

CASTLEKNOCK CC LEARNING & LANGUAGE SUPPORT POLICY 2022-2024



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Parents	January 2015	Reviewed
Student Council	April 2015	Reviewed
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Next Review April 2024

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Abbreviations

Abbreviation	Definition
AT	Assistive Technology
CAO	Central Applications Office
CAT 4	Cognitive Abilities Test 4th Edition
DARE	Disability Access Route to Education
DES	Department of Education & Skills
EBD	Emotional Behavioural Disorder
FETAC	Further Education Training Awards Council
GLD	General Learning Disabilities
HEAR	Higher Education Access Route
LS	Learning & Language Support Department
L2LP	Level 2 Learning Programme
NCSE	National Council for Special Education Needs
NEPS	National Educational Psychological Service
NEWB	National Educational Welfare Board
PSS	Psychological Support Service
RACE	Reasonable Accommodation Certified Examinations
SEN	Special Educational Needs
SET	Special Education Timetable
SENO	Special Education Needs Organiser
SNA	Special Needs Assistant
SP	Student Profile
WRAT 5	Wide Range Achievement Test
WIAT III	Wechsler Individual Achievement Test
DASH	Detailed Assessment of speed of Handwriting

The Mission Statement of Castleknock Community College

We the pupils, parents, and staff of Castleknock Community College, strive for excellence in a caring and supportive environment. Growing and developing through co-operation will enable all to realise their full potential.

“A graduate from CCC is recognised as a young man or woman who possesses a strong moral purpose and holds the courage of their convictions. Graduates will be equipped with the life skills to understand their own well-being so that they can manage their emotional, mental, spiritual, and physical needs.”

Introduction

Castleknock Community College is committed to providing a comprehensive and effective Learning & Language support for students. This enables a specific cohort of students who have Additional Needs, with an appropriate framework of support, to access their curricula and achieve their potential. It is our goal for all students to have their needs appropriately identified and met. This policy considers the student as a young person and as a learner.

1. Principles

1.1 At Castleknock Community College we are determined to meet the educational needs of all our students. This policy describes the principles, aims and objectives, by which the College will identify, assess, and provide for students with Additional Needs.

1.2 Additional needs can take a variety of forms, including specific learning needs, health related needs and behavioral needs. Challenges experienced by some students make it harder for them to learn as easily as their peers. These students need extra support to access the curriculum and achieve their potential. Challenges include (but are not limited to):

- General Learning Disabilities (mild/borderline, mild moderate)
- Autistic Spectrum Disorder (ASD)
- Specific Learning Difficulties e.g., dyslexia, dyscalculia
- Visual or Hearing impairment
- Physical Challenges e.g., Developmental Co-ordination Disorder (DCD/Dyspraxia), Cerebral Palsy
- Attention Deficit (Hyperactive) Disorder (ADD/ADHD)
- Speech and Language Challenges
- Down's Syndrome
- Emotional Disturbance/ Anxiety Disorders
- Behavioural Disorders
- Medical or Health Issues

This policy considers the Additional Needs provision outlined in the various acts pertaining to the provision of students with Additional Needs, notably the Education Act of 1998, EPSEN Act 2004, Learning & Language Support Guidelines 2000, the NCSE (ncse.ie) Guidelines on the Individual Education Plan Process 2006, guidelines for Inclusion of Students with Additional needs 2007 and NEWB Guidelines 2008, Guidelines For Post Primary School: Supporting Students with Special Educational Needs in a Mainstream School, 2017, Circular 0014/2017 – Special Education Teaching Allocation and the Admissions to Schools Act 2018 underpin the key elements of this policy.

1.3 The College recognises the right of students with Additional Needs to be educated in a mainstream College and the importance of genuine communication and partnership with parents and students in planning, delivering, and evaluating individual support. The College recognises that provision for Additional Needs is an integral part of its overall aim to raise the achievement of all students.

1.4 Some students will permanently, or from time to time, have a greater difficulty in learning than the majority of students of their age. Some may have needs that prevent or hinder them from making use of the facilities provided for our students. We will give these students individual consideration and make special provision for them, working in partnership with others, as necessary. The College's intention is that the needs of all students are identified and met as soon as possible.

1.5 All students whether they have Additional Needs or not, must have equal access to the full curriculum of the College and all activities. Students with Additional Needs will be encouraged and supported to become independent and take responsibility within the College.

