



Harold's Cross
ETSS

Additional Support Needs Policy **Harold's Cross Educate Together Secondary School**

2021/22

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List of Abbreviations

SEN	Special Educational Needs (still used in legislation)
ASN	Additional Support Needs
HCETSS	Harold's Cross Educate Together Secondary School
SNA/ISA	Special Needs Assistant/Soon to be known as Inclusion Support Assistants
DES	Department of Education and Skills
SLT	Senior Leadership Team
GDPR	General Data Protection Regulation
NCSE	National Council for Special Educational Needs
SENO	Special Educational Needs Organiser
NEPS	National Educational Psychology Service
SESS	Special Education Support Service now under the auspices of the NCSE
NBSS	National Behavioural Support Service now under the auspices of the NCSE
NCCA	National Council for Curriculum and Assessment
HSE	Health Service Executive
CAMHS	Child and Adolescent Mental Health Service
PISA	Programme for International Student Assessment
BOM	Board of Management of HCETSS
SST	Student Support Team
RACE	Reasonable Accommodations at Certified Exams
SSP	Student Support Plan
CPD	Continuous Professional Development
DARE	Disability Access Route to Education
UDL	Universal Design for Learning
PLU	Priority Learning Unit
ELL	English Language Learner formerly English as an Additional Language (EAL)
AS	Autism Spectrum

Introduction

The United Nations *Convention on the Rights of the Child* (1989) recognised “Every child has a right to inclusive education including children with disabilities”. The *United Nations Convention of the Rights of the Person with Disabilities*, states in Article 24 2b:

“Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live”.

The Education for Persons with Special Educational Needs Act (EPSEN ACT, 2004) defines Special Educational Needs (SEN) 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.”

Harold’s Cross Educate Together Secondary School (HCETSS), is committed to the principle of inclusion as highlighted by in *An Inclusive Education for an Inclusive Society* (NCSE, 2019) that is “an inclusive education system that supports an inclusive society” as defined by the United Nations and enshrined in the EPSEN Act (2004):

“A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with the best interest of the child.”

This policy document describes our vision for inclusive education at HCETSS. It outlines our approach to identification of student needs, the nature of resources available to support inclusion and describes the roles played by management, the Additional Support Needs (ASN) department, class teachers, Special Needs Assistants (SNA) and parents. It concludes with a summary of supports provided to class teachers. This policy is written in the context of a revised model for allocating additional resources which was introduced by the circular 0014/2017 (DES, 2017). From here, in light of our school’s inclusive ethos and strength-based approach to supporting our students, in this document SEN will be referred to as ASN. Effective provision for ASN students in HCETSS is part an inclusive whole-school framework which emphasises effective teaching and learning for all students and good collaboration between the school, parents/guardians and students. This policy should be viewed as ‘evolving’ and should take account of developments in practice as they happen.

The fundamental purpose of developing a policy within the whole school is to ensure that all students experience a quality inclusive education appropriate to their needs in a changing world. This document should be read in conjunction with the School Plan and the range of school policies outlined therein.

The Learning Needs of Students

Vision

Equality, diversity and inclusion together with innovation and technology lie at the heart of learning in HCETSS where student voice and wellbeing are central to all that we do. We strive to foster a culture where every student can be who they want to be; a culture that enables every student, in their own way, to grow academically and socially to reach their true potential.

Our school provides an outstanding curriculum and learning environment that equips students with the knowledge and skills to thrive in the 21st century. Every student is encouraged and supported to develop skills in critical thinking, communication, teamwork, research and leadership.

In HCETSS, we are all learners, and our highly qualified educators use the most up to date, research-informed, teaching and learning methodologies to ensure that learning is student-centred, active, challenging and enjoyable. In addition to this, we passionately believe that technology is a powerful tool that can be harnessed to support the learning process and engage all learners.

