, marital status, family status, membership of any minority or other group or organisation or on any grounds whatsoever.

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2.0 Aims

The main aim of Additional Educational Needs Policy, (AEN), in St. Joesph's College, Garbally is to provide a positive learning environment, which will foster the academic, social, and emotional development of students with Additional Educational Needs and will enable each student to realise their individual potential. In line with our ethos and official Department of Education and Skills recommendations, learning support strategies will actively seek to include the diverse range of cultures and abilities of the students.

3.0 Rationale

This policy document aims to outline the school's provision of additional educational support for students with AEN. It outlines the philosophy that underpins this provision. This policy is written in the context of the various pieces of legislation listed below. This policy is a working document and will be reviewed annually. The policy reflects our current practice.

4.0 Legal Framework

St. Joesph's College, Garbally sets out to provide education for all its students, with reference to legislation regarding students with AEN as listed below:

- The Education Act (1998)
- The Education Welfare Act (2000)
- The Equal Status Act (2000)
- The Education for Persons with Disabilities Bill (2003)
- The Equality Act (2004)
- The Data Protection Act (2018)
- The Freedom of Education Acts (1997 and 2003)
- The Education of Persons with Additional Educational Needs Act (2004)

This policy is drafted in the context of:

- The guidelines published by the NCSE
- The guidelines on the Continuum of Support for Post-Primary Schools (NEPS)
- New Junior Cycle Framework

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5.0 Aims of the Policy

The principal aim of Additional Education Support in St. Joesph's College, Garbally is to provide a positive learning environment, which will foster the academic, social, and emotional development of students and to enable each to realise their individual potential.

Learning Support provision also seeks to:

- Enable pupils of all abilities to avail of and benefit from an appropriate education.
- Provide students with consistent opportunities to experience success.
- Provide supplementary teaching and additional support in literacy and numeracy.
- Involve parents / carers in the support of their son's education.
- Promote collaboration among teachers in the implementation of a whole school policy on learning support for pupils with additional needs.
- Protect and enhance the self-esteem of the learner.

6.0 The school hopes to achieve the following by updating the AEN policy:

- To include the most recent best practice in AEN.
- To incorporate best practice guidelines in AEN.
- To reflect on the most recent recommendations, most particularly the Continuum of Support at Post-Primary Schools, National Educational Psychology Services, (NEPS), recent Child Protection legislation and GDPR 2018.
- To outline our whole school approach to teaching and learning in relation to pupils with AEN or English as an Additional Language, (EAL).
- To set out procedures for the enrolment of students with AEN/EAL in the school.
- To assist parents/carers in making an informed decision in the enrolment of their child in school.
- Ensure that students with AEN/EAL are educated in an inclusive environment.
- Ensure that all members of staff are aware of the specific needs of students.
- Ensure that AEN/EAL is not viewed in isolation, but in the context of the whole school.
- Ensure that students with AEN/EAL are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way.
- Set high standards for students with AEN/EAL and provide them with appropriate guidance, encouraging them to achieve their full potential.
- Develop staff expertise in supporting students with AEN/EAL
- Encourage and foster positive partnerships with parents/carers, to achieve appropriate support at home and at school.
- To outline procedures and practices which will be followed in relation to supporting the learning of pupils with AEN/EAL.
- To establish communication structures for all the partners in the education of pupils with AEN/EAL

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• 7.0 Roles and Responsibilities of the AEN team

The AEN team comprises the Principal, Deputy Principal, AEN coordinators and the Additional Education Teachers. The team is advised by the NEPS psychologist, Special Educational Needs Organisers, (SENO), as well as other agencies and professionals involved with AEN students in the school.

The following are the roles of the different partners involved in the provision of AEN in St. Joesph's College, Garbally. (Inclusion of Students with AEN Post-Primary Guidelines 2007 and Circular 14/2017: General Allocation Model).

Board of Management

- To ensure that all students with AEN are identified and assessed.
- To ensure that the school has an up-to-date AEN policy in place and monitor the implementation of that policy.
- To ensure that a broad, balanced and differentiated curriculum is provided to ensure that students learn the skills necessary to participate in society.
- To ensure the development of positive partnerships with parents / carers and other relevant agencies, and to ensure that parents / carers are informed of their child's AEN and how these needs are being met within St. Joesph's College, Garbally.
- To ensure that parents / carers are consulted with and invited to participate in the making of all significant decisions concerning their child's education.
- To develop a whole school approach to literacy and numeracy under Section 14 of Education of Persons with Special Educational Needs Act, EPSEN.

The Principal

- To appoint AEN co-ordinators and to work closely with the co-ordinators.
- To inform the Board of Management of issues with AEN.
- To consult with the AEN co-ordinators and other personnel who consult with the Department of Education regarding needs and provisions.
- To ensure the effective and efficient use of resources, including the allocation of resource hours and relevant funds.
- To promote a whole school approach to AEN, make all staff aware of their responsibilities in this area and to facilitate appropriate staff development in this area.
- To promote the development of positive partnerships with parents / carers of AEN students.
- To ensure that procedures exist for consultation with primary schools with regard to the enrolment of students with AEN.

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- To provide leadership in developing relevant whole school policies: enrolment/assessment/inclusion.
- To manage the implementation of policies and practices.
- To direct the work of the SNA's.

AEN Co-Ordinators

- To co-ordinate/devise a school AEN plan.
- To create and maintain a school register of students with AEN.
- To communicate the needs of students to teachers.
- To assist in the identification of students with AEN.
- To ensure that support plans are in place for students with AEN.
- To advise teachers of the recommendations made in professional assessments relating to individual students.
- To assist the Principal in the allocation of resources.
- To process applications for Reasonable Accommodations at State Exams (RACE).
- To provide RACE in house exam where possible given the resources available.
- To consult with outside professionals.
- To meet with parents / carers to plan and to review interventions.
- To assist in co-ordinating the administration of standardised assessments.
- To ensure that systems are in place for the referral of students by teachers, parents / carers, etc.
- To be a member of the Student Support Team.
- To advise and collaborate with Special Needs Assistants, SNAs, around the care needs of relevant students.
- To facilitate weekly meetings of the AEN team.
- To support the creation of an inclusive climate within the school and contribute significantly to the work of the AEN team.
- To facilitate the inclusion of any individual student with AEN by monitoring the student's progress within the year group.
- To encourage an awareness of additional educational needs from the students including a respect for students with AEN.

Special Needs Assistants, SNAs

- To provide care assistance to named students who have AEN. They make a valuable contribution to the school's capacity to provide inclusive education to these students.
- To recognise their role in the health and safety of the student and in their social, emotional, and educational development, without developing a culture of dependency.

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- Assisting/escorting students on school trips.
- Giving additional assistance as necessary for students with difficulties e.g., helping a student with AEN with typing, writing or other use of equipment.
- Assisting with house examinations, mock exam additional centres (if appropriate).
- Assisting the teacher in the supervision of pupils during assembly, recreation and in movement from one classroom to another.
- Other appropriate duties as may be determined by the needs of the pupils and the school.
- The SNA may be re-assigned by the AEN co-ordinator to other appropriate work when AEN students are absent or when particularly urgent work demands arise.