1.6 The role of supporting learning is a collaborative responsibility shared by all in the College community: Learning & Language Support Department, management, staff, students, and parents who have a positive and active part to play in achieving this aim:

- **College Management** act on the principle that every member of staff is responsible for the needs of all students; by working in partnership with the Learning & Language Support Coordinator, students, parents and other agencies and by participating in appropriate training.
- **The Class Teacher** has a primary responsibility for the progress of all students in his/her class, including those who access supplementary teaching and/or SNA support. The class teacher is responsible for gathering information on a student's progress through informal observation /assessment. Where concerns arise the class teacher should complete a **Learning & Language Support Referral Form (Appendix 1)** which should include test results, homework proficiency detail. The class teacher should work with the Learning & Language Support teacher giving advice on areas that need support.
- **Learning & Language Support Department** fulfill their statutory duties to students with Additional Needs, by establishing a policy that has regard to the Code of Practice and Additional Needs legislation on the identification and assessment of Additional Needs.

- **Tailor individual educational programmes to meet the needs of students.** This cohort of students is encouraged to access most mainstream subjects initially. They may continue with these to exam level and/or access Junior cycle L2LPs through the Learning & Language Support Department. At Senior Cycle students can access mainstream classes as appropriate. QQI Level 2 and other programmes are provided through the Learning & Language Support Department for those not accessing mainstream exams.
- **The Student Support File (SSF) contain the Student Profiles, Memos & the Care Plans.** The Student Profile (SP) outlines the diagnosis and lists websites & resources for teachers to access information. Prioritised learning needs are outlined and targeted needs set. Memos outline diagnosis, strengths, needs and recommendations for teachers. Student Profiles and memos are confidential and may be available to view on the Docs section of VS Ware. After the Parent Teacher meeting in first year a review meeting may be held with the parents, SNA, link teacher and student. Following this meeting the reviewed SP will be circulated to all the students' teachers. At the start of the school the following year the link teacher may call the relevant students' parents for a review of the year and outline plans for the following year. A review meeting may be held in January in subsequent years and the SP updated.
- **Students:** The students realise their potential by striving to fulfill their potential and by discussing with their teachers their own strengths and weaknesses. This is achieved by regularly attending and working in Learning & Language support classes while developing 'ownership' of the skills being taught in Learning & Language Support classes and applying these skills to all their studies. Students are encouraged to contribute to the evaluation of their progress including self-assessment and this allows students to grow in independence.
- **Parents:** Parents support the process through consultation and by working in partnership with the College to help meet their child's needs and by encouraging their child to take the support offered them by the Learning & Language Support Department. Parents are invited to give consent where necessary for their child to be assessed by the Learning & Language Support Department or outside agencies. Parents are advised to act on the recommendations made in professional assessments in the best interests of their child.
- **Special Needs Assistant (SNA):** The SNA's role is to look after the care needs of students with SNA access. Care needs that are consistent with DES Circular 30/14 include assistance with feeding, administration of medicine, assistance with toileting and general hygiene, assistance with mobility and orientation, assisting teachers to provide supervision in the class and school grounds, non-nursing care needs consistent with specific medical conditions, care needs frequent interventions including withdrawal of a student from a classroom when essential, assistance with moving and lifting of student, operation of hoists and equipment, assistance with severe communication difficulties including enabling curriculum access for students with physical or sensory needs. Students are encouraged, where appropriate, to become independent of the assigned SNAs. Other duties undertaken by SNAs included record keeping, consulting with teachers and the Learning Support Coordinators, and attending monthly meetings.

2. Roles & Responsibilities in Coordinating Provision for Students with Additional Needs

The role of supporting learning is a collaborative responsibility shared by all in the College community: Learning & Language Support Department, Management, staff, students, and parents who have a positive and active part to play in achieving this aim:

2.1 The SEN Register lists the names of students with a professional diagnosis, professional assessment, Irish exemption, and assistive technology. Those for whom a personal profile has been prepared are indicated on this register. A copy of the register is available in the Learning & Language Support office, each Year Head's office and Senior Management offices for the teaching staff to access. (See Appendix 4)

2.2 College Management working with the Learning and Language Support Department will ensure that.

- Resources and teaching allocation provided to support students with special educational needs will be used to facilitate inclusion
- Students with the greatest level of need will access the greatest level of support in the continuum and where possible will be supported by teachers with relevant expertise who can provide continuity of support
- College Management will establish a core team of teachers to meet the needs of students with special educational needs
- Members of the core team have the necessary experience and expertise and access to continuing professional development to support the diverse needs of students with Additional Needs

2.3 The Learning & Language Support Department will ensure that they are fully involved in developing and monitoring the College's SEN policy and that SEN provision is an integral part of the College development plan. The Coordinator along with College Management will ensure that they are fully informed of the College's SEN provision, including how funding, equipment and personnel resources are deployed. They will ensure that the quality of SEN provision is regularly monitored and evaluated.

