

**MERCY SECONDARY SCHOOL MOUNTHAWK**



**SUPPORTING STUDENTS**

**WITH ADDITIONAL and SPECIAL EDUCATIONAL NEEDS**

## **SECTION 1 INTRODUCTION AND BACKGROUND**

### **1.1 INTRODUCTION**

#### **1.1.a. SCHOOL DESCRIPTION**

Mercy Secondary School, Mounthawk is a Catholic Voluntary Secondary School under the Trusteeship of CEIST. We are a co-educational school. The school population is 1,300 students (approx.).

#### **1.1.b. AIMS**

Our aims in developing this formal policy are to:

- Identify and codify the current procedures and practices in the school in relation to the provision of the constitutional rights for children who have a disability or who have other special educational needs as they relate to education.
- Affirm that students with special educational needs have the same right to avail of, and benefit from education as students who do not have those needs.
- Provide for the involvement of parents in the education of their children and in the decision making process in relation to their children.
- comply with current regulations and legislation in this area
- establish a formal process and means of addressing students' needs in relation to education in the school.
- ensure that students with SEN are supported in the school in a fully integrated manner to access the curriculum.
- Co-operate and work closely with the National Council for Special Educational Needs (NCSE) and other agencies with regard to the education of students with special educational needs. Ensure that students with special educational needs are identified and provided for in a fair and equitable manner so that their learning potential and their sense of self worth and dignity is developed and respected.
- Develop staff expertise in supporting students with additional/special educational needs.
- Ensure the effective and efficient use of resources.

### **1.2 OPERATING CONTEXT**

#### **1.2.a. MISSION STATEMENT.**

Our commitment to supporting students with special needs is an aspect of our general commitment developing the whole person as stated in the school Missions Statement and our commitment to an inclusive education for all students in the school:

*'Mercy Mounthawk Catholic Voluntary Secondary School is a witnessing community which fosters:*

- *The full potential of all staff and students*
- *A positive partnership between all members of the school and wider community*
- *The highest standards of teaching, learning and performance.'*

This commitment is understood within the context of the CEIST charter which states that:

*‘The educational needs of the students are identified and suitable programmes and curricula are provided to meet the breadth of needs identified so that all students can participate with dignity and confidence.’ (CEIST Charter p.14)*

### **1.2.b. The Legal Context.**

This policy is prepared with reference to the following legislation: The Education Act 1998 (EA), the Education (Welfare) Act 2000 (EWA), the Equal Status Act 2000 (ESA), and the Education for Persons with Special Educational Needs Act 2000-2004 (EPSEN) - sections activated by S.I.).

This policy has been reviewed and edited cognisant of the advice given in the *Guidelines on Individual Education Plan Process* (2006), *‘Inclusion of Students with Special Educational Needs: Post-Primary Guidelines’* (DES 2007) , the National Council of Special Education (NCSE) Report *‘Delivery for Students with Special Educational Needs’* (NCSE 2014), *Special Education Circular* from the DES 0014/2017 and circular 0035/2017 and the ‘guidelines for Post-Primary Schools document from the DES 2017.

The Board of Management notes the Department has not activated all aspects of the EPSEN Act and consequently the school does not have the resources to develop Individual Education Plans as originally envisioned. However the school will endeavour to provide IEPs as is possible and develop Personal Pupil Plans (PPPs) outlined in Circular 0014-2017.

### **1.2.c. The context of the School Admissions Policy.**

This school sees itself as respecting ‘the dignity and uniqueness of every human being as a child of God’. We are a Catholic school and therefore ‘an inclusive community’ dedicated to the needs of all sections of society and will, therefore, promote participation and benefit for all, in as far as the school can fulfil the needs of an individual student, (*Admissions Policy, Section 2*).

In providing for needs, the school does not currently have a Special Class (*Admissions Policy, Section 4*). Section 11 of the policy reads: ‘The board of management has a duty of care to ensure as far as practicable the health and safety of the students and staff of the school. In addition, the board of management is required under section 15(1) of the Education Act 1998 to provide, or cause to be provided, an appropriate education for each student at the school for which that board has responsibility. An application for admission may be refused, therefore, where the admission of the applicant would pose a significant risk to the health and safety of the applicant or students and staff of the school, or risk significantly interfering with the right of other students to an appropriate education’. (*Admissions Policy, section 11 (v)*)

### **1.2.d. Definition of Special Needs used in this policy**

‘Special Education Needs’ (SEN) means, in relation to a person, 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’ EPSEN 2004, 1-(1).

While this definition in the act does not refer to students with emotional behavioural difficulties, section 7 (4)(b) of ESA 2000 does indicate a category of special need in this case

and the school will be mindful of such students also in providing for special needs in this policy. Our SEN policy does include a provision of a Behaviour for Learning intervention which is outlined in section 6 below.

Furthermore, EA 1998 recognises ‘giftedness’ as a special education condition and the school recognises that children who fit into this category have learning needs that that school will endeavour to respond to. See section 4 below on the provision for ‘more able’ students.

## **SECTION 2. GOALS for TEACHING and LEARNING within SEN**

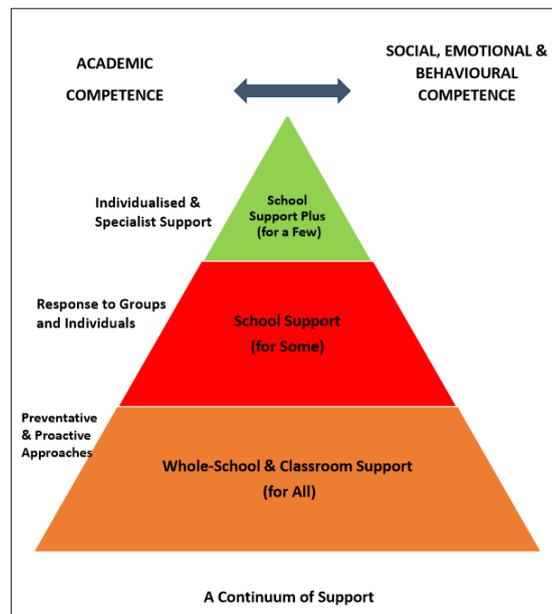
2.1 In accordance with our policy of full inclusion of all students, the SEN Department strives:

- a. To ensure full entitlement and access for pupils with special education needs to a high quality education with a broad, balanced and relevant curriculum, so that they can reach their full potential and enhance their self-esteem
- b. To meet the needs of all pupils who have special educational needs, by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- c. To adopt a whole-school approach in educating pupils with learning difficulties, wherever possible, alongside their peers within the mainstream curriculum after giving due consideration to the wishes of the student, their parents and the recommendations of relevant professionals.
- d. To ensure that there is an appropriate system of identification and ongoing assessment of students with special educational needs by the SEN Team and subject teachers.
- e. To enable pupils with learning difficulties to acquire proficiency in literacy and numeracy skills as well as basic learning and study skills to enable them to fully participate in as complete an educational experience as is possible.
- f. To involve all stakeholders in the identification, assessment and delivery of support and to strive for close co-operation between all concerned.
- g. To stimulate and maintain pupil curiosity, interest in and enjoyment of their education

### **2.2 General philosophy of education within the SEN department**

The structuring of interventions in SEN in the school is approached cognisant of the continuum of support as outlined in the DES guidelines:

The Continuum of Support suggests the following levels of support:



Support for students in the school is contextualized within the school's Wellbeing Policy (*see Wellbeing Policy 2019, section B.3.2. and section C.2.*),

Initially support is provided on a whole school basis in the classroom by subject teachers. It is the philosophy of the school that each subject teacher is responsible for the academic support of all students in their class. The SEN department provides support to class teachers in leading all students, including those with learning needs, in the learning process.

An outline of Whole School Provision Mapping for SEN is given in Appendix 3 of this policy.

On a second level the SEN department co-ordinates interventions for selected groups of students with identified needs and finally, on level three, there is need in specific individual situations for support tailored to individual needs. This level of intervention will usually require SSPs and/or a PPP.

On each of these levels the approach uses a **three-step process** in accordance with the Guidelines (2017):

1. How can we identify needs
2. How can we meet those needs
3. How do we monitor and record outcomes for students with special needs

### 2.3 Co-ordination of SEN in the school

SEN within the school is mainly coordinated by the SEN team in conjunction with a number of key staff members whose roles are outlined in section 8 below.

- The **Special Needs Team** comprises the Deputy Principal with responsibility for Special Educational Needs, a number of Middle Leadership post holders with responsibility for: RACE, SEN timetabling SENO applications, and the SEN teachers and Special Needs Assistants.

- A **named SEN teacher** oversees a year group: this entails being aware of the needs of SEN students in that year group and thus being the key contact person in relation to students in that year. This SEN teacher is scheduled to attend the Year Team weekly meetings for their designated year where they provide insight into case work of students from Learning Needs perspective and where they provide a link back to the SEN department. (*see appendix 8 for updated Year Teams*).
- Teachers, Year Heads, Management, Post-holders, parents and other relevant agencies are directed to this year SEN co-ordinator to consult regarding reports, referrals, exam provisions, concessions etc.
- The Team works closely with the Principal, Deputy Principals, NEPS, Visiting Teachers and parents, in relation to in-house assessments, diagnostic and summative assessments, referrals for specialist assessments, development of IEPs and PPPs and general queries.

## **SECTION 3. GENERAL PROCEDURES**

### **3.1 STEP 1. THE IDENTIFICATION OF NEEDS**

The identification of needs is structured along the continuum of support. At the level of support for all or Whole-School and classroom support the identification of needs in an initial screening is informed by the range of inputs identified in Table 1 of the guidelines 2017 (p.10).

- *Intake screening*
  - *Collection of information from primary schools, including Student Passport, see Primary Circular 0027/2015 at [www.education.ie](http://www.education.ie) .*
- *Teacher observation*
- *Teacher assessment*
- *Learning Environment Checklist*
- *Student Support Team involvement*
- *Standardised tests of literacy/numeracy*
- *Student consultation*
- *Parental consultation*

#### **3.1.a The Transfer Process**

We seek to identify pupils with learning difficulties as early as is possible in the transfer process in order to ensure that we can properly answer needs. Therefore the school opens a dialogue with parents and with the former school(s) attended by the student as early as possible, requesting all relevant information and reports in order to properly identify and assess needs. (EWA, 7a)

This dialogue begins on Admissions day, when parents are asked to bring any Educational Assessments and discuss the student's needs with the members of the SEN Department who attend that meeting. On the same day, all incoming first year students are given a Standardised Reasoning Test (verbal and numerical). The results allow for the identification of students who may have learning needs and who have not been identified by their parents or

in Primary school. Members of the SEN Department are then in a position to contact the feeder National Schools and the parents for information.

Based on this identification process, school management then requests the SENO to provide resources such as special needs assistants, specialised equipment, furniture, adequate accommodation, transport etc. so as to enable the school to discharge its duty adequately.