We want to develop kind, courageous and life-long learners who can succeed in school and in life. For us, this means we foster an inclusive atmosphere where diversity, resilience, kindness, creativity and self-directed learning are promoted and encouraged, where individualism and what brings us together are respected and celebrated equally. We do this by offering a balanced, democratic learning community where all voices are valued and academic achievement is encouraged.

Inclusion

The principle aim of this document is to outline our policy and processes for achieving inclusion for all students.

Our objective is to enable all students' access, fully participate and benefit from the education provided in the school and to do so alongside their peers as far as possible. To achieve this objective, students with additional needs require additional educational support, which can only be adequately provided where the school is given the necessary additional resources by the Department of Education and Skills (DES).

Our approach to inclusion includes the following elements:

Whole school context - all teachers in the school will have students with additional educational needs in mainstream classrooms.

Participation in school programmes - inclusion in school activities is seen as a key element in fostering self-esteem and personal growth. Students with additional educational needs are actively encouraged to take a full part in extracurricular activities while recognizing that the health and safety of all students and staff dictates that the individual needs of students be considered in each situation.

Curriculum - we endeavour to provide all students with the broadest range of subject options and to support their learning to the greatest extent possible within the resources available to the school. If required the curriculum will be altered or customised to meet the specific requirements of a child with

learning difficulties. Any such alterations will be done following consultation by the ASN Team and the Senior Leadership Team (SLT) with the student, parent/guardians, and class teachers.

Communications - the whole school context requires an effective sharing of information with class teachers. This will be done in a fashion which takes into account any considerations of confidentiality and relevant General Data Protection Regulation (GDPR) legislation. All communication and storage of all student information will be kept in compliance with the GDPR framework. Relevant information of with implications for teaching and learning, including standard scores from screening tests (Cognitive Ability Test 4, Wide Range Achievement Test 5 and the New Group Reading Test) or medical information pertaining to the health and safety of the student will be shared with relevant school staff via Microsoft Teams. Additional information including psychoeducational reports will be kept under lock and key/password protected and access to this information will be limited to relevant personnel only.

Collaboration with Parents/guardians - the ASN Team and classroom teachers will engage with parents/guardians to; keep them informed of interventions in support of the additional, educational needs of their children and seek their insight and support in the framing of these interventions.

Ongoing staff development - the class teacher plays a vital role in catering to the needs all students in the most inclusive way possible. In order to support the teacher's staff development opportunities will include insights on emerging best practice on ASN.

Engagement with the National Council for Special Education (NCSE) - we work closely with the NCSE, which was established under the Education for Persons with Special Educational Needs Act (EPSEN ACT, 2004). Its functions include: allocating resources to schools to support individual students with special educational needs, providing information to parents, schools and other stakeholders about good practice concerning the education of children with special educational needs, and planning and co-ordinating the provision of education and support services. The NCSE employs a countrywide network of Special Educational Needs Organisers (SENOs). Each SENO has responsibility for a list of schools and are mainly involved in resourcing schools to meet the needs of children with special educational needs and in ensuring that these resources are used efficiently in schools, in accordance with DES policy.

Collaboration with support agencies - we draw on the support of the following agencies in meeting the needs of students with ASN: the National Educational Psychological Service (NEPS), the NCSE (which has amalgamated the Special Education Support Services, SESS and the National Behaviour Support Service NBSS), Tusla, National Council for Curriculum and Assessment (NCCA), the Health Service Executive (HSE) and Child and Adult Mental Health Services (CAMHS).

“A special educational need represents only one aspect of a child’s development; it should not define the child. There are many other dimensions to a child’s development including personality, the ability to communicate (verbal and non-verbal), resilience and strength, the ability to appreciate and enjoy life, and the desire to learn, whatever their potential ability.”

(NCSE, 2011)

Categories of Additional Educational Needs

The EPSEN Act (2004) defines ASN 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.

The Act recognises that ASN 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.

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

A child can have a learning disability that is either *general* or *specific* in nature.

HCETSS will aim to support students with any ASN, within our resources to do so.