2.4 The Learning & Language Support Department Coordinator has overall responsibility for Management of the policy, for assessment and provision for students with Additional Needs and for keeping College Management informed on Additional Needs policy and provision. The Learning & Language Support Coordinator has oversight of all matters regarding the day-to-day management of all aspects of Additional Needs policy and provision, for leading the Learning & Language Support Team and coordinating the involvement of outside agencies.

The Specific Responsibilities of the Role may include:

- Identifying students whose needs require support at Level 2 or 3 of the Continuum of Support
- Intake screening and collecting information from primary schools including student passport
- Arranging standardised tests and/or diagnostic tests of literacy/numeracy
- Developing Student Support Plans/ Student Profiles/ Care Plans
- Advocating on behalf of students

- Applying for resources e.g., SET allocations, SNA allocations
- Timetabling the SET and Language allocation
- Applying for accommodations for students e.g., RACE/DARE/HEAR
- Individual work with students e.g., planning, implementing, and reviewing interventions
- Co-ordinating the SEN team
- Liaising with the Senior Leadership Team, subject teachers, guidance counsellors etc.
- Liaising with parents
- Collaborating with outside agencies e.g., Psychological Support Service
- Directing the work of SNAs in the school
- Developing policies and procedures
- Putting whole-school initiatives and interventions in place
- Arranging for cognitive assessments and other psychological assessments to be conducted
- Identifying relevant CPD and providing CPD to staff
- Provision mapping and allocating resources

2.5 Role of the SEN Year Group Co-ordinator. A SEN Year Group Co-ordinator is appointed to oversee the provision of support for students with Additional Needs for each year group.

Specific Responsibilities of this Role may include:

- Developing Student Support Plans/ Student Profiles/ Care Plans.
- Arranging standardised tests and/or diagnostic tests of literacy/numeracy.
- Applying for accommodations for students e.g. RACE/DARE/HEAR
- Individual work with students e.g., planning, implementing, and reviewing interventions
- Intake screening and collecting information from primary schools including student passport.
- Liaising with parents
- Attending Care Meetings
- Liaising with the Senior Leadership Team, subject teachers, guidance counsellors etc.

2.6 Year Head and Assistant Year Head Teams have general responsibility for monitoring the academic and social progress of students, notably through the tracking system. Their specific responsibilities in terms of this policy are:

- Liaising with the Learning & Language Support Coordinator
- Working with their Learning & Language Support link teacher
- Monitoring and reviewing the progress of students with SEN

2.7 Subject Departments have responsibility for all aspects of curriculum content and learning opportunities in their subject area. Their specific responsibilities in terms of this policy are:

- Maintaining and monitoring a Subject Department Policy on Additional Needs
- Ensuring that the subject content has been differentiated to meet the needs of all students
- Schemes of work and Department Planning.

2.8 The Subject Teacher has the following specific responsibilities in terms of this policy:

- Planning what each student should learn
- Ensuring that the subject content has been differentiated to meet the needs of all students
- Monitoring, assessing, and reviewing the learning that has occurred
- Working in partnership with In-class support teachers, Learning & Language support teachers and Special Needs Assistants.
- Referring students who they may consider as having a particular difficulty (Appendix 1)
- Promoting inclusion
- Make copies of class notes available to students with Additional Needs where appropriate
- Communicate with parents as early as possible if a student is experiencing challenges accessing the curriculum
- Applying College policies including the College's Code of Behaviour, The Learning & Teaching Policy, equally to all students.

3. Arrangements for Students with Additional Needs Transferring to Castleknock Community College

3.1 Castleknock Community College will use the resources provided by the Department of Education and Skills to make reasonable provision and accommodation for students with Additional Needs. These students are free to participate in the life of the College as far as is reasonably practicable. Resources and teaching allocation provided to support students with special educational needs will be used to facilitate inclusion to offer a fully inclusive curriculum in as far as possible. Students with the greatest level of need will access the greatest level of support.

3.2 The Learning & Language Support Department is committed to providing a comprehensive and effective Learning & Language support service for students. This will enable students who have Additional Needs to access their curricula and achieve their full potential. In these situations, the Department will refer to the Continuum of Support Framework to identify and respond to students needs to include academic, social, and emotional needs along as well as needs associated with physical, sensory, language and communication difficulties. (Appendix 3)

3.3 Transfer from Primary to Secondary School

- There is a dedicated care team established each year to manage the transfer of students from Primary to Secondary School.
- A member of the Learning & Language Support Department will be assigned to be the link person between primary schools and parents for students with Additional Needs.
- The profiles of each of these students are commenced in advance of their enrolment at the College.
- Meetings with parents, orientation meetings and SNA training are all considered in the process of students with Additional Needs transferring to the College.

- SNAs from Castleknock Community College may visit students in their primary school for observation purposes.

3.4 Tracking at Castleknock Community College

The College operates a tracking system for all students which is supported by the Learning & Language Support Department. The key features of the system include:

- To develop an academic profile of each year group by tracking the educational progress of each student.
- To allow each Year Head and their care teams to monitor each student's progress.
- To provide relevant data for subject facilitators and their teams to assess students' progress in relation to in-house assessments. Each subject facilitator will be provided with data which includes:
 - An overview of all grades in their subject
 - A breakdown by grade of their subject
 - Comparative data with previous assessments
 - Relevant links to literacy and numeracy data (where applicable).
 - Relevant data in relation to Learning Support and ESL
- The tracking of each student will provide the opportunity to affirm students who are making progress and for the early diagnosis of student weaknesses.
- The analysis of student data informs policies and planning at the College.

4. Facilities & Resources

4.1 The Learning & Language Support Department will allocate all designated additional teaching support hours appropriately, to the students who the school identifies as needing support as per the NCSE guidelines (2017)- support for all, support for some and support for a few. This can be in the format of team- teaching, small groups and/or 1-1 depending on the needs of the students at the given time.

4.2 Any additional funding will be used to purchase suitable resources for the department which will enhance the learning of all students.

4.3 The Learning & Language Support Department will continue to work from three core classrooms which have been designated for Learning & Language Support and resource teaching, using other free classrooms when there is great demand in a particular period.

4.4 In 2020 the Parents Association raised money to reconfigure a room at the College as a Sensory Room for students with Additional Needs.

4.5 The Learning & Language Support Department encourages Learning & Language Support teachers to use as many resources as possible in supporting students. Resources such as ICT resources, suitable Junior Certificate and Leaving Certificate texts and readers across all subject levels can be found in Rooms 26a and 26b.

5. Provision

5.1 The role of the Department is to provide a proficient and responsive Learning & Language Support service, which keeps up to date with changes in curriculum, syllabi, teaching, and support methods. Within the Continuum of Support framework, the Department assist students to function as independent, autonomous learners and is committed to the principles of equal opportunities for all.

5.2 How the Learning & Language Support Department Operates

The Department organises Learning Support provision on a cooperative teaching and withdrawal basis. Cooperative Teaching is used across appropriate subjects at both Junior and Senior Cycle based on the needs of individual or groups of students in a particular class or setting. Withdrawal means that the students attend support sessions either on a one-to-one basis or in small group situations with their assigned tutor. (The NCSE recommends that Colleges minimise the use of one-to-one sessions as these place significant demands on limited resources).

5.3 Individual Provision

Individual provision and its outcomes will be kept constantly under review and amended, as necessary. Termly reviews and records of work for students in receipt of Learning & Language Support /resource teaching will be completed as required by the Learning & Language Support teachers. This allows the Learning & Language Support Department to appropriately monitor and review student progress.

5.4 Learning & Language Support Teacher's Folder.

The Learning & Language Department provides a folder for all Learning & Language Support teachers. On their timetables, teachers are provided with a list of students for each Learning & Language Support class and the subject area to cover for each class. Work records must be completed for each class. These are returned to the Learning & Language Support Office at the end of each term and filed in student files.

5.5 Assessment on Entry

All students complete Entrance Assessments (CAT 4) which screen for basic skills in literacy, numeracy, special awareness, and problem-solving competencies. (Students within the moderate GLD range are invited to attend during the assessment testing. Their primary school is asked to provide suitable material that the student can complete with the assistance of a mentor.) This information, coupled with the information gathered from the feeder primary schools, results on professional assessments and reports and meetings with parents of students with NCSE resources assists in identifying those students with Additional Needs. Parent(s)/Guardian(s) are invited to forward any relevant information on their child's learning that may assist the Learning & Language Support Department.

The Department also uses the WRAT 5, WIAT III and DASH Drumcondra Tests, Access Reading and Access Maths Test, Neal Analysis of Reading Ability and Conner's Rating Scale (where provided prior to clinical assessment).

5.6 Review on Progress

From information gathered from the initial assessments, meetings with primary school personnel, meetings with parents and reviewing professional reports where appropriate, an individualised negotiated Student Profile (SP) is put in place for students in line with the Continuum of Support Process. The following actions may be considered in this process:

- A memo is prepared for students with an SLD
- The SP outlines the diagnosis and list websites for teachers to access information
- Prioritised learning needs are outlined and targeted needs set
- Memos outline diagnosis, strengths, needs and recommendations for teachers
- Student profiles and memos are confidential and are emailed to each student's individual teachers.

After the Parent Teacher meeting in first year a review meeting may be held with the parents, SNA, link teacher and student. Following this meeting the reviewed PP will be circulated to all the students' teachers. At the start of the next school year the link teacher may call the relevant students' parents for a review of the year and outline plans for the academic year.

6. Whole School Assessment

The Learning & Language Support Department use a variety of testing scores to assess students' progress:

- Sten scores accessed from Primary Schools' Student Passport
- CAT Scores achieved in the Entrance Assessments
- All students are assessed in their Literacy & Mathematics Skills in Second Year.

Results are analysed and distributed to appropriate staff. The CAT 4 test is administered by the Guidance Department at the end of the first term of third year. The Learning & Language Support Department analyse these results to identify students who have not come to our attention previously who may be struggling in the areas of reading and spelling. Further WRAT testing may be conducted with a view to applying for RACE in the Junior Certificate Examination

7. Assistive Technology

Students at the College may use Assistive Technology (AT) in class to enable them to reach their full potential and have full access to the curriculum. AT devices may be provided through the NCSE or by parents. These devices include laptops, notebooks, and tablets. These guidelines will allow students to fully benefit from the use of assistive technology in the College. Furthermore, it will encourage them to take responsibility for all work done on their laptop/tablet/notebook in the same way that other students must be responsible for their subject copies. The guidelines should ensure that the laptop/tablet/notebook is the responsibility of the student not the teacher. All classwork and homework must be available in a subject display book that can be handed up to the teacher whenever necessary. It is the responsibility of the student to ensure that all work is printed up and filed in individual subject display books each night and brought into the College each day. Since 2020 students have the option to post some of their work on MS Teams Platform when advised by the teacher.

CPEN - An Exam Reading Pen which can be used by the candidate to scan the examination paper. It converts the text to speech, which candidates can listen to using earphones.

Candidates may have a Reader or Reading Assistant for any subject that is not compatible with an exam reading pen.

8. Training of Staff & Management

8.1 The Management at Castleknock Community College is committed to the training of staff members in Additional Needs. The core Learning & Language Support Department team members have all completed a Post Graduate Diploma in Learning & Language Support and Additional needs. In drawing up the staff development plan and training programmes, it is envisaged that The Management Team will continue to give consideration and appropriate priority to the needs of all teachers regarding Additional Needs. The department's in-service training plans for Additional Needs will be reported to The Management Team and will include details of training as appropriate for subject teachers, Learning & Language Support teachers, the Learning & Language Support Coordinator, Special Needs Assistants and other ancillary staff.

8.2 The Learning & Language Support Coordinator will assist in the provision of training for teaching and non-teaching staff.

9. Involvement of Parent(s)/Guardian(s) & Students

9.1 The College recognises the importance of the involvement of students and their parents/guardians in planning and reviewing support for students with Additional Needs. We encourage the informed participation of both in achieving the aims of this policy.

9.2 We are committed to working in genuine partnership with parents/guardians by:

- Having a positive attitude towards parents/guardians, respecting the validity of differing perspectives
- Providing user-friendly information and procedures and being aware of communication barriers
- Recognising the pressure, a parent/guardian may be under because of their child's need
- Acknowledging the importance of parental knowledge and expertise in relation to their own child
- Gaining parental consent for referrals
- Ensuring parents/guardians are aware of support groups and relevant outside agencies who can assist them
- Encouraging regular communication between College staff and parents/guardians so that any concerns regarding their child's learning or provision can be addressed.

9.3 The College recognises that students have a right to receive information about plans and outcomes for their learning and to have their opinion considered in any matter relating to them.

9.4 All students are increasingly encouraged and helped to participate in the planning and evaluation of their learning and in setting targets for the future. This is achieved through the development of personal learning planning with their Learning & Language Support teacher, target setting and monitoring as well as more informal approaches.

10. Disability Access Route to Education (DARE)

Students with Special Educational Needs who wish to apply for the Disability Access Route to Education (DARE) must tick the disability box on their CAO application. There are deadlines set by the CAO for -completion of an online statement from the student outlining how their disability affects their learning, submission of a downloaded form which the College must complete and submission of professional reports outlining a diagnosis.

The Learning & Language Support Department works closely with the Guidance Department to advise parents on professional reports required by the CAO. The Learning & Language Support Department assists the student in completing their statement and they complete the College form for these students.

Students with physical and medical needs and students with a mental health illness may also qualify for DARE. New Educational Assessments are not required for students with a diagnosis of dyslexia, but up to date scores for word reading and word spelling must be submitted. The Learning & Language Support Department will assess students for this purpose. To qualify the two scores must be at or below a standard score of 81. Scores from professional reports that are no older than 2 years may be used instead of school scores. (Please see DARE guidelines in this regard).

11. Special Arrangements for sitting State Examinations

Department of Education & Skills may grant special arrangements to students with Additional Needs. This is called Reasonable Accommodation at Certificate Examinations (RACE). Each application is assessed on an individual basis. The Learning & Language Support Department is responsible for the submission of these applications to the Department. An up-to-date psycho-educational assessment is not necessary. The options of provision granted by the Department of Education & Skills are:

- To have question papers and answers read to the candidate individually or as a group, or for the candidate to use reading software or a reading pen
- To permit candidates to record their answers on tape recorder or word processor or scribe
- To make provision for candidates who qualify for exemption from spellings and grammatical components in language subjects. (If a student avails of one of the afore-mentioned provisions during a language subject, then this will be indicated on the examination certificate. An asterisk will appear next to the subject and a supplementary report will accompany this.)
- To provide for the use of a Shared Special Centre or an Individual Centre in exceptional circumstances. The College must have evidence of need for this accommodation.

To qualify for RACE the Learning & Language Support Department must assess students within a year of their Junior Cycle examinations. The SEC have strict criteria for qualification. Result of testing must be included in the application and evidence of testing stored in the College.

Applications are made based on the results of testing conducted by the Learning & Language Support Department. The SEC do not consider results and/or recommendations from professional reports,

The Learning & Language Support Department applies on behalf of students. The SEC will accept scores from recent educational assessments for RACE. Further testing must be conducted by the Learning & Language Support Department to ensure that the students meet the required criteria. In general accommodations granted at Junior Cycle can be reactivated for Leaving Certificate. New applications can also be made for Leaving Certificate. Parents can appeal decisions not to grant accommodation.

The Learning & Language Support Department also offers, when resources allow, these accommodations during the house/mock examinations to students who may qualify for RACE. Our positive commitment to facilitating an effective Learning & Language Support system will provide an environment, which will promote, enhance, and further develop the acquired skills of the pupils with learning difficulties.

If a student avails of one of the afore-mentioned provisions during a language subject, then this will be indicated on the examination certificate. An asterisk will appear next to the subject and a supplementary report will accompany this.

Procedure for acquiring an exemption from Irish

The College strictly adheres to the guidelines for exemptions as set down by the Department of Education and Skills (Circular M 10/94) & Circular 0053/19

Under the new guidelines the following protocols need to be observed:

1. Parent(s)/Guardian(s) must complete an “Application for Exemption from the Study of Irish Post Primary Schools.”
2. The application must clearly state the ground for applying for an exemption from the study of Irish in accordance with Circular 0053/2019.
3. It is important that all documentation in support of the application must be submitted at the time of Application.

Once an “Application for Exemption from the Study of Irish Post Primary Schools” has been received by the College parents will receive a confirmation letter acknowledging that the College is in receipt of the application.

If it is the College’s decision not to grant an Irish Exemption a parent will be afforded the opportunity to appeal the decision to the Irish Exemptions Appeal Committee.

Parents of Incoming First Year Students should inform the College if an exemption from Irish was granted at Primary School and if they wish to avail of this exemption.

12. Monitoring & Evaluating

12.1 The work of the Learning & Language Support Department in implementing this policy and the general effectiveness of Additional Needs provision in the College will be subject to the normal College self-evaluation policy and an annual department review process. The review process will involve evaluating all elements of the day-to-day running of the Learning & Language Support Department which will allow us to identify key strengths and weaknesses in the provision of SEN in the College. Annual developments and plans for the next academic year will be outlined in the College's annual progress report compiled by The Management Team.

12.2 The progress of students on the SEN Register will be regularly monitored and evaluated by the Learning & Language Support Team and through the normal College assessment and reporting procedure. Progress will be checked against targets (bi-annually) and the outcomes of tests and examinations will be analysed for students receiving support for Additional Needs.



Appendix 1: Learning & Language Support - Referral Form

Learning & Language Support Referral Form Strictly Confidential and Without Prejudice

Name of Student: _____ Rang: _____

Name of Teacher: _____ Date: _____

Reasons for referral (Please describe the difficulties which this student is encountering in school)

Results of Class Tests

Additional Information (e.g., names of other teachers who would be familiar with this student)

Please attach photocopies of samples of work highlighting particular difficulties

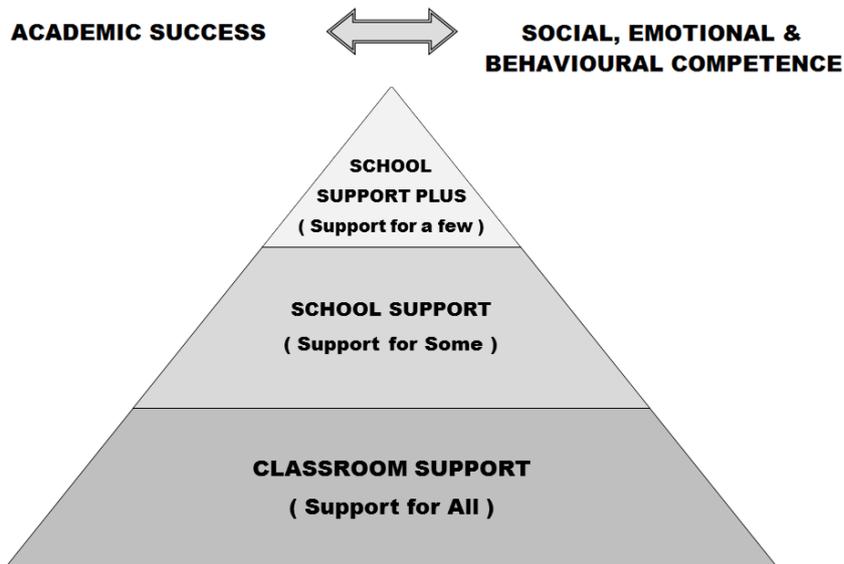
Signed: _____

Appendix 2: The Student Support Plan



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

A Continuum of Support



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

Support Checklist		
Name:	Age:	Class:
General Information	Date Checked	Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning- screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by learning support/resource teacher or other school staff?		
16. Other interventions put in place in school?		
Action needed		
<i>Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20</i>		

To be completed by the teacher(s).

For help, see SEN: A Continuum of Support - Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers pp.71-74; A Continuum of

SUPPORT PLAN * Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)

Support for Post-Primary Schools, Resource Pack for Teachers, pp. 51, 53, 54, 57.

Student's name		Age	
Lead teacher		Class/year	
Start date of plan			
Review date of plan			
Student's strengths and interests			
Priority concerns			
Possible reasons for concerns			
Targets for the student			
Strategies to help the student achieve the targets			
Staff involved and resources needed			
Signature of parent(s)/ guardian(s)			
Signature of teacher			

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

SUPPORT REVIEW RECORD*

Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)

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

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

Student's name	Class/ Year	
Names of those present at review	Date of Review	
What areas of the plan have been most successful and why?		
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?		
Have the student's needs changed since the start of the plan, and if so, how?		
Recommended future actions – <i>what, how, who, when?</i>		
Any comments from the student?		
Any comments from the parent(s)/guardian (s comment?		
Signature of parent(s)/ guardian(s)		
Signature of teacher(s)		

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

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

Appendix 3: Identification of Educational Needs through the Continuum of Support Process

<p>Whole-School and Classroom (Support for All)</p>	<p>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.</p> <p>Identification of those needing additional support can be informed by:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>
<p>School Support (for Some)</p>	<p>At this level, a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>A Support Plan operates for an agreed period and is subject to review.</p>
<p>School Support Plus (for a Few)</p>	<p>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.</p> <p>Data generated from this process are used to plan an appropriate intervention and serve as a baseline against which to map progress.</p> <p>A Support Plan at this level is likely to be more detailed, individualised, and to involve longer term planning and consultation.</p>

Appendix 4: The SEN Register

Name	Tutor Group	SEN	Irish exempt	Memos	Assistive Technology
		SLD	Y		
			Y		I pad
		SLD	Y		
**		MOD GLD		Y	
**		ASD			
*		Dyspraxia	N	Y	Laptop
		Borderline Mild GLD, ADHD traits	Y	Y	
		OCD		Y	
		Borderline Mild GLD	Y	Y	iPad

SEV/PRO GLD	Severe/Profound General Learning Disability
DS	Down Syndrome
ASD	Autistic Spectrum Disorder (Asperger's Syndrome)
ADHD	Attention Deficit Hyperactivity Disorder
ADD/ADD TEND	Attention Deficit Disorder/ADD Tendencies
EBD	Emotional &/or Behavioural Difficulties
TS	Tourette's Syndrome
DYSP & LD	Dyspraxia & Mild Learning Difficulties
LOW AVERAGE	Low average range of ability
SLOW PROCESS	Slow processing skills – affects thinking speed and student's response time
MOTOR CO-ORD & LD	Motor Co-ordination and Learning Difficulties
RCD/LCD/LANG DELAY/DIFF	Reading/Language Comprehension Difficulty/Language Delay/Diff
WLD	Written Language Disorder
SPELL DIF	Spelling Difficulties
MATHS DIF	Maths Difficulties
UNDERAC	Underachieving in Maths/English/Reading Comp
DYS TEND	Dyslexic Tendencies
POOR LTM	Poor Long-Term Memory
S & L DISORDER	Speech and Language Disorder
SI	Speech Impediment
VI	Visual Impairment
CF	Cystic Fibrosis
OCD	Obsessive Compulsive Disorder

** ISA Access

* In receipt of Resource Hours

M – Memo on file with detailed information for teachers

AT- Assistive Technology (laptop or iPad)

Appendix 5 Record of Work Form

Learning & Language Support Department - Private and Confidential

Record of Work Form – Term 3 2014 /2015

Name of Teacher: _____

Student/s: _____

Year Group: _____

Topics to be covered: • • •	
Textbooks/Resources: • •	
Week 24 (April 13th - April 17th)	Note of absences
Week 25 (April 20th - April 24th)	
Week 26 (April 27th - May 1st)	
Week 27 (May 4th - May 8th)	

Appendix 6: Guidelines for use of Tape Recorder

Guidelines for use of tape recorder

1. Do a pre-test of recording on the tape recorder. If the tape recorder is faulty, a replacement will be provided.
2. Check that the tape has been placed in the recorder correctly. (Side A, then Side B)
3. Confirm where the microphone is located on the tape recorder. Indicate its location to the student. This may be done in the pre-test recording.
4. It is not necessary to tape record dialogue between the candidate and the reader.

Please note any observations in the Supervisors Report as to how the student may improve in the use of the tape recorder for example thinking about the answer before speaking, concentration levels.

Your assistance in the provision of this service is very much appreciated by the Learning & Language Support Department.

Appendix 7: Guidelines for Readers

A reader is a person who, on request, will read to the candidate the entire or any part of the examination paper.

1. A reader may also read back the student's answers.
2. The reader may not give the meaning of words or amplify what is written.
3. The reader may not suggest or choose parts of the paper for repetition without the candidate's direction.
4. *For House Exams* – it may be useful to remind the students to plan their time and their answers. In addition, it may be useful to encourage the students to number and label their answers with appropriate question number.
5. Be mindful that some students may be feeling self-conscious about having a reader. It may be appropriate to give the student some physical space while they are writing the answers.

Your assistance in the provision of this service is very much appreciated by the Learning & Language Support Department.

Appendix 8: Supervisor's Report

Supervisor's Report

Private & Confidential
Reasonable Accommodations – In House Examinations

Supervisor's Name _____

Student's Name _____

Date of Exam _____

Exam Subject _____

Type of Accommodation	Tick Box
Reader	
Reader & Tape Recorder	
Scribe	
Word Processor	

Observations: Please record how the student performed in the following areas.

Time Allocation: (students must not leave before the end of the examination)

Understanding of Questions

Knowledge of set materials

Answering of questions – layout etc.

Any other comments: e.g., confidence using tape recorder, concentration levels, did the student make good use of accommodation etc.

Signed: _____

Date: _____