• 8.0 Role of Mainstream Teacher (DES Circular 14/2017)

- To be aware of the school AEN policy and procedures (as outlined in this policy) for dealing with students with AEN and ensure all students' needs are met.
- To seek advice from the AEN Department regarding students with AEN.
- To participate in Continuing Professional Development, CPD, around AEN.
- To support/encourage independence in the student.
- To differentiate teaching and learning activities for students, including exceptionally able/gifted students.
- To create a positive classroom environment for all students.
- To create opportunities for success.
- To use assessment for learning.
- To establish and teach behavioural and learning expectations.
- To assess/monitor progress.
- To consider the needs of students with AEN in all aspects of classroom planning.
- To identify students who may be at risk (considering general progress, application, communication, behaviour, or interaction with other students).
- To complete referral forms, transfer of information forms, etc. as required by the AEN team.
- Contribute to group or individual planning and review.
- Implement agreed strategies.
- Implement individualised and specialist programmes and strategies.
- Direct the work of the SNAs in the classroom.
- Inform parents / carers of the progress of students through the parent-teacher meeting and school reports.
- Contribute to the school development planning for their subject area whilst always having concern for students with AEN.

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• 9.0 Team Teaching

- While all teachers are of equal status in the Team Teaching set up, the teacher assigned as Class Teacher to the class is the lead teacher.
- Based on guidance from the AEN team, a list of AEN students with documented and undocumented needs will be made available to both lead and team teacher.
- Both the lead and team teacher will then meet to devise a plan to assist the identified students in the classroom setting.
- The lead teacher should use team teaching in the following ways:
 - As a support for teaching and learning.
 - Assist a small group or individual students in the classroom setting to access the topic being covered in class. This intervention will be reviewed after an agreed time period.
 - Assist with a small group or individual students by withdrawing these students from the main class for a set time to complete or reaffirm knowledge on a topic.
 - If teaching and learning is being disrupted by a group of or individual student(s), the lead teacher can use the team teacher to withdraw the individual(s). This ensures that teaching and learning can continue. This is not a permanent arrangement and is to facilitate teaching and learning and student self-regulation.
 - The lead teacher may also request the team teacher assist by withdrawing students who may require rest breaks, time out or time for self-regulation due to a documented AEN.

• 10.0 Involvement of Parents / Carers (DES Circular 14/2017)

The school recognises its responsibility under section 14 of the EPSEN Act 2004, regarding informing and consulting with parents / carers on all matters relating to their child's education.

Parents / carers and transition to and transfer from post-primary school.

The quality of a child's experience in making the transition to post-primary education can determine how they will settle in school. Parents / carers can provide valuable support to a child with AEN while the child is making the transition.

St. Joseph's College, Garbally provides support to parents / carers by:

- Consulting with parents / carers prior to transfer.
- Informing parents / carers about the range of extracurricular activities available for first year students so that the parents / carers can encourage their child to participate.
- Having an anti-bullying policy and keep parents / carers informed of issues relating to bullying.
- Encouraging parents / carers to contact the AEN co-ordinator.

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Parents / carers and the transmission of information

- The parents/carers of a child with AEN can provide valuable information in relation to their child's learning difficulties and learning preferences. The AEN team seeks relevant professional reports from parents/carers of students with AEN with the acceptance of a place in the school. St. Joesph's College, Garbally, always recognises the parents/carers as the primary educator of the child.

Parents / carers and home-school links.

- The school provides parents / carers with regular reports on the progress of their child.
- The school journal is used for home-schooling communication, and parent teacher meetings are held once a year for face-to-face communication.
- Students receive a written school report.
- The AEN co-ordinator and AEN teachers are available to meet parents / carers on request.
- Parents / carers help the school by keeping the teachers informed of the progress/difficulties they observe in their child's learning as they progress through the school.

• 11.0 Involvement of Students

- The AEN Department fully involve students in discussions around their learning needs.
- Students have input into their learning targets.
- Students on behaviour support plans are encouraged to self-monitor.
- St. Joesph's College, Garbally believes that achievements are maximised when students take ownership of their learning. This is in accordance with the Junior Cycle guidelines.

• 12.0 School Policy on SEN provision and the Continuum of Support

In accordance with the Continuum of Support for Post-Primary schools, a special needs policy was revised in the academic year of 2018-2019. The SEN department of St. Joesph's College, Garbally produced this policy. The model of assessment and intervention, as practiced in St. Joesph's College, Garbally underpinned by recognition that Additional Educational Needs occur along a continuum, from mild to severe and from transient to long term. Our response to the needs of students may be organised according to NEPS's Continuum of Support. We acknowledge the approach of support for all, support for some and support for a few. (Page 4 Continuum of Support).

Identification of AEN on Acceptance:

The process of identifying and planning for students with AEN begins at the school's open day/ night event. Parents/caregivers/ guardians of students with AEN are encouraged to contact and discuss the student's AEN with the school's AEN team. A list of students enrolling in St. Joseph's College, Garbally is compiled. Based on the student's enrolment to St. Joseph's College, Garbally, the school AEN team initiates planning and preparation for the arrival of these students into the school. School visits are organised to the feeder schools to seek further information on students with AEN who have

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enrolled in St. Joseph’s College, Garbally. A channel of communication is opened and encouraged with parents of students identified as having AEN.

Meetings are requested and arranged by both parents /caregivers / guardians and the school's AEN team. These meetings are arranged to enable the AEN team to build a bigger picture of the students AEN, and the strategies used to assist this student. Meetings between relevant outside agencies who may be working with incoming students with AEN are also arranged. These meetings are invaluable in enabling the planning of support for students with AEN.

The Cognitive Ability Test, CAT IV, is carried out in the first two weeks of the incoming students arriving in St. Joseph’s College, Garbally. This test is invaluable in assisting all first-year students make their subject choice. They are also used by the AEN team to identify the strengths and difficulties of students with AEN. The information gathered from the above is used to provide targeted support for students with AEN. The implementation of support and the support provided is guided by the Department of Education's continuum of support model. Weekly AEN meetings monitor the implementation and impact of targeted support for students with AEN.

• 13.0 Student Support Plan/Files

A Student Support Plan, SSP, is devised for students with AEN. All students listed on the St. Joseph's College, Garbally AEN register have a SSP which facilitates the tracking and monitoring of specific targets that are specific, measured, attainable, realistic on time based, (SMART). Students’ progress is also monitored including specific interventions, levels of support and referrals.

Compiling the Student Support Plan involves:

- Gathering information from primary schools, assessment reports and information obtained from parents / carers.
- Building a profile base on formal and informal assessments.
- AEN provision
- Priority needs.
- Setting targets for priority learning needs.
- Identifying strategies required.
- Deciding a review date

School Support Plus (for a few) (Individual Withdrawal)

- Applies to students whose needs are more complex.
- Firstly, the AEN department looks at known and documented needs based on information given to St. Joseph's College, Garbally at the time of enrolment.

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- This information includes student passports, psychological reports, consulting with parents / carers, outside agencies, and meetings with primary school AEN department.
- AEN department also collaborates with NEPS psychologists through consultation.
- A SSP Plus Plan is developed, implemented, and reviewed.
- Students with emerging needs may be moved from school support for all or some to School Support Plus.
- AEN Department will consult with subject teachers and take on board teacher observations.

• 14.0 New Entrants to Garbally

Once accepted to St. Joesph's College, Garbally:

- All incoming First Year students take a Cognitive Ability Test; CAT4. These tests can be used to identify strengths and needs of incoming students with AEN. This data is used to help identify students who may need additional support including exceptionally gifted students.
- The AEN team will take into consideration the students learning style and strengths.
- The AEN team will create learning targets for each student with AEN. These targets are monitored and once achieved, new targets are set.
- At the beginning of the new academic year all students on the AEN register are reviewed in terms of level of support needed and curriculum load.

Students transferring into other year groups.

When a student is accepted into a year group other than First Year, information is sought from their previous school (Educational Psychological Report, school reports, attendance, etc.). This is the responsibility of the Principal/Deputy Principal. Any relevant information is then passed to the Year Head and the Additional Needs Co-Ordinator.

Provisions for Students with emerging needs.

For students with emerging needs, including the exceptionally able, the concern may have been identified through the whole school screening and monitoring systems (CAT4, informal observation, parental concern). Teachers are asked to complete a referral form for students who they have a concern about that focuses on the student's behaviour, academic performance, homework etc. Some students will need further individual or diagnostic testing to identify the nature of their needs (both learning and behavioural).

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Positive Behaviour and Social & Emotional Support

St. Joseph's College Garbally have identified over the years a need for Positive Behaviour Support (PBS) and Social & Emotional Supports (S&ES) for students. As a result, as part of our AEN we are currently administering a few programmes which are geared towards students who have been identified as requiring PBS and S&ES

These students are identified in various ways.

1. At Open Day
2. Parent Consultation
3. School Visits
4. Referral from National School
5. Referral from St. Joseph's Garbally Staff

The following targeted interventions are made available to those identified:

1. Friends For Life.
2. Check and Connect.
3. Alert Programme.

These programmes are either run as small group sessions or on a one-to-one support basis depending on the need identified. We also work very closely with the Pastoral Care Team and referrals are made to the Pastoral Care Team for further interventions and supports where deemed necessary. Weekly meetings are held with the AEN team, Pastoral Care team, Year Heads and Management, to discuss progress, keeping in mind confidentiality.

• 15.0 Models of AEN provision

Models of AEN provision

In assessing and deciding which students need to be in receipt of supplementary teaching and which students may benefit from support within the mainstream context the following options are considered:

- Curricular differentiation
- Team teaching/Co-operative Teaching.
- In-class support/differentiation.
- Inclusion of SNA in specific classes.
- Small group withdrawal.
- Individual withdrawal.
- Organisational skills.
- Social Skills.

The period of intervention recommended for each student is dependent on the nature and extent of their

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individual need. The decision on withdrawal of students versus co-teaching is based on the extent of the needs and levels of the students. The duration of provision is varied and is reviewed throughout the intervention. There are cases where support is needed on a short-term basis, after which the student is able to recommence with the regular curriculum. All decisions in this regard are discussed with the parents / carers /guardians, class teachers, the student, principal, and guidance counsellor.

Reasonable Accommodations for State and In House Examinations (RACE)

Applications are made by the AEN co-ordinator for RACE provision for students with AEN sitting Junior Cycle or Leaving Certificate Examination. Accommodations are granted the by The State Examinations Commission. Where resources permit and when deemed appropriate, readers, scribes, spelling and grammar waivers and other accommodations are available to students who qualify for such accommodations at mock exams and other school assessments.

• 16.0 Record Keeping

A full record of psychological reports, CAT IV results, student passports and other reports are kept in the AEN co-ordinators office in a locked filing cabinet. Records of AEN meetings are kept. Mainstream teachers can access student’s information in the AEN co-ordinators office, but the information may not be removed from the office.

Student support plans are kept in a locked filing cabinet.

Information is managed in accordance with the directives of both the Freedom of Information and Data Protection Acts. Student records are destroyed after 7 years.

• 17.0 Exemptions from Irish and Foreign Languages

- Students with Irish and Foreign Language exemptions are noted.
- Certificates of exemption from the study of Irish and Foreign Languages must be submitted with the enrolment application.
- The school will only consider granting an Irish exemption when a written request is made by the student’s parents / carers.
- The guidelines set down by the Department of Education and Skills will be strictly adhered to (Circular M10/94) <http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/ppc1094.pdf>

Where possible, withdrawal for Additional Education provision is arranged for AEN students who do not study Irish, during Irish class. This is not guaranteed and is limited by timetable restrictions and staff availability and completed in accordance with the Guidelines for Post-Primary Schools, Supporting Students with Additional Educational Needs in Mainstream Schools (2007) and with parental consent.

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Special Educational Needs

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- 2.0 Roles of those involved in the Special Educational Needs Team
- 3.0 Supporting bodies
- 4.0 Identification and Enrolment of students in the Special Class in St. Joseph's College, Garbally
- 5.0 Timetable Options
- 5.0 Transitioning from primary school to the Special Needs class
- 6.0 Behaviour Policy

1.0 Special Education Needs Team and Categories

Categories of Special Educational Needs Catered for in the school:

- Autism/ Autism Spectrum Disorder
- Mild General Learning Difficulties
- Moderate General Learning Difficulties (Circular 08/02 (Appendix 3))
- Severe/ Profound General Learning Difficulties (Circular 08/02 (Appendix 3))
- Physical Disabilities e.g., Cerebral Palsy, Dyspraxia
- Assessed Syndromes e.g., Down Syndrome
- Emotional/ Behavioural Difficulties – ADD/ ADHD
- Students with multiple disabilities
- Learning Support Students

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2.0 Roles of those involved in the Special Educational Needs Team

Special Class Coordinators

The coordinators have the following responsibilities:

- Put the needs of the student first and foremost at all times. This may be curriculum need - assisting the students in progressing in their learning, and/or behavioural needs - putting plans in place to try and ensure the students success.
- Liaise with stakeholders to include teachers teaching in the special class, parents and carers, mainstream teachers, professionals involved with the students in the Special Needs Class when required e.g., Psychology, Occupational Therapy, and other relevant bodies e.g., bus escorts, guidance officers.
- Organise professional training – this may include training for teachers, SNA’s bus escorts depending on resources available: time, funding available e.g., first aid training, challenging behaviour training.
- Keep student portfolios of work secure on site.
- Liaise with management in relation to ongoing updates re Special Class e.g., curriculum, timetables, behaviours etc.
- Inform relevant personnel regarding student medical information/ care plans.

Special Needs Assistants (SNAs)

As laid out in Circular 0030/2014 the role of the SNA is as follows:

Special Needs Class Students need assistance from the SNA in the following areas.

- Assisting students to board and alight from school buses
- Assisting with clothing, feeding, toileting and general hygiene
- Accompanying a student who may need to be withdrawn from the classroom temporarily.
- Special assistance to those who are in need in the areas of writing and typing.
- Where the SNA is dealing with students, they should assist the needs of those students as highlighted in various reports.
- Assisting the teacher in supervising students with SEN
- Accompanying a student who may need assistance or support to attend mainstream class

The SNA may also work in collaboration with the teacher by:

- Preparing materials
- Feedback observations to the class coordinator
- Maintaining work areas
- Organise student’s work.
- Clarify work.
- Helping with material needed.

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It is also important to highlight that the role of the SNA is apparent in the following areas:

- Any information pertaining to SEN students is confidential and the SNA should ensure that this information is kept private.
- The SNA cannot be left in sole charge of a student when a teacher is absent and cannot act as a substitute for a teacher.

Parents/ Guardians

Parents/ Guardians are the first and foremost teachers in the child’s life. They contribute hugely to the success of any learning programme put in place in the school. Parents need to link with the Special Class Coordinator/s to seek clarification on goals being set, how these may be followed through in the home environment, any concerns that may arise and any areas they would like addressed through school setting. This communication needs to be active and ongoing so both bodies are working in unison to ensure progression.

3.0 Supporting Bodies

Health Service Executive
 Children's Disability Network Team, (CDNTs)
 Special Educational Needs Organisers, (SENOs)
 National Educational Psychological Service, (NEPS)
 School Based Support Special Education Support Services, (SESS)
 Child and Adolescent Mental Health Services, (CAMHS)
 National Council for Curriculum and Assessment, (NCCA)
 National Council for Special Education, (NCSE)

4.0 Identification and Enrolment of students in the Special Class in St. Joseph’s

Categories of Special Educational Needs catered for in Special Class in St. Joseph’s College, Garbally, with the approval of the Minister for Education and Skills, has established the following classes:

One class for students with **Moderate General Learning Difficulties** (maximum of 8 students). Applications must be supported by a professional report that includes a recommendation of placement in a special class for students with Moderate General Learning Difficulties.

Two classes for students with **ASD** Autism Spectrum Disorder (maximum of 6 students per class). Applications must be supported by a professional report that includes a recommendation of placement in the ASD class.

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Step 1: Parents/Guardians/ professionals/ Special Educational Needs Organiser, SENO involved with a potential student may contact the school about placement availability.

Step 2: Parents/Guardians may wish to meet a coordinator to discuss the curriculum followed and types of timetabling available for students in the class. This can be done by contacting the school office or by attending the School Open Day.

Step 3: Once the application process is completed and the student is placed in the special class the class coordinator will link with the primary teacher and organise visits for the student to the special class. This is usually 2-3 visits between March and May. This will allow the student to become familiar with the school, the current students in the school and teaching staff. It provides them with an opportunity to take part in some of the subjects we offer on the timetable. It also allows identification of potential problems that may arise.

Step 4: The parents/ guardians are invited to attend the school open day. On this day we would try to get application forms completed for various supports we would need to put in place e.g., transport, SNA provision. Parents are asked to provide supporting documentation if available.

Step 5: The class coordinator will also try to visit the primary school to see samples of the students work and to observe the student in a familiar setting.

A main part of the transition is the communication between parents/ guardian, the primary teacher and the class coordinator as to what timetable option will best meet the needs of the student.

5.0 Timetable Options available are:

- The student is full – time in the Special Class and follows the programme in place.
- The student attends both the Special Class and mainstream to certain subjects e.g., Physical Education, PE, Social Personal and Health, SPHE and sometimes Art and Home Economics for integration purposes but will not sit state examinations in these subjects, instead getting certification in the Special Class curriculum. This is subject to student numbers in mainstream classes.
- The student attends mainstream with the intention to complete state examinations in certain subject areas identified by parents and primary teachers and attends the Special Class to develop social skills and independent living skills.

There will be ongoing review of the timetable and it will be amended if needed. In some cases external professionals may be asked for further advice. The timeframe for review will vary depending on each individual student's needs.

SNAs are assigned to the class and not the individual student. While we will endeavour to provide SNA support to students going to the mainstream class, it may not be possible in every case.

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6.0 Transitioning from primary school to the Special Needs class

As mentioned above for a smooth transition for students entering the Special Needs class the coordinator will liaise with contact person in the primary school to organise visits for the student to become familiar with their new school environment.

6.0 Behaviour Policy

Students in the Special Class will be expected to follow school rules. If there are behaviours that are known prior to a student entering the Special Class these should be highlighted in the psychologist's report and identified prior to a student entering the class. This will allow for supports to be put in place to meet that student's needs.

If a behaviour that challenges present itself when the student is already enrolled in the class, where necessary the coordinator will seek assistance from outside behaviour supports teams or relevant body e.g., Children's Disability Network Team, CDNT

A behaviour support plan will be drawn up between the class coordinator and a behaviour support therapist/ psychologist involved with the child.

There may also be input from the parent/ guardian as many supports put in place will need to be incorporated into the home environment as well.

A focus of the curriculum will be on the student becoming independent and being able to self - manage behaviour.

This plan will be reviewed and adapted as required. The timeframe for review will be decided between all personnel involved and will be individual to the student.

If after all supports have been exhausted and there are no changes in challenging behaviours presented, it may be decided that the special class may no longer be suitable for a student on grounds of health and safety concerns for that student, other pupils and/ or staff members.

The Special Class follow the Junior Cycle programmes levels 1-2. The L1LP is designed for but not explicit to students who have learning disabilities in the range of low moderate to severe and profound. The L2LP is aimed at those with disabilities categorised as being in the lower mild to higher moderate range of general learning disabilities. The level to which a student will progress is individual to that student and will be decided between the class coordinator, the teacher delivering the relevant component and the student's parents. The focus of the curriculum is to assist the student in becoming an independent participant in society. There is also a key focus on life skills for each student and it may be necessary for a student to remain at a certain level which best meets their needs.