Literacy and Numeracy

The DES is keen to improve Ireland's Programme for International Student Assessment (PISA) ranking in literacy and numeracy. As a consequence, there is a targeted national drive to raise literacy and numeracy skills of all students. The school is developing a Literacy & Numeracy Policy to guide our approach. Further information will be available in that policy document.

Key Roles in ASN Provision

The role of the Board of Management (BOM)

The BOM oversees the development, implementation and review of school policy on ASN. They also ensure that adequate classroom accommodation, secure storage space and effective teaching resources are provided. The BOM facilitates the inclusion of students with AEN through inclusive enrolment policies and by promoting inclusive whole school practice and procedures. The BOM are charged with specific duties in legislation. A summary of these is contained in the Post Primary Guidelines for Inclusion:

https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/insp_inclusion_students_sp_ed_needs_pp_guidelines_pdf

Building Leadership Capacity:

The Board of Management, in providing oversight, hears about the work of school teams and strategy groups from the principal. The ASN Department has worked to identify areas of expertise already existing on staff and to identify areas needing development.

We have identified the following areas for development during the period 2020-2022:

Area For development:	Action Taken:
Team Teaching	Our ASN Coordinator is a PDST Team Teaching Associate and has provided guidance, training and ongoing support for all teachers engaged in team teaching.
Literacy and Numeracy support skills	Our ASN Coordinator is PDST Literacy Support Associate, In HCETSS we run the Vocabulary Enrichment Programme, Accelerated Reading Programme, SNIP Literacy and the Level 2 Learning Programme in Literacy
Need to support students presenting with behavioural, emotional and/ or sensory challenges.	Friends, Alert, NCSE's People Skills Programme, Getting it Together Organisational Skills for Learning, Why Try, Stop - Think - Do, ASN Coordinator is a part time lecturer to Post Graduate Diploma students and PME's in positive behaviour management and Trauma Informed Care
Need to support students with ASD	ASN Coordinator undertook training and school opened a Support Class for children with autism. Autism Specialist Teacher undertook training with the NCSE to support students with Autism and the opening of a AS Class Linked with Middletown Centre for Autism The school engages in the Autism Friendly Schools programme with the ASIAM Advocacy Group.
Need to build specific staff capacity Inclusion identified as one of our key areas for CPD mapping	One SNA is currently teaching the QQI accredited course for SNA's with the DDLETB.

	One SNA is enrolled in the SNA National Training course in UCD
Need to build leadership capacity	AEN Coordinator enrolled in a Coaching Programme for Educators. Two teachers in the ASN Team have undertaken training provided by the NCSE in supporting students with moderate hearing loss and other ASN.

The role of the Principal

The Principal has overall responsibility for the implementation of the school ASN policy.

The principal has overall responsibility for ASN procedures and practices in the school. Any duties resulting from these responsibilities may be delegated to the ASN coordinator. The Principal is responsible for ensuring that ASN is a whole school activity that is seen as the responsibility of all school staff.

The new allocation model states the principal's leadership role is central and includes the following:

The school principal should:

- Implement and monitor the school's Additional Support Needs Policy on an on-going basis
- Assign staff strategically to teaching roles, including special education support team roles
- Coordinate teachers' work to ensure continuity of provision for all pupils
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, students and external professionals/agencies

- Ensure that effective systems are implemented to identify student' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of pupils with additional support needs, and ensure that all school staff (ASN Coordinator(s), Autism Support Teacher(s) , class teachers, special education teachers and SNAs) are clear regarding their roles and responsibilities in this area
- Communicate with the SENO (Special Education Needs Organiser)
- Oversee a whole school assessment and screening programme
- Allocate time within the school timetable for the ASN team to plan and consult with teachers, parents and professionals
- Inform staff about external agencies and provide information on continuing professional development in the area of ASN
- Arrange for the collection of additional support information in a timely manner
- Enable and support the ASN Coordinator to lead the ASN team school's

The role of the ASN Coordinator

The ASN coordinator's role in HCETSS is outlined by the NCSE's guidelines (2014) to the implementation of the new allocation model in conjunction with their teaching duties.

Consultative Role

- a) Facilitate a whole school approach to ASN provision in an inclusive manner.
- b) Assist in the formulation of policy in this area.
- c) Work with the Autism Specialist (AS) programme teacher on the provision of support both in and out of the AS class.
- d) Work with and support class teachers on curriculum strategies.
- e) Provide information on individual students to relevant teachers.
- f) Create a knowledge base on additional educational needs and inclusion.
- g) Involvement in staff development in this area.
- h) Work with parents/guardians to enhance the students' learning from entrance.
- i) Consult with students on their needs.
- j) Advise students on subject options and specifications.
- k) Facilitating communications with parents.

Advocacy role

- a) Support students in accessing the curriculum and assessment structures.
- b) Support students transferring from Primary to Secondary.

Assessment role

- a) Involvement in entrance assessment.
- b) Involvement with regular screening assessments.
- c) Collaboration with Student Support Team (SST) in the Identification of students who to be referred to the school NEPS psychologist for assessments.

Liaison Role

- a) Liaise with the SLT and undertake additional duties when required.
- b) Liaise with the AS class specialist.

- c) Liaise with the SENO.
- d) Liaise with NEPS.
- e) Liaise with the Psychologists, Occupational Therapist and other agencies.
- f) Liaise with parents, internal support groups, the relevant class teachers and outside bodies.
- g) Liaise with the DES.
- h) Liaise with Career Guidance Teacher.
- i) Liaise with teachers re-timetable.
- j) Liaise with outside agencies

Leadership Role

- a) Draw up list and review students receiving support.
- b) Preparation and processing of Applications for Resource Hours and Additional Technology Support.
- c) Strategically allocate additional teaching hours to students and staff, as appropriate.
- d) Implement robust student progress tracking in the area of ASN Education.
- e) Source and purchase of resource materials and maintenance of stock.
- f) Applications for Reasonable Accommodation in the Certificate Examinations (RACE) exams for student(s).
- g) Read, interpret and disseminate information from psychological reports as appropriate.
- h) Co-ordinate Student Support Plans (SSP).
- i) Oversee, with the JC coordinator (where applicable), the L1LP and L2LP level Junior Cycle programme.
- j) Develop capacity among staff in the ASN Team and mainstream teachers to upskill, share practice and engage in appropriate continuous professional development (CPD) to promote inclusion.

The role of the Autism Specialist Teacher

The Autism Specialist teacher's duties are defined by the 'Guidelines for Setting Up and Organising Special Classes' (NCSE, 2016) in conjunction with their teaching duties.

Administrative Role

1. Input into the Timetabling with the ASN Coordinator and SLT for any student enrolled in an AS class, reviewing daily timetables frequently and adjusting to meet the needs of our students.
2. Maintain extensive communication with parents of AS Programme students, regular updates on progress and reviewing of SSP's.
3. AS Programme policy development.
4. Running & minuting of AS Programme staff meetings with ASN Coordinator and liaising with school management re same.
5. Reviewing AS Programmes weekly staff reports, recording actionable observations and ensuring they're followed through on

6. Adding to the AS Programmes resource library
7. Grant procurement and directing, with SLT approval, subsequent resource purchasing. Liaising with suppliers re same.
8. RACE applications
9. Disability Access Route to Education (DARE) applications
10. Updating material for NCSE/SENO records
11. Supporting students Disability Allowance claims
12. Irish exemption applications with the ASN Coordinator and under the guidance of the principal.
13. Ensuring the updating of/or new professional reports
14. Assistive Technology Applications

Liaison Role

15. Liaising with mainstream teachers and additional staff to promote an appropriate amount of inclusion in mainstream and reverse integration of mainstream into the AS class.
16. Liaising with the SLT and undertaking additional duties when required.
17. Liaising with ASN Coordinator.
18. Liaising with outside professionals – Psychologists, SLTs, social workers etc.
19. Liaising with AS Programme student’s taxi drivers and DES school transport office.
20. Setting up and coordinating key teacher systems and ensuring all SSP’s and subject plans are completed and shared with parents.
21. Liaising with other AS Programmes/special classes.
22. Interacting with NCSE/DES
23. Liaising with post-secondary options

Consultative Role

24. Liaising with SLT on subject selection & in relation to non-curricular - design & planning interventions.
25. Facilitating with the ASN co-ordinator the transition programmes for in-coming students with identified ASN.
26. Organising and running AS Programme element of HCETSS Open Nights and presentations.
27. Meeting parents of prospective students.
28. Transition reports for all students graduating

Advocacy Role

29. Active member of school ASN team

30. Encouraging and participating in opportunities to develop mainstream and ASN teacher's professional development in supporting students with ASN, AS and those in the AS class in a mainstream setting.

Leadership Role

31. Promoting a culture of inclusion and acceptance both in the AS class and in mainstream classes.

32. Developing opportunities for reverse inclusion.

33. Developing capacity amongst staff to facilitate an AS friendly approach within the AS class and in mainstream.

34. Developing student leadership in the class, promoting engagement with the student council and promoting self-advocacy and learner voice.

35. Guiding the AS class and programme vision in line with the schools and the Educate Together (ET) ethos.

The role of the Learning Support Teacher

Learning Support Teachers have a key role in supporting students with additional support needs either through withdrawal to small class groups, through one-to-one lessons, or through supporting these students through team teaching.

The Learning Support teacher should:

- Familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs
- Assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention
- Collaboratively develop Student Support Plans for each pupil selected for school support teaching with class teachers and other staff
- Meet with teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of support
- Collaborate with class teachers and relevant staff to develop a Student Support Plan for each pupil in receipt of support
- Update and maintain planning and progress records for each individual, or group of pupils, in receipt of school support
- Provide supplementary teaching for literacy and numeracy on a withdrawal and in-class support basis
- Support whole-school procedures for screening
- Administer and interpret diagnostic tests and inform class teachers and parents of the outcomes
- Meet with parents regarding any concerns about their child and update them regarding their progress
- Offer advice and support to class teachers regarding pupils on their caseload
- Discuss the needs and progress of children on their caseload at planning meetings
- Liaise with primary schools and work with career guidance regarding third level institutions in relation to student's leaving school

The role of the Mainstream Class Teacher

As per the new allocation model guidelines (DES, 2017) the mainstream class teacher has the primary responsibility for catering for pupils with ASN within their classroom. In HCETSS the class teacher will ensure;

- That they are the **first-line responsibility** for the education of all the pupils in their classes in line with inclusive practices.
- Plan lessons carefully to address the diverse needs within the classroom.
- Adapt teaching approaches & differentiate lessons to meet the needs of all pupils.
- Adapt/provide alternative assessments to meet the need of the student.
- Adapt the environment to promote curricular access for some pupils.
- Need to collaborate with the ASN Team, students and parents in the planning process.
- Employ a variety appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching and scaffolded instructions.

(NCSE, 2014)

A key element of successful ASN provision in facilitating inclusion is a high level of consultation and co-operation between the class teacher and the ASN teaching team.

Class teachers that are allocated learning support hours are required to furnish appropriate teaching plans and evaluate these in order to update students' plans each term

The class teacher also plays an important role in the early identification of students with ASN. The class teacher should be alert to the possibility of general and specific learning difficulties and bring their concerns to the attention of the ASN department.

In summary the class teacher will:

- a) Assist in identifying and referring students who have learning difficulties.
- b) Facilitate access to the curriculum for students with learning difficulties.
- c) Be aware of the ASN students and what information is available on these students.
- d) Exchange information with the ASN teacher on the student's progress.
- e) Identify the progress made by the student during and after the additional strategies are implemented to support the student.
- f) Assist with the provision of accommodation in House and State examinations.
- g) Advise on options and subject levels.
- h) