Coláiste Abbáin

Whole School Inclusion Policy 2020/2021

Discussed at SENCO COP on 16/1/2020

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Contents

List of Abbreviations

ALN   Additional Learning Needs

ASD   Autistic Spectrum Disorder

BfL   Behaviour for Learning Teacher

DES   Department of Education and Skills

EAL   English as an Additional Language

EPSEN   Education for Persons with Special Educational Needs

ISA   Inclusion Support Assistant

NCSE   National Council for Special Education

NEPS   National Educational Psychological Service

PBST   Positive Behaviour Support Team

PP-COS   Post-Primary Continuum of Support

SEN   Special Educational Need

SENCO   Special Educational Needs Coordinator

SET   Special Educational Teacher

SNA   Special Needs Assistant

SST   Student Support Team

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Section 1: Introduction, Vision, Mission, Overarching Aim.

1.1 Introduction:

Coláiste Abbáin is a co-educational, multidenominational post-primary college, which

opened in 1936. The college is one of thirteen post-primary colleges under the patronage of

Waterford and Wexford Education and Training Board (WWETB).

WWETB schools are state, co-educational, multidenominational schools underpinned by the core values of:

- Excellence in Education;
- Care;
- Equality;
- Community and
- Respect.

As the state provider of education, the ETB sector defines a 'multidenominational' school in the following way:

In ETB schools, all students are given equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our schools strive to provide all students with equal opportunities to engage with the curriculum and school life. In all aspects of school life all members of our school communities are treated equitably regardless of their race, gender, religion/belief, age, family status, civil status, membership of the Traveller community, sexual orientation, ability or socio-economic status.

Our schools provide a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. They strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our schools promote a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff. We prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values.

In ETB schools, students of all religions and beliefs are treated equally. The school

environment and activities do not privilege any particular group over another whilst at the

same time acknowledging and facilitating students of all religions and beliefs.

Coláiste Abbáin is situated in the village of Adamstown in the heart of Co. Wexford. It is approximately 13 miles from the towns of Wexford, Enniscorthy and New Ross. It is surrounded by the beautiful rolling agricultural countryside of central Wexford. The college is non-denominational and coeducational. It provides second level and third level courses. At present it has an enrolment of approximately 350 second level students. It is part of Wexford and Waterford Education and Training Board (WWETB).

1.2   Our Mission Statement

Coláiste Abbáin endeavours to provide quality education for all students in a caring, disciplined, and respectful environment. We aim to prepare students for life and responsible citizenship and motivate them towards the achievement if their full potential.

1.3   Our Aims

Our aim in Coláiste Abbáin is to provide an inclusive learning environment which will foster the academic, social and emotional development of all students and enable each to realise their individual potential. In line with our core values, provision for those with additional needs will reflect the diverse range of cultures and abilities of students in our college.

1.5   Our Ethos and Values

The Board of Management of (College) upholds the ethos of the school, ensuring that it is:

- Promoting Excellence in Education;
- Caring;
- Equality based;
- Community focused and
- Grounded in Respect.

Coláiste Abbáin welcomes students with Special Educational Needs/Additional Learning Needs (SEN/ALN) and adheres to the following principles of the Education for Persons with Special Educational Needs Act (2004):

· The education of learners with SEN shall wherever possible take place in an inclusive environment with those who do not have such needs.

· Learners with SEN shall have the right to avail of and benefit from appropriate education.

· Learners with SEN should leave school with the skills necessary to participate, to the level of their capacity, in the social and economic activities of society and to live independent and fulfilled lives.

Section 2: Inclusion – Definitions and Descriptions

2.1   Special Educational Needs

In the Education for Persons with Special Educational Needs Act (2004) the term "special educational needs" is defined as:

'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'.