It is to be understood that the ability of the school to respond to the educational needs of any student applying for admission is contingent on the Department of Education supplying the appropriate facilities and resources to allow the school to answer that need. It may therefore be necessary for the Board of Management to defer enrolment of a student pending provision of appropriate resources by the DES to meet the needs of that student. (*Admissions Policy, Section 9*)

### **3.1.b. Further Identification of students with special Needs.**

Further to the procedures in section 3.1 above and in accordance with section 14.1(e) EPSEN 2004, the school shall ensure that *'teachers and other relevant employees of the school are aware of the importance of identifying children and students who have special educational needs'*.

(i) On entering the school all students undergo Standardised Reasoning Test results and screening tests (c.f. 3.1.c) on the basis of which the SEN team will refer any student (not already having a report) for assessment by NEPS as required. During their time in Mercy Mounthawk students may be assessed to check eligibility for reasonable accommodation for state exams (see section 3.3.b) and to monitor progress. All parents will be made aware of this process at the beginning of the academic year.

(ii) Teachers may refer students to the Special Needs team on the basis of concerns regarding literacy or numerical ability. Teachers will use the Referral forms (*Appendix 4*) to relay concerns to SEN team, the Year Head or the Deputy Principal regarding students in their classes. Such information is used to identify students who may need to be referred for diagnostic tests and ultimately for assessment by NEPS. Referrals may also be made by the Year Teams subsequent to a case work meeting.

(iii) Requests for assessment can also be made by the parents of students. Parents are informed of the procedures in the subject information handbook and at induction talks for 1<sup>st</sup> year parents. On making a request, parents will be asked to fill a referral form which is based on the official NEPS permission form.

### **3.1.c Assessments**

As outlined in 0035/2017, p.2, the school uses three types of tests: Standardised ability tests, Standardised achievement tests and Diagnostic tests.

#### **Incoming assessment**

All incoming students sit a standardised reasoning test (either the CAT4 or DRT). Bearing in mind the mixed ability composition of classes in 1<sup>st</sup> year, this assessment is used to assist in the identification of possible learning difficulties and to indicate particular learning aptitudes students may have.

Parents can receive their son's/daughter's results by contacting the school. Teachers are also provided with the results of these tests through the COMPASS system where the results are logged. This is to assist teachers in supporting student learning in their subject classes.

### **Screening tests**

All 1<sup>st</sup> year students are screened in literacy and numeracy using a range of standardised (reading, spelling and maths skills) tests. This screening is used in conjunction with the initial assessment results to

- identify students who do not already have assessments and who may need to be referred
- to establish the reading and numerical ages of the students so as to assist in planning teaching targets and IEPs for those students who need them
- to provide a base level from which to evaluate the effectiveness of subsequent intervention in learning support. This process also sets a base line on which academic tracking of the students can be based.
- to provide a base level from which to track student progress in literacy and numeracy in the context of the literacy and numeracy SIP.

### **Diagnostic testing**

Members of the SEN team may conduct diagnostic tests in order to map progress of students throughout the year. This will feed into the IEP for resource students.

## **3.2 STEP 2. HOW DO WE MEET THE NEEDS?**

### **How the Allocation of Special Education teaching supports is structured in Mercy Mounthawk**

#### **3.2.a Access to Special Needs Support**

The following groups of students qualify for Special Needs support in the school

- Students who have had an Educational assessment which recommends Learning Support / Resource teaching and who would traditionally have come under low incidence category.
- Students who have had an Educational assessment which recommends SNA hours and who have been granted this support. This support is structured on the basis of a PPP.
- Students from the Traveller Community who have been granted hours. This support is structured in conjunction with the visiting teacher.
- Students who have a psychological assessment which does not recommend Learning Support, will be accommodated in Learning Support or subject support grouping from the general allocation in as far as possible.
- Students who do not have an assessment but who have received Learning support in Primary school are next given consideration
- Students who have been identified in the initial Standardised testing who are under the 10 percentile mark and who in consultation with parents and teachers are viewed as requiring support.
- Consideration is given to students with emotional and behavioral difficulties for whom an IBP may be appropriate or for whom engagement with the Behaviour for Learning group may be required.
- Students who are identified through EAL testing
- students who qualify under the terms of the 'Equality of Challenge' initiative (*section 4 below*).

### 3.2.b Organisation of Class Grouping and Learning support.

General structure of class groupings

- In 1<sup>st</sup> year a mixed ability policy is in place for all classes.
- In 2<sup>nd</sup> and 3<sup>rd</sup> year, classes are divided into two bands to split the timetable for timetabling purposes. Within each band, base classes are mixed ability. Classes in options are of mixed ability and core subjects are streamed where this is possible and desirable.
- Transition year operates on a mixed ability basis.
- In 5<sup>th</sup> and 6<sup>th</sup> year, the base classes are constructed on the basis of options for courses such as L.C.A. and L.C.V.P., and are usually mixed ability. Students are set into honors and pass class grouping, in as far as possible, for subject blocks in English, Irish, Maths and Languages.

**3.2.c. METHODS OF PROVISION FOR SEN.** Currently there is a mix of modes of provision of support in operation following the model of the many, the few and the one. Beginning with the many as follows:

- **TEAM TEACHING IN SUBJECT CLASSES** (*the many*)  
Increasingly the core model of provision is through team teaching where the support teacher goes into the classroom supporting the teaching and learning of individuals or small groups in the general classroom. This approach ensures that those with resource hours and a full timetable are still accessed by the SEN team and other teaching staff. This is in line with the recommendation of the WSE report in SEN in December 2011.
- **SMALL GROUP WITHDRAWAL** (*the few*) is utilized to provide more specialised Resource support. The organisation of these groupings is decided upon by the SEN Team. Groups are arranged on the basis of similar need profiles and the capacity to withdraw students at the same time.  
Withdrawal for small groups usually occurs during Irish for those students who are exempt and during continental language for those not doing a language. Very often this support is targeted at skills acquisition in computer use or reading pens etc...
- **GROUP PROVISION** is used also in 2<sup>nd</sup> and 3<sup>rd</sup> year where groups of students are given Maths and English against Maths and English in clusters in order to allow for a foundation class or a supported pass class in these core subjects.
- **INDIVIDUAL WITHDRAWAL** (*the one*) is used where a student requires specialised individual support and may also be connected with an SNA through a PPPlan.
- **REDUCED CURRICULUM.**  
A small number of students, whom it is deemed, after consultation with the NEPS psychologist, parents and teachers, cannot sustain a full curriculum, have their curriculum reduced. The class periods available as a result of reduced curriculum are employed to give subject support and literacy/numeracy support and/or the student may have access to an SNA as part of PPPlan.

### **3.2.d ICT in Special Needs**

Regard has been given to the development of ICT facilities for the SEN students in the school.

By individual students

Applications are made to the SENO for students who require adaptive or assistive technology on the basis of Educational Assessments or O.T. reports. Training in the use of these technologies and software is facilitated through the visiting teachers or through withdrawal in groups.

By the department

An interactive whiteboard has been installed for use in the SEN department.

The department maintains a data base of students with SEN and attainments. Student SSP plans are now developed and stored (*Sept 2018 forward*) using an online data base and communicated to teachers via their access to COMPASS.

### **RACE**

Where reports state that access to assistive technology is required for state exams an application is made in conjunction with parents to the State Exams Commission.

### **3.2.e Curricular Provision**

The school seeks to provide a broad curriculum which is designed to meet the varying needs and abilities of the students in Mounthawk. We provide the traditional Junior Certificate programme with a broad range of subjects, both academic and practical. All subjects are available to all students in an open choice structure. Option blocks are designed on a 'best fit' basis. All subjects are offered to honours and ordinary level and at foundation level or Level 2 where relevant. We provide the basis in the new JCT for 10 full subjects or 9 full and two short courses and the menu of short courses has been developed to provide choice for a student who excel in physical, practical or artistic ways.

Curriculum is reduced for SEN students only after consultation with NEPS, parents and teachers on the basis of an IEP/SSP or IBP or PPP.

In Senior cycle, we offer the full suite of Senior Cycle Programmes; Traditional Leaving Certificate, Leaving Certificate Vocational Programme and the Leaving Certificate Applied in order to provide for the full range of abilities.

### **3.2.f. Support Programmes within the school**

#### ***Peer Tutoring***

The Special Needs Team runs a numeracy intervention for first year students whose screening scores indicate that a numeracy intervention is required. Transition Year students volunteer to engage in the programme with first years. Peer mentors receive training prior to initiation of the programme: it is supervised by members of the SEN team. Consent from parents/guardians is sought prior to commencement of the programme. The intension is to extend this intervention to include a literacy programme in the next academic year.

#### ***Social Club***

Each lunchtime a "haven space" for those students who require a more structured lunchtime environment is facilitated in the library supervised by SNAs.

### ***Study support***

A small number of students avail of study support given by volunteer parents in the evenings.

### ***Co-operation hours from KDYS and KETB-KES***

With support from KDYS and KES, the school receives co-operation hours for the support of traveler students in the school. The allocation of these hours is co-ordinated with the SEN department and the Year Teams.

***'Behaviour for Learning' programme*** - see section 4 below

***'Equality of Opportunity' programme*** STEAM ACADEMY – see section 6 below.

## **3.3 HOW DO WE MONITOR AND RECORD OUTCOMES**

### **3.3.a Retesting and tracking**

The SEN department has in place a process for tracking student improvement as a result of SEN interventions. Each year as part of the process of reviewing the IEP for a student, progress in relation to goals set is evaluated and monitored using appropriate testing and retesting.

### **3.3.b Reasonable Accommodations for Certificate Examinations**

Following a review of RACE in 2016, changes have been made to the scheme from the academic year 2016/2017 to accord with the new model of provision of RACE.

- From this 2017, accommodations that were provided at Junior Certificate will be reactivated at Leaving Certificate subject to confirmation by the school authority of an identified and continuing need.
- Schools will retain devolved authority for recommending the supports to be put in place at Junior Certificate and will now also have devolved authority to recommend the supports to be put in place at Leaving Certificate. It is expected that, in most cases, the school's recommendation in the case of Leaving Certificate will be to reactivate the same supports as were provided to the candidate at Junior Certificate.
- In the case of reactivating arrangements that had been in place for Junior Certificate, the SEC will accept the recommendation of the school based on the school's judgement that the need for supports persists and in general there will be no need for schools to undertake further testing. Unless some exceptional circumstance arises, the SEC will accept all such reactivation recommendations.
- A separate application process will apply to Leaving Certificate candidates who did not have any accommodations at Junior Certificate or who are applying for a change to the accommodations provided at Junior Certificate. This new model of decision making will give certainty from an earlier stage of students' post-primary education as to the supports that they will have in the state examinations should they continue to be needed.

- There is one exception to this: The category of ‘Specific Learning Difficulty’ will be broadened to a new category to be known as ‘Learning Difficulty’. This will bring RACE into line with the overall needs-based approach to the provision of support to students with special educational needs, advocated by the National Council for Special Education (2014). There will no longer be a need for the school or candidate to provide cognitive ability scores or to otherwise confirm that a candidate has a specific learning difficulty in order to be eligible for RACE. Instead eligibility will be assessed based on level of need, without a requirement for a diagnosis of a specific condition. The change to a needs based approach will enable greater access to the scheme by candidates with general learning disabilities and will bring RACE into line with the overall needs-based approach for the provision of support to students with special educational needs.
- Where testing is required as evidence of eligibility, at Junior Certificate or in the case of an application for new accommodations at Leaving Certificate, the testing arrangements will continue to be evidenced by reference to the candidate’s attainment in a standardised reading test and error rates in reading examination papers. Student progress will be monitored in first and second year with a view to applying for RACE for state examinations should they be deemed necessary.
- Applications for the RACE Scheme will continue to be made on one of four grounds as follows:
  - (1) Learning Difficulty
  - (2) Hearing Difficulty
  - (3) Visual Difficulty
  - (4) Physical Difficulty\* \* this category is taken to include medical, sensory, mental health and behavioural difficulties as well as physical difficulties.

Further information can be found at the following link



### 3.3.c . Guidance and transition to Third level programmes

#### 3.11.a. STAR Traveler Programme

A STAR Traveler Programme has been piloted by the Institute of Technology Tralee and students in our school with traveler backgrounds are made aware of the programme and its benefits and they make a decision on applying for same.

## **4.1 Provision for ‘More Able’ Students - STEAM ACADEMY programme.**

### **4.1.a Context of Provision**

Despite the fact that students with exceptional ability are omitted from the EPSEN Act, the school bases its policy on the Education Act 1998 which acknowledges that “special educational needs” means the educational needs of students who have a disability and the educational needs of exceptionally able students” (Part 1 Section 2). (*c.f. 1.2.d. above*).

### **4.1.b Definition**

As part of our policy, we decided to use as a guide the definition as outlined in the Special Education Review Committee (1993) and also used in the SESS document 2004 guidelines which make reference to “exceptionally able or talented” children and providing the following definition:

Pupils who are exceptionally able or talented are those who have demonstrated their capacity to achieve high performance in one or more of the following areas:

- (a) General intellectual ability;
- (b) Specific academic aptitude;
- (c) Creative or productive thinking;
- (d) Leadership ability;
- (e) Visual and performing arts;
- (f) Mechanical aptitude;
- (g) Psychomotor ability, e.g. in athletics, gymnastics.

The following caveat was also added by The Review Committee:

*“Insofar as a score on an intelligence test can be regarded as an indicator, we suggest that the description “exceptionally able” be used to denote pupils with an IQ score in the range of 130 and above. It is our opinion, however, that adopting a precise cut off point can have little practical application”. The SESS document suggest that ‘ Within a school it would probably be reasonable to use a working definition, which would say that children with ability at the 97<sup>th</sup> percentile level in at least one area are seen as having special needs’.*

Keeping the indicators outlined above in mind and the NCCA recommendation that exceptionally-able would typically include 5-10% of the school population, we have broadened our definition to include students who have scored over 95% on the standardized testing in at least one of the areas of those tests.

### **4.1.c Identification**

Two main sources of identification are used to identify the more-able students.

#### **Testing**

Testing is used in the first instance. Students sit the CAT3 test in the March prior to commencing school the following September and the DRT test in September. The students who score in the top ten percent in both or either of these tests are initially identified as being more-able. However, the results of these tests are used with caution, as there can be significant variation in the results. Also the tests are limited in their scope and do not test for exceptional ability in sport, music or art.

#### **Teacher Identification**

In accordance with NCCA ‘*Exceptionally Able Students: Draft guidelines for teachers*’, 2007 , we use teacher identification as a means of identification. Through department meetings,

teachers are asked to use indicators from the NCCA guidelines to identify students with particular ability in their subject area. These students can be added to the list.

#### **4.1.d Provision for more-able students**

**Our provision in mercy Mounthawk has been developed through our involvement in the 'Equality of Challenge' initiative through the then SESS 2008- 2014. Please see the materials developed and the process adopted at: <https://www.sess.ie/equality-challenge>**

#### **Differentiation**

The main provision for more-able students is through differentiation in the classroom. A team of teachers have completed both an ICEPE course on gifted and talented education. All staff have received whole school training from PDST on differentiation. These methods can be used to extend the more able students in the mainstream classroom. Some of the resources created by these teachers are available for teachers to access on the school intranet site. Examples of differentiation methods include: peer and self-assessment, self-evaluation, KWL Grids.

In-service on differentiation has been delivered to all teaching staff in the school, the focus being that differentiation will have a positive outcome for every student in the class. It will also promote independent learning for the more able students.

#### **Enrichment**

A variety of extra-curricular clubs and societies exist to enrich students who are more-able in particular subject areas. Science club, public speaking and debating as well as a variety of sporting activities are examples of what are available. Students are encouraged to enter the Scifest competition, BT Young Scientist, the Maths and Science Olympiad, John Hooper Statistics competition, Concern and Mental Health Debating, More-able students with particular aptitudes in particular areas are encouraged to participate in these clubs and societies and to enter these competitions. (*c.f. Extra-curricular Policy*)

### **SECTION 5 . EAL PROVISION**

Students who require this intervention are identified through the use of the appropriate tests. This test is administered following identification of need in order to set a base line of achievement from which progress can be monitored. This test is re-administered to the selected students each year to monitor progress.

Following identification, a submission is made to the Allocations Section of the DES for hours for the provision of support to these students.

## SECTION 6 . BEHAVIOUR FOR LEARNING INTERVENTION (section 3.12 of the school Behaviour Code).

### 6.1 Philosophy of the Intervention

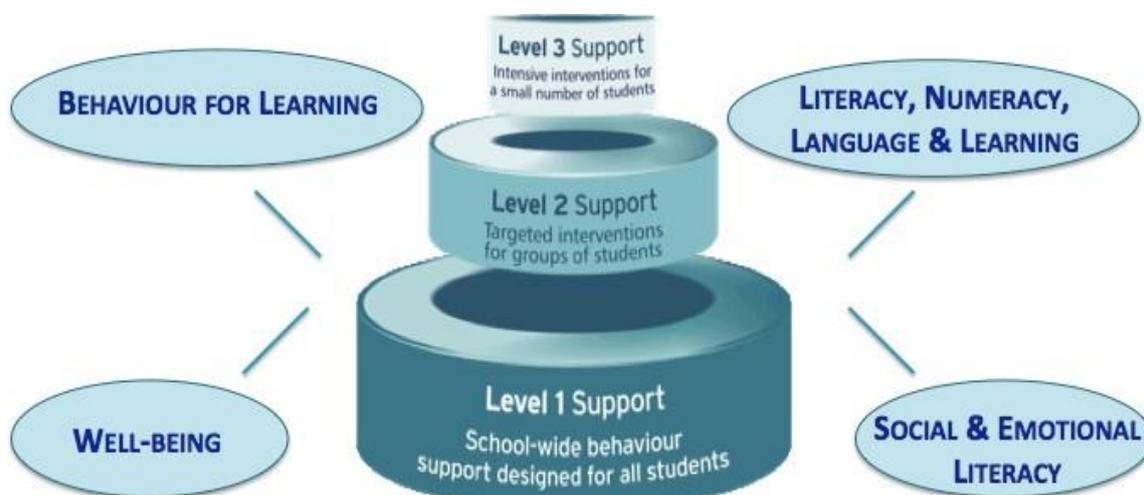
The Behaviour for Learning Programme (BfL) is an intensive individualised intervention at Level 3 support (for the few) and will be organised on the basis of an IBP (*individual Behaviour Plan – see appendix 6*)

Characteristically, this level of support is offered to the small number of students who, notwithstanding school-wide behaviour support (Level 1 support) and targeted interventions (Level 2 support), continue to experience difficulty. These students have unique and multiple needs that call for an intensive, individualised intervention.

Students who are offered Level 3 support manifest a variety of challenging behaviours with adults/peers and poor concentration and attention problems in the majority of their subject classes. Many of these students are also persistently at risk of suspension and/or expulsion from school. The severity of their behaviour in classrooms not only hinders their own educational progress but may also impede that of their peers.

Members of the BfL team have responsibility for the development of an academic, behavioural, social and emotional and well-being curriculum to meet the needs of targeted students. The fundamental aim of the BfL programme is to enable students to fulfil their potential and achieve success at school.

All work undertaken aims to promote positive behaviour and learning throughout the school by focusing on the following key areas: Behaviour for Learning, Social & Emotional Literacy, Well-being and Literacy, Numeracy, Language & Learning.



### 6.2 Rationale and core principles of the initiative

Research has shown that the effectiveness of a BfL intervention is strongly dependent on a number of factors. The following features are directly related to the effectiveness of this type of intervention.

The BfL programme is part of the whole school policy and strategy for positive behaviour within Mercy Mounthawk and as such is linked as an integral part of the Behaviour Code of the school (*see Section 3.12 of the Behaviour Code*).

There is whole school understanding of the role and function of the BfL programme and all members of the school community are aware of the principles and practice in the BfL. All teaching staff can benefit

from and contribute to the work of the BfL – through their support in the classroom and through adopting consistent approaches in working with the students who are receiving support.

It is seen as a centre of excellence in the promotion of successful learning and behaviour strategies. The BfL Team share their expertise and support colleagues in improving behaviour for learning across the whole school.

There is a structured system for referral. Procedures and decisions will be formally recorded. Referrals are never made outside of these procedures unless in exceptional circumstances and only after consultation with the BfL team and school management. Clear and documented entry and exit criteria and procedures with a focus on reintegration are established and disseminated across the school community.

Students work to negotiated targets agreed with them and their parents/guardians. These are regularly reviewed and progress is recorded so that success, however small, is celebrated frequently. There is on-going monitoring and evaluation of Individual Behaviour Plans (IBP), systems and strategies.

There is continued support/provision for those students in receipt of Resource or Learning Support while attending the BfL room. Teaching draws upon a wide range of resources, including ICT, and strategies are developed to address the learning styles of individual students.

### **6.3 Behaviour for Learning Programme Implementation**

#### **6.3.a Entry and Exit Criteria**

The BfL programme has a systematic and transparent referral system. Specific entry and exit criteria are established and adhered to. An Individual Behaviour Plan (IBP) is drawn up for each student selected for BfL support. Students identified for BfL support will present with a combination of entry criteria. These include:

- Low attainment and falling motivation in relation to ability across subjects.
- Behaviours causing concern in 66.66% of subjects.
- Behaviour affecting learning of individual students and class group.
- Risk of suspension or expulsion.
- Problematic and/or challenging Peer/Social interaction.

Additionally, as part of the planning stage for each student, specified exit criteria are identified. Exit criteria include:

- Improved behaviour in the majority of their subject classes.
- An improved attitude to school.
- More positive attitude to learning.
- Specific and measurable targets are met.

#### **6.3.b Steps involved in BfL Programme Provision**

##### **STEP 1: Referral Process and Data Gathering**

The Referral Group (the Year Team in Mercy Mounthawk) analyses school behaviour records and consults with relevant school staff to identify those students who would benefit most from Level 3 BfL support.

*Data Gathering:* Learning Behaviour Checklists (LBCs) to be completed by subject teachers for each student identified for possible BfL support. The referral team examines and analyses this data against the entry criteria for BfL programme Level 3 support. Together with the Student Profile, the data provided by subject teachers on the Learning Behaviour Checklist can be used as an instrument to systematically identify those students who would benefit most from BfL support. Based on the data, the group can also

make suggestions about other school interventions and/or Level 2 targeted support for students who do not meet the entry criteria for Level 3 BfL support.

### **STEP 2: Development of Individual Behaviour Plan (Behaviour Code 4.3 and 3.12)**

Parent's/Guardians then informed of the identification and their consent sought and obtained.

Student completes the 'MyWork At School' questionnaire.

Individual Behaviour Plan (IBP) is developed based on data gathered and all planned actions are time-framed. The Individual Behaviour Plan is agreed with student, parent/guardian and communicated to relevant staff.

### **STEP 3: implementation of Individual Behaviour Plan**

Students supported through the BfL Programme for 6 weeks. Maintains contact with peers, subject teachers and relevant school staff.

IBP implemented, monitored and adapted/amended when necessary. An Individual Behaviour Plan states desired outcomes and identifies achievable targets for behaviour improvement within a set time frame. The content of the plan needs to be practical and understood by the student and everyone directly connected with him/her. An IBP is a proactive working document and may change over time to reflect the evolving needs and circumstances of the student.

Student targets reviewed weekly and progress recorded. Throughout the monitoring and review processes, consideration is given as to whether the student is making progress to reach his/her targets, if targets need to be adapted and made more achievable and whether different teaching strategies should be adopted to help the student achieve his/her targets. The review process informs future planning, actions and interventions both during and after reintegration to fully support the student. Recommendations for Better Learning and Behaviour form distributed to relevant teachers.

### **STEP 4: Reintegration to all subject classes**

The fundamental goal of our Behaviour for Learning (BfL) Programme is the full reintegration of the student back into all subject classes. The emphasis needs to be on reintegration, moving on and making progress. Flexible part-time arrangements are preferable so that students maintain contact with tutor groups, staff, classmates and the curriculum. Students will continue to attend the subject classes in which they are working well.

Close co-operation and support from subject teachers, peers and the school helps ensure successful reintegration. The BfL Team acts as the link between teachers, tutors, year heads and other relevant staff. A structured reintegration plan needs to be agreed by the student and staff as part of an SBP and then implemented. Levels of reintegration should be identified according to need. For example:

Students may be in their subject classes at times unsupported and at other times supported by BfL staff.

students check in – check out with the BfL teacher(s) throughout the day/week.

students link with the BfL teacher(s) to set and monitor targets.

Level 2 supports put in place, where necessary.

## **SECTION 7. IEP and PPP**

### **INDIVIDUAL EDUCATION PLANS and PUPIL PERSONAL PLANS** (Appendix 4 and 5)

#### **7.1 Guiding Principles**

Cognisant of the proviso outlined in section 1.2.b above, in accordance with the EPSSEN Act 2004, where an assessment establishes that a student has SEN, the principal will endeavor, within one month, *'cause a plan to be prepared for the appropriate education of the student'*. It is the responsibility of the principal to ensure that the plan is prepared in consort with the SEN department.

IEPs are developed for students who are identified as outlined in section 3 above. The IEP pupil profile is developed and recorded using the template in *Appendix 4 below*.

7.1.a The school will endeavor to develop pupil personal plans where the student is in receipt of the support of an SNA.

#### **7.2 Development of an IEPs**

7.2.a.

In general parents and students are invited to consult with the SEN team and school management on Admissions Day. Parents are advised to bring assessments and relevant data that they wish to release to the school and permission is granted to share this information with relevant personnel: the SENO, the SEN Team, Management and teachers who will be dealing with their child.

To inform and develop provision for student profiles, members of the SEN team, management and when required, the student's Year Head and NEPS Psychologist meet as necessary. Contact is maintained with parents/guardians as the student timetable and targets are created and later reviewed

##### **7.2.b. Planning**

The intention of the IEP is to identify modification to the general educational programme that is necessary to meet the student's needs. Team members prepare by considering their long term goals for the student which can then be developed into targets for the IEP.

The IEP is developed using the new digital template: (*see Appendix 4*)

##### **7.2.c. Implementation**

The student is allocated support in accordance with the provisions of the IEP (EAL/BfL/general allocation/EC etc...)

IEPs are available to all staff. The student profile on COMPASS indicates if a student has SEN support so that all teachers are aware of who in their class groups is receiving support. Teachers has access to the IEP for the student (level 1 section of the template) and can read what specific goal or strategy is recommended for that student in their subject.

Staff are made aware at the beginning of the year of who is overseeing each year group and any queries that staff may have are directed to this link person.

##### **7.2.d Evaluation / Review**

IEPs are reviewed at least once a year. The purpose of the review is engaging with the services set out in the IEP and that he/she is achieving the goals set out therein. This is done

with a view to amending the plan for the following period. The Principal has responsibility to ensure that a copy of the reviewed plan is presented to the parents. This is implemented by a member of the SEN department who is overseeing that year group.

#### **7.2.e Transfer to further education or to adult or working life.**

As part of the review of an IEP, consideration will be given, where appropriate, to the issue of transfer to further education or into working life. In accordance with EPSEN (2004), section 15, (1), when a student reaches 'such an age as the Principal or organiser considers appropriate' regard must be taken of 'provision which will need to be made to assist the child to continue his or her education or training on becoming an adult'.

To fulfil this aim, the school will work in conjunction with the parents and the SENO where appropriate to

- Ascertain the wishes of the student and his/her parents
- To plan for the steps necessary to enable the student to progress as a young adult to 'the level of education or training that meets his or her wishes or those of his or her parents and that are appropriate to his or her needs.' EPSEN, 2004, section 15 (2).

### **7.3 Development of a Personal Pupil Plan (PPP) (see Appendix 5)**

#### **7.3.a.**

In general parents and students are invited to consult with the SEN team and school management on Admissions Day. Parents are advised to bring assessments and relevant data that they wish to release to the school and permission is granted to share this information with relevant personnel: the SENO, the SEN Team, SNAs, Management and teachers who will be dealing with their child. A member of the SEN team also gets in contact with the SEN team or school management of each of the Primary schools to gain information on the care needs of each student.

To inform and develop provision for student profiles, members of the SEN team, SNAs, the SNA coordinator, management and when required, the student's Year Head and NEPS Psychologist meet as necessary. Contact is maintained with parents/guardians as the care needs are identified and targets are created and later reviewed.

#### **7.3.b. Planning**

The intention of the PPP is to identify the students' primary care needs and plan how the SNA will be deployed to assist each pupil in their care. The PPP will identify targets and will set out clear dates for review of these targets with the aim of actively reducing and where appropriate eliminating dependency on SNA support.

The PPP is developed using the new digital template: (see Appendix 5)

#### **7.3.c. Implementation**

*Further to circular 06/2011 the following guidelines are adopted in assigning SNA support to students.*

- Pupils will access the support of an SNA based upon their level of need, which can range from a requirement for brief periods during the day to most of the school day in some instances. SNAs are allocated as required, and on the basis of individual need.

- Multiple students may be assigned to one SNA so that dependency is not created
- An SNA may be assigned to support for particular class periods or break-time supervision times only
- An SNA may be deployed to a particular class group so as to maximise cover for more than one student when timetables allow
- SNA access may be removed from a student with decreasing care needs for a time and review progress at a later date

The student is allocated SNA support in accordance with the provisions of the PPP and based on the primary care needs identified. PPPs are available to all SNAs, the SNA Coordinator, members of the SEN team and Year Team members. Teachers of the student are made aware of the SNA/SNAs that will be working with them and teachers can communicate any observations regarding care needs to the SNA. The SNAs keep a file on each of the students in their care documenting any relevant information on a weekly basis. They pass on any relevant information to the parents, Year Team, SNA Coordinator or SEN team where required.

SNAs participate fully in the life of the school and may therefore also assist other children in the school, who from time to time need assistance, or who have intermittent care needs, but who may not have been assessed as requiring SNA support on a permanent basis.

#### **7.3.d Evaluation / Review**

A key goal of SNA support is to help children to develop their independent living skills. Where care needs diminish and the goal of independence is achieved, the level of SNA support required by the student will be reduced.

All pupils with access to SNA support have their need for this support reviewed at least once a year. The purpose of the review is to see if the student is achieving the goals set out in the PPP. This is done with a view to amending the plan for the following period. Following this review, the student needs are reprioritised and students with the greatest needs and those with diminishing needs are identified and support is altered accordingly.

The Principal has responsibility to ensure that a copy of the reviewed plan is presented to the parents. This is implemented by the relevant SNA.

## SECTION 8. INVOLVEMENT OF THE EDUCATIONAL PARTNERS

### 8.1 ROLES OF STAFF

#### a. Board of Management

- To ensure that all students with learning support/special educational needs are identified and assessed.
- To ensure that the School has a additional/special educational needs policy in place, to monitor the implementation of that policy and to ensure its evaluation.
- To ensure that a broad, balanced and differentiated curriculum is provided in the School to ensure in as far as is practical that students with special educational needs leave School with the skills necessary to participate to the level of their capacity in an inclusive way in society.
- To ensure that necessary resources are sought on behalf of students with additional/special educational needs.
- To promote the development of positive partnerships with parents and other relevant agencies/personnel and to ensure that parents are informed of their child's additional/special educational needs and how these needs are being met.
- To ensure that parents are consulted with regard to and invited to participate in the making of all significant decisions concerning their child's education.
- To ensure that the Additional/Special Educational Needs Policy forms part of the school plan.
- To develop a whole school approach to literacy and numeracy under Section 14 of the Education for Persons with Special Educational Needs Act 2004.
- To ensure that an awareness of additional/special educational needs is inculcated in students in the School.

#### b. Principal

On behalf of the Board of Management of Mercy Mounthawk, the Principal has responsibility for all aspects of the day-to-day management of policy and provision for students with special educational needs. The Principal may delegate certain functions to appropriate teachers (as outlined in Section 18 of the Education of Persons with Special Educational Needs Act 2004).

- To ensure a process for Special Educational Needs Co-ordination within the school.
- In consultation with the team, to ensure that Individual Education Plan/Personalised Pupil Plan/Individual Behaviour Plan is prepared for low incidence students where possible.
- On drafting and/or reviewing such plans, the Principal shall ensure that cognisance is taken, at the appropriate time, of the needs of the student to continue his education or training on becoming an adult.
- To inform the Board of Management of issues, which are relevant to additional/special educational needs.
- In consultation with the Special Educational Needs Team and the other relevant personnel to liaise with the Department of Education regarding needs and provision. This also includes applications for reasonable accommodations and Irish exemptions in relation to state examinations as well as assessments.
- To ensure the effective and efficient use of resources, including the allocation of resource hours and funds.

#### c. Deputy Principals

Responsibility for timetabling provision for Learning Support with the relevant Post Holder.

Responsible for the submission of SN1 and SN2 forms, application for hours for Travellers and SNA applications with the relevant post holder. Responsibility for liaising with external service providers: NEPS, SENO, Health Service Executive etc.

Organises individual assessments with NEPS

The Deputy Principal with responsibility for SEN and the SEN Team meet every week to: plan, prepare and evaluate SEN services provided in the school: to apply to the Department of Education and Science (DES) for resource hours and assistive technologies and to profile students on an on-going basis.

#### **d. Guidance Counsellors**

Oversee and organise the administration of the standardised tests on admissions day.

Co-ordinate the exemptions from Irish and the reasonable accommodations for the state examinations.

Oversee the Pathfinder and Access programmes in the school.

#### **e. Subject teachers**

EPSEN (2004) states that students with special needs shall whenever possible be educated '*in an inclusive environment with those who do not have such needs*'. Circular Special Education 24/03 indicates that regardless of what special educational need a child may have, or who may be involved in supporting that need, **the classroom subject teacher retains primary responsibility for all the students in his/her classroom.** The classroom subject teachers will always have responsibility for teaching all the students all the curricular content.

The class teacher takes responsibility for their continuous professional development, particularly concerning common difficulties e.g. Dyslexia & Specific Language difficulties

They develop an attitude of ownership to the education of students in their classes with Additional/Special Educational Needs.

Through access to the IEP on COMPASS, Subject teachers are cognisant of the learning difficulties/challenges of students in their classes and make allowances for this in the delivery of the course material and in assessment and feedback to students.

Where a student has a PPP and has access to an SNA, the subject teacher should plan how to most effectively engage the SNA in consultation with the resource teacher or the SEN Co-ordinator for the year.

The concept of differentiation is central to the approach of teachers in the classroom in responding to individual SEN,

Subject teachers will co-ordinate with members of the SEN team to plan the support and differential programme for students. As part of this process, subject teachers will participate in the ongoing assessment of students for the purposes of identification, establishing baselines and progress.

Subject teachers may be timetabled to take a number of support classes per week. These teachers work with the small groups allocated to them by the Deputy Principal with responsibility for timetabling. The subject teacher and follows the programme indicated in subject support.

#### **f. The SEN Team**

Members of the SEN team share the workload by each overseeing a year group. (*see Appendix 8 for updated lists*)

- The SEN team members and Management profile incoming students; consulting parents, primary schools and relevant professionals-the National Educational Psychological Service (NEPS) the Visiting Teacher Service (VTS) the National

Council for Special Education (NCSE) the National Education Welfare Board (NEWB) the Special Educational Support Service (SESS) or other relevant agencies

- The SEN team, where necessary administer a variety of standardised tests to assess students and monitor progress throughout the year
- The SEN Team work in an advisory capacity with management in timetabling SEN students and allocating Resource hours at all levels
- The SEN team is available on Admissions Day: to meet parents of incoming students and the students; to record information and to collate reports and paper work; to help supervise Assessments given to first years that day.
- The team works in a consultative role with teaching colleagues. The SEN team share their knowledge and expertise formally at staff meetings and informally as required when consulted. A folder for teachers giving extra information about special educational needs that our students have along with teaching resources has been created on Google Drive.
- Each August/September the SENO applications co-ordinator shares information concerning incoming and existing students and compiles a register of SEN students illustrating individual assessed special needs and medical needs?.
- Subject teachers who are concerned about students are encouraged to communicate their concern through the SEN teacher overseeing the year in which the student is placed. Teachers should fill a Teacher Referral Form available in the Staff Study.
- Parents also refer their son/daughter either directly through the person in management in charge of SEN or the Year Head for assessment by the SEN Dept.
- The SEN Team has input into the Reasonable Accommodation for Certificate Examinations (RACE) Copies of assessments and results of tests administered by the SEN team are given to the member of staff with responsibility for R.A.C.E.  
Access to Psychological Reports/IEPs Assessments
- In accordance with section 3.5 Inclusion of Students with Special Educational Needs Post Primary Guidelines, teachers have access to all information that *'is likely to be relevant to teaching or supervising a student with special educational needs, including psychological reports and other confidential documents'*.
- The SEN team prepares folders containing psycho-educational summaries, professional recommendations, suggested methodologies and teaching resources for each student. This information is made available only for the teachers of these students.

#### **g. Post Holders**

- (1) Co-ordinates the collection of assessments of incoming students and works with parents and feeder schools to identify students with special needs. Is responsible for the submission of new assessments to the SENO. Responsible for collation of files for new students and dissemination of information to staff.
- (2) A member of the SEN team Works with the Deputy Principal in the allocation of students to classes and the allocation of students to individual Support teachers.  
Works with the SEN Team, parents and others in developing IEPs for the students.
- (3) Co-ordinates the exemptions from Irish, concessions for state examinations and RACE / DARE applications.

#### **h. Special Needs Assistants**

The Special Needs Assistant provides care assistance to named students and any assigned student who have special educational needs. They make a valuable contribution to the schools capacity to provide inclusive education to these students. The Special Educational Needs Support Team will work collaboratively in devising an appropriate strategic plan for a student

with special educational needs. The SNA is made aware of this plan and given guidance on its role in the successful implementation of this plan.

The Special Needs Assistant plays an essential role in the health and safety of the student and in their social, emotional and educational development. The Special Needs Assistant must support student participation in school life without developing a culture of dependence.

The duties of the Special Needs Assistants involve tasks of a non-teaching nature such as:

- Attending both Staff and Departmental meetings when appropriate.
- Assisting / escorting students on school trips.
- Giving special assistance as necessary for students with particular difficulties e.g. helping special needs students with typing, writing or other use of equipment.
- Assisting with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the student.
- Assisting with examinations (if appropriate).
- Assisting the teacher in the supervision of pupils during assembly, recreation and in movement from one classroom to another.
- Accompanying individual or small groups who may be withdrawn temporarily from the classroom.
- General assistance of the subject teacher, under the direction of the Principal/Deputy Principal of a non-teaching nature.
- Engagement with parents of special needs pupils in both formal and informal structures as required and directed by school management.
- Other appropriate duties may be determined by the needs of the pupils and the School.

Care for students with special needs – work can vary depending on the individual’s needs: form supporting students in practical subjects, to organising homework, books, monitoring attendance at classes, assisting students in classes or providing the possibility for withdrawal of students from classes, liaison with teachers regarding work to be completed etc... Decisions on the specific role of the SNA are made on a case by case basis. (*see the school policy on the allocation of SNA support*)

## **8.2 PARENTAL INVOLVEMENT**

As primary educators of the student, the school recognise the central importance of the involvement of parents in addressing the special educational needs of students at the school. The school believes that the effectiveness of any assessment or intervention will be influenced by the involvement and interest of the child and his/her parents.

On Admissions Day, information on special needs provision in the school is passed on to parents/guardians. Parents are invited to contact the Learning Support department during the year in addition to meeting the Learning support teachers at Parent/teacher meetings.

Parents are always contacted if a student is to be referred for assessment and afterwards to discuss the outcome of the assessment, the development of an IEP and the review of the IEP.

## **8.3 STUDENT INVOLVEMENT**

In general, students are informed of their placement in special needs groupings by the SEN team. Often, students will know, coming into the school, that they have an Educational Assessment and will have spoken to the relevant personnel along with their parents as part of the transition process.

In the case of a student who is referred for assessment through the school, we will discuss with the parent/guardian what is the best way to approach informing the student. Students can be involved in IEP preparation. Their input can include what they think needs to be worked on, how they think improvements can happen, what their strengths and needs are.

#### **8.4 LINKS WITH OUTSIDE AGENCIES AND SERVICES**

The EPSEN Act (2004) assures interlinking provision between the National Council for Special Education Needs (NCSE) the National Education Welfare Board (NEWB) and the Health Executive and school.

In accordance with the Act, the school will work with the local SENO, the local NEPS psychologist, the local, the visually impaired and the hearing impaired, psychologists or psychiatrists from the and the Health Service Executive and any other relevant professionals in providing an integrated response to the needs of any particular student.

It will be customary to hold case meetings with relevant professionals with the permissions and knowledge of the student's parents (and their attendance) in order to determine the best approach and provision for the students in question.

The arrangements for such meetings will, at present, be coordinated by the Deputy Principal and permission sought from the parents in advance.

Notes from such meetings will be recorded and maintained in the student's file.

#### **8.5 THE YEARLY SEN SCHEDULE**

The following timetable is implemented in as far as possible each year in providing for the needs for SEN students in the school

June / August	Preparation of folders and special texts for SEN students – co-ordinated by the SEN team and delivered by the SNAs.
August	The SEN team works with Management on timetabling of students with special educational needs. Consultation over timetabling of teachers and students for SEN for the coming year. Updating of IEPs for SEN students for the coming year. <i>[SEN timetabling Co-ordinator and Management]</i>
September	Class teachers, administer literacy and mathematical screening tests to First Years – <i>[co-ordinated by the SEN team.]</i>
September	Finalisation of allocation of hours to students and timetables for teachers and students for SEN provision. <i>[SEN Team]</i>
September	Finalisation of list for exemption from Irish. Identification and regularisation of incoming student situations. <i>[Career Guidance Team ]</i>
September/Oct.	Development of the detail of IEPs with the teachers overseeing specific year group. Adjustment of IEPs based on a consultative

basis. Development of PP Plans for students with SNA support. *[The SEN and SNA team will oversee the plans in respective years.]*

Oct/Nov	Application to the Reasonable Accommodation Certificate State Examinations Section for SEN students examination needs, junior and senior, <i>[Career Guidance Counsellor]</i>
Oct	Exam students are administered the required range of Assessment Test (WIAT) as advised by NEPS and Career Guidance Counsellor with responsibility for applications for Reasonable Accommodation in the State Examination (RACE)
Feb	Application for continuous additional teaching and/or SNA support for the next year to SENO. SN2 forms <i>[SENO Applications co-ordinator]</i>
March (after Admissions day)	Application for new teaching support/SNA hours SN1 forms to be processed after assessments have been received from incoming students. <i>[SENO applications co-ordinator]</i> Consultation with parents and feeder schools to get the assessments in time for the submission – end of March.
Feb/March	Application for additional hours for Traveller pupils enrolled. <i>[Principal]</i> . Application for EAL hours
Feb/March	Discussion with SEN students over subject choice and number of subjects etc. for the transfer into 2 <sup>nd</sup> year and 5 <sup>th</sup> year. Finalisation of the subject option choice forms with the students and parents. Submission of forms to the Options Team. <i>[SEN Coordinator Year Heads and Career Guidance Consellers]</i>
May	Consultation over grouping of students in 1 <sup>st</sup> , 2 <sup>nd</sup> and 5 <sup>th</sup> year for the provision of special education for the coming year. Design of small groups and classes to be negotiated. <i>[SEN Team Years Heads and Management. ]</i>
May	A full review of IEPs for students takes place in May. Parents, Year Head and teachers involved with student-outside agencies when necessary. Review of PP Plans for students and amendments decided. <i>[DP, SEN and SNA team]</i>
During the Year	Identification of new students who require assessments or reviews. <i>[Processed by DP management and SEN staff]</i>

## **SECTION 9. MONITORING, EVALUATION, REPORTING**

Monitoring and evaluation of interventions for relevant students will be conducted as an integral part of the IEP programme in place. Student progress will also be monitored through teacher assessment in the usual manner.

Monitoring and evaluation of the effectiveness of procedures adopted under this policy, will be done on a yearly basis. The Special Needs Department will conduct a yearly review of procedures in May each year on the basis of which proposals for development and improvement will be adopted. Such reflective practice will be ongoing within the SEN department.

## **SECTION 10. DATA PROTECTION AND RECORD KEEPING**

All data collected and processed by members of the SEN department is subject to the Provisions of the school's Data Protection Policy (2018). See section 9.b of the policy for details of data collected, processing and sharing.

Individual files are kept on each student who has been engaged with by the Special Education team in the school. Information in the files includes psychological reports, results from entrance assessments, in-school assessments, correspondence between the school, parents and other relevant agencies, and applications for support and concessions.

### **(a) Hard Copies**

Two complete sets of files are maintained as verifiable evidence, one by the Deputy Principal and the other by the SEN Learning Support Department. Files will be kept indefinitely, since currently there is no statute of limitations on possible cases in this area.

Soft / Digital copy. A copy of the IEP is also maintained in Google Drive and is accessible through the COMPASS system to teachers who are involved with students.

### **(b) Access to files**

Currently only the following personnel have access to the data the school Principal, the Deputy Principals, members of the Special Needs department, the Year Heads and the Guidance Counsellors. The maintenance of files is subject to the provisions of the data policy in the school.

### **(c) Communication of information to subject teachers**

Beyond these individuals, information regarding special needs is communicated to teachers on a need to know basis. In accordance with section 14.(1.d) of the EPSEN Act 2004, the school '*shall ensure that all relevant teachers and other relevant employees of the school are aware of the special educational needs of students*'. Communication of needs of individual students to their teachers is carried out through the COMPASS system. It is the responsibility of individual subject teachers to follow up on identification and ascertain further information regarding individual students from the files made available to them by the SEN Team Learning Support team. Other newly identified students are notified to the teachers as the year progresses. This is overseen by the SEN Team.

## SECTION 11. RESOURCES AND CPD

The school is committed to the continuing upskilling of the staff to ensure

- that the staff are supported to give confidence in developing inclusive practice and differentiation
- That inclusion appears on the agenda of school development planning.

A programme of CPD is adopted in the school as part of the overall school development plan.

Staff In-service –

- Differentiation
- Assessment for Learning
- Profexcel Course on the Gifted and Talented

## SECTION 12. POLICY RATIFICATION, MONITORING, and REVIEW

Once this SEN policy has been ratified by the Board of Management, it will then be circulated within the school community. The entire staff will be familiarised with the Policy and be ready to put it into practice in accordance with the specified implementation arrangements. Any subsequent changes in recording information on students, staff and others in the school community will be notified to all staff.

The implementation of the policy shall be monitored by the principal and a sub-committee of the board of management.

An annual report will be submitted to the board of management to confirm that the actions/measures set down under the policy are being implemented.

The policy will be reviewed and evaluated at certain pre-determined times and as necessary in accordance with the policy review rota. On-going review and evaluation will take cognisance of changing information or guidelines (e.g. from the Data Protection Commissioner, Department of Education and Skills or the NEWB), legislation and feedback from parents/guardians, students, school staff and others.

Review history to date:

- *Review of policy – October '09 to February '10 Ratification by BOM February 22<sup>nd</sup> 2010*
- *Review of Policy – 2014/5 Ratification by BoM - May 2015*
- *Amended Jan 2017 to include RACE changes and new model of allocation for SEN*
- *Amended and ratified November 2018 to include section in BfL, changes to IEP, Teamteaching, and Curriculum Enhancement.*
- *Amended December 2021 changes to PPP and BfL*

Signed: .....

*For and behalf of board of management*

Date of ratification of this policy: .....

Date for next review of this policy: **May 2023**

## **APPENDIX 1      Glossary of Terms**

**DES – Department of Education and Science**

**NEPS – National Educational Psychological Service**

**SENO Special Education Needs Officer**

**SEN – Special Education Needs**

**IBP – Individual Behaviour Plan**

**IEP – Individual Education Plan**

**PPP – Pupil Personal Plan**

**EWO - education welfare Officer (EWO pre-referral form)**

## **APPENDIX 2**

**Sources referenced in the preparation of this policy document**

- National Centre for Guidance in Education (NCGE) School Guidance Handbook: <http://schoolguidancehandbook.ncge.ie/document-detail/BestPractice-Ethical- and-Legal-Considerations-in-Psychometric-Testing-forGuidance-Counsellors/39>
- National Centre for Guidance in Education (NCGE) School Guidance Handbook: <http://schoolguidancehandbook.ncge.ie/document-detail/A-Guide-for-postprimary-schools-in-developing-a-policy-for-the-use-of-assessment-instrumentsincluding-tests-and-web-based-resources/54>
- National Educational Psychological Service (NEPS) A Continuum of Support for Post-Primary Schools: Resource Pack for Teachers: [http://www.education.ie/en/Schools-Colleges/Services/NationalEducational- Psychological-Service-NEPS/neps\\_post\\_primary\\_continuum\\_resource\\_pack.pdf](http://www.education.ie/en/Schools-Colleges/Services/NationalEducational- Psychological-Service-NEPS/neps_post_primary_continuum_resource_pack.pdf)
  - Department of Education and Skills Inclusion of Students with Special Educational Needs: Post-Primary Guidelines: [http://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/insp\\_inclusion\\_students\\_sp\\_ed\\_needs\\_pp\\_guidelines\\_pdf](http://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/insp_inclusion_students_sp_ed_needs_pp_guidelines_pdf)
- Department of Education and Skills School Self-Evaluation Guidelines for Post- Primary Schools: [http://schoolself-evaluation.ie/post-primary/wp-content/uploads/2012/11/sse\\_guidelines\\_post\\_primary.pdf](http://schoolself-evaluation.ie/post-primary/wp-content/uploads/2012/11/sse_guidelines_post_primary.pdf)
- Circular Letter 0025/2012: <http://www.education.ie/en/Circulars-and- Forms/Active-Circulars/Implementation-of-the-National-Literacy-andNumeracy- Strategy.pdf>
- Link to the State Examinations Commission’s Guide on Reasonable Accommodations at Certificate Examinations (RACE): [https://www.examinations.ie/schools/cs\\_view.php?q=fd8bb6c95031c7af7bc67154c68381c5656a4829](https://www.examinations.ie/schools/cs_view.php?q=fd8bb6c95031c7af7bc67154c68381c5656a4829)

## Appendix 3

## Whole-School SEN Provision Mapping

Area of Need <sup>1</sup>	Class/Year Group Note: Applies to <u>all</u> unless specified	Whole-School & Classroom Support/Support for All <i>Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL</i>	Class/Year Group Note: Applies to <u>all</u> unless specified	School Support/Support for Some <i>Interventions delivered at School Support/ Support for SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework</i>	Class/Year Group Note: Applies to <u>all</u> unless specified	School Support Plus/Support for Few <i>Interventions delivered at School Support Plus/ Support for Few level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals</i>	Class/Year Group Note: Applies to <u>all</u> unless specified	More able
<i>Social and Emotional Learning</i>	TY to 1 <sup>st</sup>  TY  TY TY  Incoming 1 <sup>st</sup> Yrs 1 <sup>st</sup>  1 <sup>st</sup> Yrs	Peer mentoring (TY to 1 <sup>st</sup> Yrs) Differentiated curriculum planning and outcome: key word journal and simplified language Mentoring programme Visual aids Guidance and Counselling Yellow Flag Learning to learn Positive Psychology Tutor system Open Day  First year night Pastoral care Wellbeing Sports teams e.g.: GAA (Hurling, Camogie, Gaelic Football, Ladies Football), Basketball, Soccer, Futsal, Rugby, Volleyball, Wheelchair	6 <sup>th</sup>	Community Liaison Year Team Meetings IEP		National Educational Psychological Service (NEPS) National Education Welfare Board (NEWB) Special Education Support Service (SESS) HSE (Health Service Executive) CAMHS (Child and adolescent mental health services) TENI (Transgender Equality Network Ireland) GLEN (Gay and Lesbian Equality Network) Chaplain's office support at break, lunch and before school SENO (Special Education Needs Organiser)		

		Basketball, Athletics, Swimming, Horse riding, Golf, Rowing etc. Badminton Gemstone Club Anime Club Coding Club				TUSLA (Child and Family Agency)		
<i>Social and Communication Skills</i>	1 <sup>st</sup> , TY, 5 <sup>th</sup>  TY TY TY  1 <sup>st</sup> , 2 <sup>nd</sup> , TY, 5 <sup>th</sup>	Induction session Lunchtime club Structured school and classroom routines Google Classroom Young Social Innovators Fashion Show Garda Youth Achievement Awards School Play and Musical Centenary Session Role play		Lunchtime club  Christmas Carol Service			TY	
<i>Self-management and/or organisational skills</i>	Incoming 1 <sup>st</sup> Yrs  TYs  2 <sup>nd</sup> and TY	Subject information handbook Google Classroom Open Day  Student Council and committees- Social integration Health, fitness and wellbeing Ecology and Recycling Leadership skills Homework Journal Colour coded timetable with books (Use coloured dots to match subject on timetable to book/ copy) European school tours		Attendance reports			6 <sup>th</sup> Yr	Head boy and Head girl  GAA future Leaders

<b>Study Skills</b>	2 <sup>nd</sup> TY TY  1 <sup>st</sup> , 3 <sup>rd</sup> , 6 <sup>th</sup> Yr Parents 3 <sup>rd</sup> & 6 <sup>th</sup>	SPHE Study Skills Research Study Skills Graphic Organisers Think Pair Share Study Skills Parent's Talk  Studyclix	1 <sup>st</sup>  TYs  TY	Learning support mentors  Book Scheme				
<b>Life Skills</b>	6 <sup>th</sup> TY, LCA, LCVP TY TY Parents of 1 <sup>st</sup> Years 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , TY 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , TY 1 <sup>st</sup> TYs 2 <sup>nd</sup> & TY	Health Promotion Weeks X2 Careers night Work Experience  Primary School Sport Coaching Peer coaching fitness circuits Wellbeing talk for parents  CSPE School Mile Challenge  Irish Life Fitness Challenge Wellbeing Gaisce European school tours Sports teams e.g.: GAA (Hurling, Camogie, Gaelic Football, Ladies Football), Basketball, Soccer, Futsal, Rugby, Volleyball, Wheelchair Basketball, Athletics, Swimming, Horse riding, Golf, Rowing etc. LCA, LCVP, TY Programmes Choir Chess Yellow flag Traditional Irish Music group	TY	STAR Traveller Programme  Computer Studies		TENI (Transgender Equality Network Ireland) GLEN (Gay and Lesbian Equality Network)		
<b>Behaviour</b>		Whole school behaviour policy Lunch time club		SSP Lunchtime club		BSP Home- school record		Hidden heroes

	1 <sup>st</sup> Yr	Whole school/ class rules Year group behaviour charter Positive Behaviour leaflet Education Passport Homework Journal Ladder of reward and sanction Improvement cards Merit cards	5 <sup>th</sup> to 1 <sup>st</sup>  Junior Cycle & LCA	Peer mentoring Individual and small group withdrawal Team teaching  SNA in class support for supporting behaviour targets, access and safety Reflection sheets Behaviour report cards Individual Behaviour Plan (IBP)	5 <sup>th</sup> to 1 <sup>st</sup>	Peer mentoring Reduced timetable Collaboration with CAMHS/ Clinical Psychologist/ National Educational Psychological Service (NEPS) NBSS PBRT (Positive Behaviour Reinforcement Team)		Awards system Homework Journal
<b>Language</b>	1 <sup>st</sup> Yr  2 <sup>nd</sup> and TY TY TY	Seachtain na Gaeilge WIAT Visual Supports European school tours MFL Film Club Gaeltacht trip	3 <sup>rd</sup>	Individual and small group withdrawal EAL Policy WIAT			5 <sup>th</sup> and 6 <sup>th</sup>  TY	Modern Foreign Languages Debating Concern&Mental Health Debating Soroptomist's Public Speaking competition
<b>Literacy</b>	Incoming 1 <sup>ST</sup> Yrs          1 <sup>st</sup>	1 <sup>st</sup> Yr screening  ICT use of overhead projectors Library time Keyword journal and explicit teaching of the key vocabulary DEAR Book in the bag initiative Literacy Week Display boards "Wellread" National Award Lunchtime debates WIAT	TY 1 <sup>st</sup> 1 <sup>st</sup>	SSP Individual and small group withdrawal Group provision Peer Tutoring Paired Reading with Parents Council Toe by Toe Read Write Gold ICT Dolch Sight Word List Accelerad Accelewrite		Collaborate with Educational Psychologist SSP ICT/ Assistive technology e.g.: REC Reading pen	2nd	Scifest BT Young Scientist Debating Club Listowel Writer's Week Competition Makerspace Club

	TY-6 <sup>th</sup> 1 <sup>st</sup> Yr 1 <sup>st</sup> Yrs 3 <sup>rd</sup> & 6 <sup>th</sup>	Book Club Education Passport Referral system Visual Supports Foundation, Ordinary, Honours in all subjects where applicable	3 <sup>rd</sup> &6 <sup>th</sup> Yr 3 <sup>rd</sup>	SNIP IEPs RACE/ exam accommodations SNA in class support WIAT				
<b>Numeracy</b>	Incoming 1 <sup>st</sup> Years  1 <sup>st</sup> Yr  1 <sup>st</sup> Yrs	1 <sup>st</sup> Yr screening  Maths week Science Week Numeracy SIP WIAT  Education Passport Referral system Use of calculator	TY to 1 <sup>st</sup> 1 <sup>st</sup> 1 <sup>st</sup>  3 <sup>rd</sup> &6 <sup>th</sup>	Individual and small group withdrawal Group provision Peer Tutoring  Diagnostic numeracy assessment IEP RACE/ exam accommodations  SNA in class support	3 <sup>rd</sup> &6 <sup>th</sup>	RACE Collaborate with Educational Psychologist ICT/ Assistive technology IEP	TY 7 5 <sup>th</sup>  TY  TY  1 <sup>st</sup> Yr	Scifest BT Young Scientist Maths and Science Olympiad John Hooper Statistics Competition STEM events Science Club IMTA Maths Quiz
<b>Physical and/ or Sensory</b>	TY	ICT use of overhead projectors Seating plan Lunchtime club Staff aware of implications of physical impairment Accessible building- lift, ramps etc. Gardening <u>Hearing impairment</u> Staff aware of implications of hearing impairment  <u>Visual impairment</u> Staff aware of implications of visual impairment		Assistive technology In class support for supporting access  Use of the lift Seating plan accommodating need  Breakfast Club <u>Hearing impairment</u> Looking at student when speaking Keyboard skills training		Deaf Resource Co-ordinator National Council for Special Education (NCSE) (As of 03/17 VTS is managed by NCSE) Visiting Teacher Service (VTS) SENO (Special Education Needs Organiser) Individual support in practical classes such as Science, PE Sleeping area for student		

		Sports teams e.g.: GAA (Hurling, Camogie, Gaelic Football, Ladies Football), Basketball, Soccer, Futsal, Rugby, Volleyball, Wheelchair Basketball, Athletics, Swimming, Horse riding, Golf, Rowing etc.	3 <sup>rd</sup> & 6 <sup>th</sup>	<u>Visual impairment</u> Seated at front of class In class support for supporting access, safety RACE/ exam accommodations	with Narcolepsy Links with NLN, Enable Ireland Input from Physiotherapist/OT <u>Hearing impairment</u> FM system used at all times Assistive technology SSP RT to pre teach language and literacy Individual support in class <u>Visual impairment</u> SNA support for practical classes Enlarged texts Use of magnifier		
--	--	---	-----------------------------------	---	--	--	--

## Appendix 4 Individual Education Plan *Template 2021*

### SUPPORT FOR SOME INDIVIDUALISED EDUCATION PLAN MERCY MOUNTHAWK SECONDARY SCHOOL:

NAME:  
IEP NO: 1

IEP Review Date:

#### **SECTION 1: PERSONAL DETAILS:**

<b>Student Name:</b>	<b>Address:</b>	<b>Parent/Guardian</b>	<b>Contact no</b>
<b>Class:</b>	<b>SEN Contact Person: B.M Buckley</b>	<b>Yearhead: Ms N. Somers</b>	<b>No of Subjects</b>
<b>Reduced Timetable Y/N &amp; Reason:</b>	<b>Irish Exemption:</b>	<b>Use of Assistive Technology?</b>	<b>Supports in place prior to this IEP</b>

#### **SECTION 2: PROFESSIONAL ASSESSMENTS**

<b>Type</b>	<b>Y/N</b>	<b>DATE</b>	<b>Findings</b>	<b>Recommendations</b>
Psychological				
Speech & Language				
Occupational				
Other				

--	--	--	--	--

**Section 3: Nature of SEN (SLD, Dyslexia, Dyscalculia, ASD etc.)**

**Nature of SEN:**

<b>DATE :</b>	<b>WIA T</b>	<b>DRT NUMERACY</b>	<b>DRT LITERACY</b>	<b>CAT 4 Verbal</b>	<b>CAT 4 Non Verbal</b>	<b>CAT Quant</b>	<b>CAT SPATIAL</b>	<b>OTHE R</b>
	<b>Spell</b>			<b>Overall</b>				
	<b>Read</b>							

**PART B: SUPPORT PLAN**

**Section 1: Barriers to Learning :**

--

**Section 2: Priority Learning Needs:**

<b>Learning:</b>	
<b>Behavioural:</b>	
<b>Social/Emotional :</b>	
<b>Other:</b>	

**Section 3: Priority Learning Targets: (S-M-A-R-T Targets)**

<b>Learning:</b>	
<b>Behavioural:</b>	
<b>Social/Emotional :</b>	
<b>Other:</b>	

**Section 4: Action Plan:**

<b>SEN Provision Required: (Team Teaching, Small Group, Exempt Irish)</b>	
<b>Staff involved, including the</b>	<b>See Timetable</b>

<b>frequency of support</b>	
<b>External specialists involved, including frequency and timing</b>	
<b>Advice on how parents can support this plan at home</b>	
<b>Specific programmes/activities/materials and equipment</b>	
<b>Targets to be achieved in a given time</b>	
<b>Monitoring and assessment arrangements</b>	
<b>Other Interventions</b>	

<b>Review arrangements and date:</b>  <b>Sep 22.</b>
--

## APPENDIX 5 Personal Pupil Plan (SNA support)



### Mercy Mounthawk Personal Pupil Plan

<b>Student Name:</b>	<b>Address:</b>	<b>Parent/Guardian</b>	<b>Contact number</b>
<b>Class</b>	<b>SEN/SNA contact person</b>	<b>Year head</b>	
<b>Year Started in school</b>			
<b>Professional reports:</b>			
<b>Diagnosis :</b>			
<b>Link with other interventions: (IEP, IBP, etc. )</b>			

<b>1. Primary Care Needs SNA Tasks (as per Circular 30/2014):</b> <i>(please mark with X relevant sections for this list)</i>	X
<b>Assistance with feeding:</b> Where a pupil with special needs requires adult assistance & where the extent of assistance required would overly disrupt normal teaching time.	
<b>Administration of medicine:</b> Where a pupil requires adult assistance to administer medicine & where the extent of assistance required would overly disrupt normal teaching time.	
<b>Assistance with toileting &amp; general hygiene:</b> Where a child with special needs cannot independently self-toilet, & until such time as they are able to do so.	
<b>Assistance with mobility &amp; orientation:</b> On an ongoing basis including assisting a pupil or pupils to access the school, the classroom, with accessing school transport (where provided, school Bus Escorts should, in the first	

instance, assist a pupil to access school transport), or to help a pupil to avoid hazards in or surrounding the school. (Every effort must be made by the school to provide opportunities for independence e.g. the removal of hazards.)	
<b>Assisting teachers to provide supervision in the class, playground &amp; school grounds:</b> At recreation, assembly, & dispersal times including assistance with arriving & departing from school for pupils with special needs where the school has made a robust case that existing teaching resources cannot facilitate such supervision	
<b>Non-nursing care needs associated with specific medical conditions:</b> Such as frequent epileptic seizures or for pupils who have fragile health.	
<b>Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential:</b> This may be for safety or personal care reasons, or where a pupil may be required to leave the class for medical reasons or due to distress on a frequent basis.	
<b>Assistance with moving &amp; lifting of pupils, operation of hoists &amp; equipment.</b>	
<b>Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs &amp; those with significant, &amp; identified social &amp; emotional difficulties.</b> Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc.	
Secondary Care Associated Tasks (SNA Tasks) (as per Circular 30/2014):	
Preparation & tidying of workspaces & classrooms or assisting a pupil who is not physically able to perform such tasks to prepare & tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another. To assist with cleaning of materials.	
Assistance with the development of Personal Pupil Plans for pupils with special educational needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned & the review of such plans.	
Assist teachers & / or Principal in maintaining a journal & care monitoring system for pupils including details of attendance & care needs. Assist in preparation of school files & materials relating to care & assistance required in class by students with special needs	
Planning for activities & classes where there may be additional care requirements associated with particular activities, liaising with Class Teachers & other Teachers such as the Resource Teacher & School Principal, attending meetings with Parents, SENO, NEPS Psychologists, or school staff meetings with the agreement & guidance of class Teacher/Principal.	
Assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of qualified personnel, including class teachers or support teachers.	
Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff.	

<b>2. Supports and interventions RELATED TO PRIMARY CARE NEEDS</b>	
<b>Assistance with mobility &amp; orientation:</b>	
Assist student with orientation either in transition to school or new year or as a result of mobility	
Help with lifting and packing bag	
Help finishing dressing after PE	
Help and support student in the use of practical equipment in practical classes	
Accompany student during PE classes	
Accompanying the student to and from classes	
Assist the student by providing alternative to lockers when the organisation of same is not achievable at a particular point in time	
<b>Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs &amp; those with significant, &amp; identified social &amp; emotional difficulties.</b>	
Supporting student in stress management and emotional regulation when having a panic attack or experiencing anxiety	
Supervising/supporting student and providing emotional support or supervision in times of meltdown/sensory overload/anxiety/meltdown/aggression/emotional outbursts	
Maintain dialogue with parents in relation to students' panic attacks/emotional meltdowns/sensory overload etc.	
Support student in initiating and maintaining social interactions.	
Support student in breathing/counting strategies in times of anxiety	
Help student with locker to avoid anxiety around books and equipment	
Help student with their assistive technology so they can engage and assess curriculum	
Help with organisation - colour coding copies, equipment and timetable to promote independence and self-organisation	
Escort student to quiet space when the noise is too much	
Help students to log on and download school email and Google classroom and help student navigate school systems	
download school books onto laptop/device	
Help and support students in the use of and downloading of assistive tech/apps etc	
Support student with social skills and help guide them regarding socially acceptable behaviours in classroom/at break-times	
<b>Non-nursing care needs associated with specific medical conditions</b>	

Maintain regular contact with parents to ensure most up to date medical information is shared with staff.	
Be aware of any symptoms and any potential risks that may trigger symptoms – e.g. exercise, stress and deep emotion.	
Observe for any signs of allergic reactions	
BE aware of Procedure for Cardiac Emergency.	
SNA will be aware of and initiate Emergency Cardiac Procedure if required.	
Emergency Diabetic protocol is in place and SNA will execute if levels go too low.	
Be aware of symptoms of hypoglycaemia - pale, sweating, shaking or jittery, weakness, dizziness, mood change (anxiety, irritability).	
Provide assistance in Hypoglycemic events for students with diabetes	
Ensure parents are made aware of any hypoglycaemic events or medical emergencies	
Accompany student during PE classes	
<b>Assisting teachers to provide supervision in the class, playground &amp; school grounds:</b>	
Assistance/Supervising at assembly, recreation & dispersal times.	
Be aware of potential for injurious behaviour in times of high anxiety.	
Supervising/supporting a student who may be of harm to self/others	
Being aware of and preventing a student from destroying property	
Being aware of a student who is a flight risk and having a plan in place in case of same	
Accompanying the child to and from classes	
Removing the child from whole school activities, if the child becomes distressed / overwhelmed	
<b>Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential:</b>	
Withdrawal from class to support student in self-regulation following sensory overload	
Withdrawal of student from class due to medical needs	
Withdrawal of student from class due to stress	
Withdrawal of student from class due to safety reasons	
<b>OTHER</b>	

## Individual Student Intervention and Targets. School Year:

	Strategy/Target	Who	Date	Review Progress - outcome - recommendation forward
<i>Feeding</i>				
<i>Administration of Medicine</i>				
<i>Toileting &amp; General Hygiene</i>				
<i>Mobility &amp; Orientation</i>				
<i>Supervision in the class, playground &amp; school grounds</i>				
<i>Non-nursing care needs associated with specific medical conditions</i>				
<i>Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential</i>				
<i>Assistance with severe communication difficulties</i>				

including enabling curriculum access for pupils with physical disabilities or sensory needs & those with significant, & identified social & emotional difficulties				
--	--	--	--	--

*(How we plan actively reduce, and where appropriate, eliminate dependency on SNA support within a reasonable timeframe. The plan should include time-bound targets for the development of independence skills. Only a very small number of pupils with severe special educational needs and very significant care needs will continue to access to SNA support throughout their education” Circular 0030/2014)*

<b>Individual Student Intervention and Targets. School Year:</b>				
	Strategy/Target	Who	Date	Review Progress - outcome - recommendation forward
<i>Feeding</i>				
<i>Administration of Medicine</i>				
<i>Toileting &amp; General Hygiene</i>				
<i>Mobility &amp; Orientation</i>				

<i>Supervision in the class, playground &amp; school grounds</i>				
<i>Non-nursing care needs associated with specific medical conditions</i>				
<i>Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential</i>				
<i>Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs &amp; those with significant, &amp; identified social &amp; emotional</i>				

<i>difficulties</i>				
---------------------	--	--	--	--

<b>Individual Student Intervention and Targets. School Year:</b>				
	Strategy/Target	Who	Date	Review Progress - outcome - recommendation forward
<i>Feeding</i>				
<i>Administration of Medicine</i>				
<i>Toileting &amp; General Hygiene</i>				
<i>Mobility &amp; Orientation</i>				
<i>Supervision in the class, playground &amp; school grounds</i>				
<i>Non-nursing care needs associated with specific medical conditions</i>				
<i>Care needs</i>				

<i>requiring frequent interventions including withdrawal of a pupil from a classroom when essential</i>				
<i>Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs &amp; those with significant, &amp; identified social &amp; emotional difficulties</i>				

# APPENDIX 6 IBP Individual Behaviour Plan



## Individual Behaviour Plan

Review Date:

Time:

Student: \_\_\_\_\_

IBP Number: \_\_\_\_\_

Date: \_\_\_\_\_

### Events/Behaviours which brought about this Individual Behaviour Plan

- Behaviour/Event 1
- Behaviour/Event 2 etc

### Goals of this Individual Behaviour Plan

*This plan aims to*

### Behaviour Support Strategies

	Strategy/Action	Who?	By (date)	Review Comment
1				
2				
3				
4				
5				
6				

### Agreed Behaviour Improvements

	Behaviour/Improvement	Review Comment
1	<i>I agree to comply with the School Code of Behaviour in full.</i>	
2	<i>I agree to engage with . . .</i>	
3		

4	<i>Parents agree to . . .</i>	
5		
6		

Signature of Student: \_\_\_\_\_  
 \_\_\_\_\_

Date:

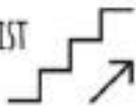
Signature of Parent/Guardian: \_\_\_\_\_  
 \_\_\_\_\_

Date:

Signature on behalf of Mercy Mounthawk: \_\_\_\_\_  
 \_\_\_\_\_

Date:

## APPENDIX 7 DIFFERENTIATION CHECKLIST

	<b>DIFFERENTIATION CHECKLIST</b>	
<b>1. STUDENTS:</b>		
<input type="checkbox"/> I am aware of all students support needs in this group		
<input type="checkbox"/> I have identified potential difficulties students may experience in this lesson		
<b>2. ENVIRONMENT:</b>		
<input type="checkbox"/> Students are sitting in the most suitable location for this task		
<input type="checkbox"/> Lighting levels have been considered		
<input type="checkbox"/> Sound levels have been considered		
<input type="checkbox"/> The environment is an optimum learning environment for all students		
<b>3. CONTENT:</b>		
<input type="checkbox"/> I have pre-assessed my students background knowledge on this topic		
<input type="checkbox"/> I have determined the level of content that students must/should/could know		
<input type="checkbox"/> I have identified the key words in this topic		
<input type="checkbox"/> I have identified concrete resources that can be used in this lesson		
<b>4. PROCESS</b>		
<input type="checkbox"/> I have developed clear, concise instructions for each task in this lesson		
<input type="checkbox"/> This lesson includes a variety of different teaching methodologies including visual, aural and verbal stimuli		
<input type="checkbox"/> This lesson includes a variety of learning opportunities including active learning methodologies		
<input type="checkbox"/> There are opportunities for the students to ask questions in this lesson		
<input type="checkbox"/> There are frequent comprehension checks built into the lesson		
<input type="checkbox"/> There is flexibility for students who may take longer to reach the learning goal		
<b>5. PRODUCT:</b>		
<input type="checkbox"/> There are flexible assessment methods in this lesson		
<input type="checkbox"/> There are opportunities for students to develop ICT skills		

# APPENDIX 8 YEAR TEAMS

## YEAR TEAMS 2022/23

### 1<sup>st</sup> Year

Year Head –  
Noreen Somers

Assistant YH –  
Mary Crowley

SEN – Bríd Marie  
Buckley

### 2<sup>nd</sup> Year

Year Head –  
Suzanne O  
Halloran

Assistant YH – Joe  
Bloggs

SEN – Sinéad  
Thornton

### 3<sup>rd</sup> Year

Year Head – Linda  
Kane

Assistant YH – Áine  
Clarke

SEN – Lyndsey  
Moriarty

## YEAR TEAMS 2022/23

### TY

Year Head – Ronan  
Redican

**CORE TEAM**  
Betty Farrell  
Cora Mc Elligott  
David Smith  
Rachel O'Neill  
Alison Lynch  
Liam Culloty  
Lyndsey Moriarty

### 5<sup>th</sup> Year

Year Head – Breda  
Cronin

AYH – Diarmuid  
Murphy

SEN – Olivia  
Dineen

### 6<sup>th</sup> Year

Year Head –  
Josephine Bloggs

AYH – Frank Fell

SEN – Fionnuala  
Casey

## **APPENDIX 7 IAP Individual Attendance Plan (EWO pre-referral form)**