(Government of Ireland, 2004b, section 1)

http://www.oireachtas.ie/documents/bills28/acts/2004/A3004.pdf

2.2   Inclusion

For the purposes of this document, the following definition by the NCSE has been adopted. Inclusion is defined as a process of:

- addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities
- removing barriers to education through the accommodation and provision of appropriate structures and arrangements, to enable each learner to achieve the maximum benefit from his/ her attendance at school.
  http://www.ncse.ie/uploads/1/NCSE_Inclusion.pdf

Section 3: Scope, Rationale, Legislative Framework

3.1   Scope of the Policy

This policy applies to *all* students in Coláiste Abbáin: those who are presenting with social, emotional or academic needs, those with emerging needs, those who require EAL support, those from minority groups, and students with exceptional ability. It is also intended to serve the school community including Board of Management, the Principal, the teaching and ancillary staff, and parents.

3.2   Rationale

This policy is written in the context of a revised model for allocating Special Education Teaching resources which was introduced by the DES in September 2017. Effective provision for students with ALN/SEN in Coláiste Abbáin is part an inclusive whole-school framework which emphasises effective teaching and learning for *all* students and meaningful collaboration between the college, parents/guardians, and students. This policy should be viewed as an 'evolving' working document and should take account of developments in practice as they happen and of resources available to the school at the time.

3.3   Legislative Framework:

This policy takes cognisance of the following legislation:

The Education Act (1998)

The Equal Status Act (2000)

The Equality Act (2004)

The Disabilities Act (2005)

The Education Welfare Act (2000)

The Education for Persons with Special Educational Needs (EPSEN) Act (2004)

The Data Protection Act (2018)

Circular No: 0014/2017: Special Education Teaching Allocation

3.4   Supporting Publications:

The following publications were consulted in writing this policy:

Supporting Students with Special Educational Needs in Mainstream Schools (DES, 2017)

Inclusion of Students with Special Educational Needs: Post-Primary Guidelines (DES, 2007)

Special Educational Needs: A Continuum of Support – Guidelines for Teachers (NEPS)

Guidelines for Wellbeing in Junior Cycle (2017)

3.5   Other relevant policies:

Our whole-school approach to inclusion underpins the following policies:

- Admission and Enrolment Policy
- Anti-Bullying Policy
- Assessment Policy
- Child Safeguarding Statement and Risk Assessment
- Code of Behaviour
- Communication Policy
- Data Protection Policy
- RSE Policy
- SPHE Policy
- JCSP Policy
- Sports Policy
- School Tour Policy
- Whole School Guidance Plan
- Homework Policy
- Attendance Policy
- Substance Misuse Policy
- Mobile Phone and Electronic Devices Policy
- Missing Persons Policy
- Internet Use Policy
- Exclusion and Suspension Policy

Section 4: Provision and Organisation of Supports

4.1   Categories of ALN/SEN:

In Coláiste Abbáin , we welcome students with a wide variety of special educational needs and additional learning needs. As is reflected in the new model of support, we utilise supports based on the presenting needs of the student, including those students who may not have a formal diagnosis of any SEN/ALN.

The EPSEN Act recognises that special educational needs may arise from four different areas of disability:

• physical • sensory • mental health • learning disability or from any other condition that results in the child learning differently from a child without that condition.

We also understand that a child can have a disability but not have any special educational needs arising from that disability which require additional supports in school.

Allocation of hours to the school may also be utilised to support those for whom English is an addition language (EAL).

Allocation of hours to the school may also be utilised to support those from minority groups.

Additional supports may be offered to students who are in the category of exceptional ability.

4.2   Guiding Principles and Aims:

- The subject teacher has primary responsibility for the progress and care of *all* students, including those with additional needs.
- Students with the greatest level of need will have access to the greatest level of support, and where possible, those students will be supported by teachers with relevant expertise who can provide continuity of support.
- We advocate a 'strengths-based' approach to supporting learning and behavioural needs.
- The college has a core team of teachers who coordinate the identification of needs, planning the support, and monitoring and reviewing needs of pupils with SEN.
- A collaborative, whole-school approach to support provision is reflected in our in-house teams and committees.

- Supports provided to students will be used to facilitate the development of a truly inclusive school. Supports on offer may vary from year-to-year, depending on resources available at that time.
- Support is delivered through a variety of approaches, including offering appropriate curricular options, team-teaching/co-teaching, small group support, and 1 to 1 support.
- Supports provided to students will be based on identified needs and be informed by regular reviews of progress (in consultation with teachers, parents, and students) as outlined in the Continuum of Support Guidelines.
- Staff members will be actively encouraged to access available Continuing Professional Development (CPD) to support the diverse needs of students.
- Students and their parents/guardians will be involved in decision making process and planning of support.
- Ensure that supports are not viewed in isolation, but in the context of the whole -school and community practice.

4.3   Provision in Action in Coláiste Abbáin :

Details of provision in more depth (including specific programmes) can be viewed on a One Page Provision Map as well as comprehensive provision database (See Appendices 1 & 2)

4.4   A Three-Step Process to Support SEN Students:

In Coláiste Abbáin we follow the NEPS Continuum of Support framework to engage in a three-step process in identifying and responding to our students' needs. Roles and responsibilities of all staff at all stages of the Continuum are outlined in more detail in Section 5 of the policy.

This framework recognises that needs occur along a continuum, ranging from mild to severe, from transient to long term, and that students require different levels of support depending on their individual needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support and that they are informed by careful monitoring of progress. (DES Guidelines for Post-Primary Schools: Supporting Students with SEN in Mainstream Schools, p.6)

Better Services, Better Outcomes for Students with Special Educational Needs Self-Reflective Questionnaire (DES, 2017) will be we used annually to review inclusive provisions and practices.

Our three-step process is as follows:

1) Identification of Needs
2) Meeting Needs
3) Reviewing and Recording and Monitoring Outcomes

Step 1: Identification of Need

Coláiste Abbáin operates a policy of early identification of the academic, social and emotional needs throughout a student's time in our college. We achieve this through following a reflective process as outlined in the PP-COS, Looking at Our Schools and the School-Self Evaluation Process.

Table 1: Identification of Educational Needs through the Continuum of Support Process	
Whole-School and Classroom (Support for All)	The Post-Primary Continuum of Support contains a range of ideas and resources to assist in identification, intervention and monitoring of outcomes. The subject teacher considers how to differentiate the learning programme effectively to accommodate the needs of all students in the class. Identification of those needing additional support can be informed by: • Intake screening • Collection of information from primary schools, including Student Passport • Teacher observation • Teacher assessment • Learning Environment Checklist • Student Support Team involvement • Standardised tests of literacy/numeracy • Student consultation • Parental consultation Where students continue to present with significant difficulties, despite whole-school interventions (such as differentiated teaching, a mentoring programme or social skills group), School Support (for Some) is initiated.

Step 2 – Meeting Needs

Having identified a student's needs and the educational planning required to meet those needs, the second step emphasises the importance of effective teaching and learning

strategies. Students may be allocated support at different levels: Support for Some and Support for a Few.

School Support (for Some)	At this level a Support Plan is devised and informed by: • Teacher observation records • Teacher-designed measures / assessments • Parent/student interview • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties Support at this level can take many forms, for example: team-teaching, small group or individualised tuition, peer mentoring, inclusion in social skills groups, behaviour reward and consequence systems. A Support Plan operates for an agreed period of time and is subject to review.

School Support Plus (for a Few)	At this level, subject teacher(s), parents and special education teachers, in collaboration with outside agencies, as required engage in a more detailed and systematic approach to information gathering and assessment. This involves using a broad range of formal and informal assessment and diagnostic tools, including teacher observation, student interview, measures of cognitive ability and social, emotional, behavioural and adaptive functioning, as appropriate. Data generated from this process are used to plan an appropriate intervention and serve as a baseline against which to map progress. A Support Plan at this level is likely to be more detailed, individualised, and to involve longer term planning and consultation.

Step 3 – Monitor and Recording Outcomes

Our school leaders oversee a whole-school approach to the monitoring and recording of progress. Students' progress is regularly and carefully monitored.

- This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists,

samples of work, observation and reports from subject teachers, form tutors and year heads) that allow students to demonstrate their progress.

- This leads to the establishment of specific targets to be achieved within a defined timeframe.
- In addition to monitoring outcomes at the individual level, we review outcomes at group, class and whole-school level. This review may include measures of attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for students.

Section 5: Roles and Responsibilities at all stages of the Continuum of Support

5.1   General

We are following all relevant guidelines and are no longer using the terms 'Learning Support' and 'Resource' teacher/hours in our policies and plans.

We now use the terms Special Education Teacher/Coordinator and support hours/supports/interventions.

 Teams which support inclusive practice in our college are:

Senior Management Team

SEN Team

Student Support Team

Critical Incident Team

Positive Behaviour Support Team

Literacy and Numeracy Team

Wellbeing Team

School Completion Programme Team,

5.2   The role of the subject teacher

Meeting Needs through effective teaching and learning

Subject teachers in (College) have first-line responsibility for the education of all students in their classes. They adapt their teaching approaches for some students whose ability, application, motivation, communication, behaviour, or interaction with peers are causes of concern.

All subject teachers implement teaching approaches and methodologies that facilitate the meaningful inclusion of all students. These include *

- Co-operative teaching and learning within mainstream classrooms.
- Collaborative problem-solving activities
- Heterogeneous group work
- Co-teaching/Team teaching
- Interventions to promote social and emotional competence.
- Embedding of Information and Communications Technology (ICT) in teaching, learning and assessment
- Collaborate with SEN team and contribute to planning.
- Guiding work of the SNA in the classroom specific to their subject needs and the care needs of the student.

To cater for the range of learning needs in any class, subject teachers use a variety of methodologies and approaches to suit the learning styles/needs of all students in their class, by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs.
- Using an inclusive, differentiated, and flexible approach to student output, such as homework, assignments, projects, and tests.
- Adapting lessons for students' interests.
- Matching tasks and processes to students' abilities and needs.
- Adapting and utilising resources, including use of technology.
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

- Providing scaffolded instruction.
- Ensuring that their classroom is adapted appropriately.

In Coláiste Abbáin , we aim to ensure that every student is taught a curriculum that is appropriate to his/her developmental level. In matching programmes to students' needs, we examine the range of curriculum options available, including Junior Certificate Schools Programme, Leaving Cert Vocational Programme, Junior Certificate Level 2 Learning Programmes and Leaving Certificate Applied Programme.

5.3   Special Educational Needs Team

Coláiste Abbáin has a core team of teachers whose role includes developing, implementing and monitoring a whole-school approach to the education of students.

In Coláiste Abbáin , the Special Educational Needs Coordinator (SENCO) is the person who has overall responsibility for the coordination of supports for those with additional needs.

The Special Education Teacher (SET) is a teacher who has been allocated a significant amount of support hours as part of their timetable.

Members of this team have the necessary experience and ongoing access to professional development to support the diverse needs of students. Our special education needs team takes a collaborative approach to ensure that those students with the greatest level of need have access to support from teachers with the necessary experience and expertise.

This involves developing whole-school procedures for the identification of students for supplementary teaching, assisting in the implementation of whole-school strategies to enhance teaching and learning, and providing guidance to colleagues on the implementation of students' support plans.

The core team will work closely with subject teachers, parents and with other support structures within the school, and members are often also part of the Student Support Team

5.4   The role of the Coordinators within the SEN Team

Below is a broad outline of duties that may be the responsibility of a coordinator. It must be noted that these duties are dependent on the school context in any given year. As there is no formally defined SENCO role, responsibilities and duties are decided in consultation with the Principal. The SEN Coordinator role may include the following:

- The SEN Coordinator may be responsible for the overall co-ordination of special educational needs support within the school, including the identification of students for whom additional teaching supports are to be provided and timetabling and organizing the provision of those supports.

- Assisting with arrangements for the successful transfer of students from their primary school and gathering information about students, including those with special educational needs, before, during and after this transfer

- Assisting in programme planning for individual students with special educational needs and, as appropriate, providing advice to teacher colleagues on curriculum, teaching and learning strategies, textbooks and other teaching and learning resources.

- The selection and maintenance of teaching and learning resources.

- Liaising with parents/guardians of SEN students and prospective students

- Liaising with support personnel and external professionals and agencies, including the coordination of applications to the Department of Education and Skills, NCSE, SENO, NEPS, SESS, HSE and other education and health agencies, as appropriate, for resources and support services for students with special educational needs

- Maintenance, storage of and access to reports and records on students in receipt of supports.

- Communicating with relevant staff regarding the gathering and dissemination of essential information.

- Assisting with the arrangement of professional assessments, as appropriate, of students who have may have special educational needs.

- Assessing students and preparation of applications for Reasonable Accommodations at State Examinations and Disability Access Route to Education for third level colleges with the guidance counsellor.

- Facilitates and chairs SEN department meetings.

- Is a member (where feasible) of a WWETB Cross-College Community of Practice of Special Needs Coordinators.

- Liaises with the SENO in relation to all SEN matters including; assessment reports, support provision, SNA access and applications to the NCSE for Assistive Technology
- Maintains and updates Student Support Files* as well as the yearly database of those in receipt of supports.
- Compiles an overall Provision Map of Supports and list of programmes and interventions per academic year.
- Administers and maintains records of assessment tests carried out throughout the school year in collaboration with the guidance counsellor.
- Developing a climate of confidentiality regarding sensitive information.
- Disseminates information about students in line with GDPR guidelines on VSWare

5.5   Role of the Special Education Teacher

The SET works closely with the SENCO. They share responsibility for setting targets and recording and monitoring outcomes for the students they work with regularly. Responsibility for the creation of Student Support Files will be dispersed based on the needs of the students in any given year.

5.5   Role of the Behaviour for Learning Teacher

The BfL programme teacher works with identified students, individually or in small groups, on BfL programmes that are designed to meet their social, emotional, behavioural, and academic needs, so they can achieve and succeed in school. They also work on a whole-school basis- promoting positive behaviour among the entire school and supporting staff to deal with challenging behaviour.

The SEN Coordinator and BfL teacher collaborate regularly.

5.6   Role of the Principal

The Principal will have overall responsibility for ensuring that the additional learning needs of students are met.

The Principal will take general responsibility for establishing and promoting school-wide policies and procedures which support the learning of *all* students.

The Principal will oversee a school-wide approach to assessment and identification of needs and ensure that opportunities are provided to all staff to support the process of monitoring

and reviewing progress. The Principal will guide and support the SET team/ coordinators in their duties.

5.8   Role of the Special Needs Assistant/Inclusion Support Assistant

Role of the SNA

The duties of the SNA are assigned by the Principal Teacher in accordance with circular 30/14 (See Appendix 3)

The work of the SNA should be supervised either by the Principal or in the absence of the Principal by an SEN co-ordinator.

Those duties involve **tasks of a non-teaching nature and are based on the primary care needs of the student.**

Section 6   Allocation, Timetabling and Target Setting

6.1   Allocation of Resources

Specialist staff must be deployed in a way that will best address the needs of students who require additional support. An important aspect of the revised allocation model is that additional teaching supports are deployed according to identified needs, rather than being based on a diagnosis of disability. Thus, Coláiste Abbáin has greater autonomy and flexibility in how we allocate special education teaching resources. We endeavour to deploy members of the special education team in a variety of ways in order to effectively meet students' needs (for example, in-class support, group withdrawal).

- In Coláiste Abbáin , we place the student at the centre of planning and provision and value their voice in the decision-making process. They are invited to contribute their views on their individual support needs, prioritising their targets and monitoring their own progress.

- At the whole-school level, students have opportunities to share their views on issues that affect them in school, and so contribute to reviews of relevant policies and practices in schools.

- Effective communication and engagement with parents are critically important in moving towards a needs-based approach to the allocation of additional teaching

resources. Parents are consulted in relation to their child's needs, support plan, and are involved in regular reviews of progress.

- When allocating teaching resources, we are mindful of the benefits of early intervention programmes and allocate teaching resources as required, based on identified needs and school context.

- We also aim to provide additional targeted support to students within the context of a mainstream subject lesson through team-teaching, through group or individual withdrawal or, through a combination of these modes of intervention.

- Importantly, the level and type of support should reflect the specific targets of individual students as set out in their support plans and be informed by careful monitoring and review of progress. In this way, following a period of intervention, some students may no longer require additional teaching supports, some may require the same level, while others may require more intensive supports. Accordingly, the groupings timetabled for withdrawal may change over time.

- When deploying teaching resources, we aim to maintain time for co-ordinating, planning and reviewing activities to ensure effective and optimal use of supports. Additionally, flexibility in terms of resource allocation is required to allow for emerging needs during the school year.

- The Principal of Coláiste Abbáin gives due consideration to the professional development and acquired expertise of teachers when allocating teaching roles and supports.

- A core team of teachers be allocated timetables dedicated to special education duties.

6.2   Timetabling

Coláiste Abbáin adopts a flexible approach to timetabling to ensure that extra capacity is available to address changing needs during the year. Accordingly, some members of the special education team may be allocated flexible timetables with inbuilt capacity to respond to additional needs. In deciding our approach to timetabling, we consider the following:

- The overall school timetable is designed carefully to make appropriate provision for students with additional needs.

- A core special education team which is being developed and maintained in order to provide greater stability and continuity of support.

- Members of the Special Education Team are consulted when the timetable is being developed.

- Provision is made for the special education teachers to support subject teachers through team-teaching/in-class/co-operative teaching and joint planning.

- Provision is made for the withdrawal of students for focused individual and/or group intervention where warranted. Targeted small-group interventions, using evidence-informed programmes for students with similar needs, is an effective way to use resources.

- The impact of withdrawal on students' access to the curriculum with their year groups is considered.

- Timetables should be flexible wherever possible to cater for the specific or emerging needs of students.

- A continuity of support to address the needs of students in Senior Cycle is provided where possible.

- A collaborative approach to timetabling supports with other departments within the schools and outside agencies.

6.3   Student Support Plans*

When students are identified through the process outlined above, a Student Support File may be created (if required) for each of those students in response to their individual needs. Student Support Files will be created through a collaborative process which may include some or all of the following: the SEN Team, Student Support Team, Year Head/Tutor, Behaviour for Learning Teacher, Subject Teachers, parents, SNAs, the student and sometimes external professionals.

The Student Support File will allow the relevant staff to document progress over time and it will assist us in providing an appropriate level of support to students in line with their level of need.

The school team, in consultation with subject teachers, plan their interventions carefully to address students' priority learning needs and to achieve the targets identified in the relevant Student Support Plan. Short-term planning reflects the support plan targets and should break down the development of skills and content into small incremental steps to address each student's specific needs.

Recommendations from Student Support Files for each student will be made available to all teachers through appropriate procedures and in line with GDPR guidelines.

6.4   Target Setting

We adopt at problem-solving approach to target setting which reflects the presenting needs of our students:
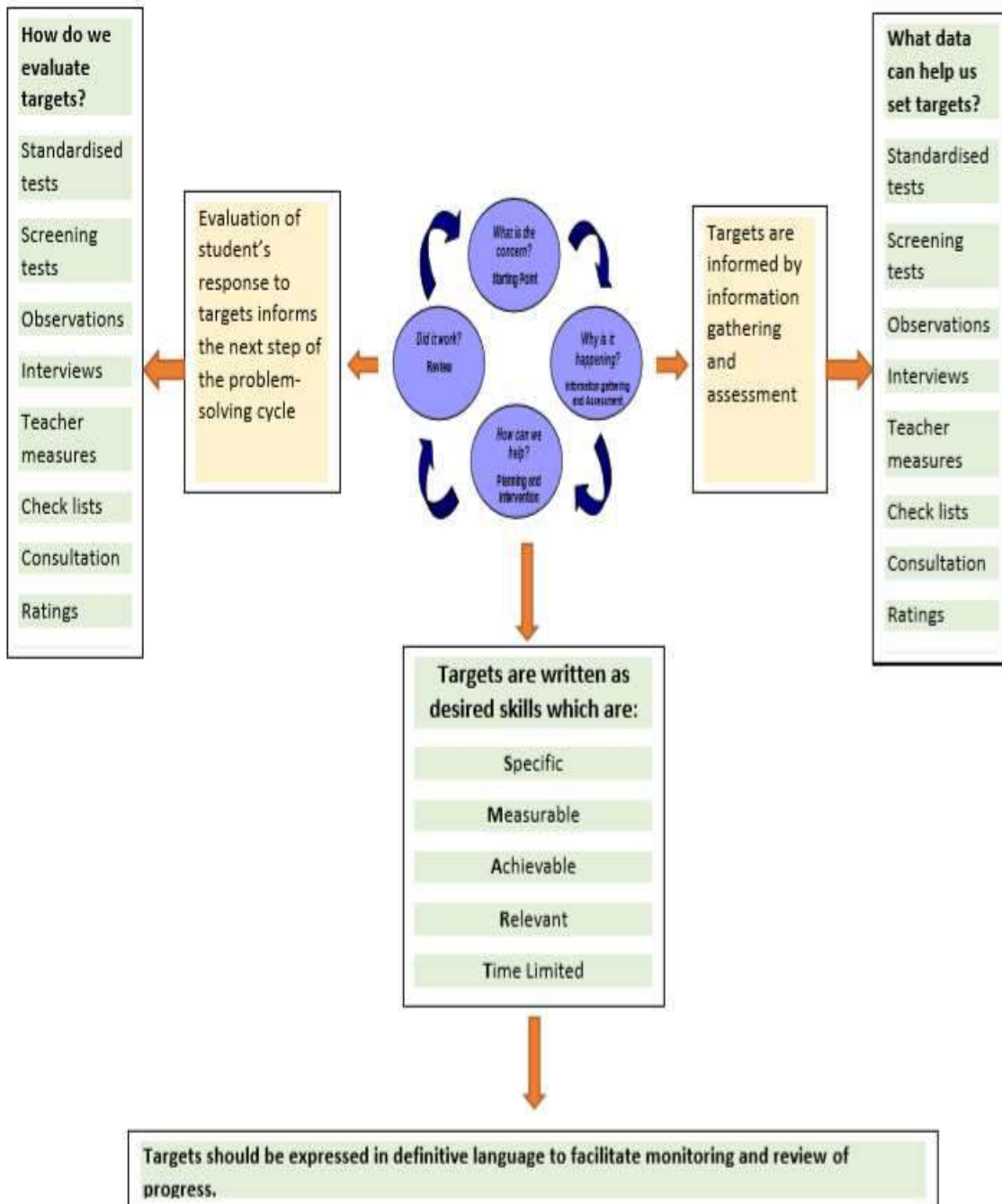
Section 7   Compliance with recently updated legislation and guidelines

7.1   Data Protection

In Coláiste Abbáin, we are compliant with GDPR Guidelines as set out in the Data Protection Act 2018. In order to comply with our legislative responsibilities under EPSEN (2004), we take the following approach to the sharing of data:

- In order to fulfil our responsibility to **all students**, every teacher needs to be aware of their **current presenting needs** in the classroom.

- All teachers need to know the diagnosis/category of Special Educational Need/emerging need/concerns about a student in order to ensure that their classroom practice is as inclusive as possible.

- It is appropriate to share professional **recommendations** from reports pertaining to learning/behavioral/medical needs that are relevant to classroom practice.

- Professional reports in their entirety should only be seen by Principal/Deputy Principal, members of the SEN team or other members of the Student Support Team who are working directly with the student

7.2   Irish Exemptions

Circular 0053/2019 outlines the revised procedures and criteria for processing exemptions. Exempting a student from the study of Irish will be considered only in exceptional circumstances. The decision to exempt a student from the study of Irish is an important decision that has implications for his/her future learning. The decision to grant an exemption from the study of Irish is made by the principal teacher, but it must be made following detailed discussion with the student's parent(s)/guardian(s), the student where he/she is the applicant, the class teacher, special education teachers, and the student.

See Appendix 4 for procedures.

Section 8   Priority areas for Development

8.1   Reflective Practice

In Coláiste Abbáin we regularly review provision and practice through the School Self-Evalution Process. Looking at our School: A Quality Framework (2016) supports us as we engage in this process. Areas for development are then prioritised in our School Improvement Plan and/or DEIS Plan.

Appendix 1 and 2 of this policy contain both our overall SEN Provision Map and a detailed breakdown of all supports and provisions. These documents are updated every academic year and reflect the presenting needs of our students at the time.

8.2   Continuous Professional Development

In Coláiste Abbáin, we use Looking at our School (2016) as a framework to identify areas for training or upskilling of staff:

Digital Cluster training

Magenta Principles

Creative School Initiative

8.3   Areas for Improvement

To further develop our whole school approach to inclusive practice, we have identified the following areas for improvement for the academic year:

This policy was ratified by the BOM 2nd June 2021

Appendix 1   Overview of Provision 2020 2021

Preventative, Proactive & Solution Focused Whole School Approaches to Inclusive & Special Education (Planning Overview)

Appendix 2   Provision Map for Academic Year 2020/2021:

At back of document.

Appendix 3   Role of the SNA 2020/2021

In accordance with Circular 30/14

https://circulars.gov.ie/pdf/circular/education/2014/30.pdf

Appendix 4

Procedures for the application for the exemption of study from Irish as per Circular 52/19

https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0052_2019.pdf

A parent/guardian must make an application in writing to the principal of the school for a Certificate of Exemption from the study of Irish on behalf of a pupil.

Considering an application for exemption the principal or appointed teacher will:

1. Ensure that the date of receipt of the application by the school is recorded on the form.

2. Acknowledge receipt of the application for exemption from the study of Irish.

3. Discuss the written application with the parent(s)/guardian(s) and confirm the sub-paragraph on which the application is based (2.2a, 2.2b, 2.2c or 2.2d) as soon as practicable following receipt of a written application.

4. Advise the parent(s)/guardian(s) of the next steps in processing the application.

5. Inform the parent(s)/guardian(s)/pupil regarding any implication of an exemption from the study of Irish for the student while in post-primary education and into the future.

6. Inform the parent(s)/guardian(s) that the application will be processed and the outcome confirmed in writing within 21 school days of receipt of the application.

7. Explain to the parent(s)/guardian(s) that a signed Certificate of Exemption will issue where a decision is reached that an exemption from the study of Irish may be granted.

8. Inform the parent(s)/guardian(s) that, where an application is refused, the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 calendar days from the date the decision of the school was notified to the parent(s)/guardian(s).

9. Explain to the parent(s)/guardian(s) the arrangements for the pupil's learning in the case of an exemption being granted.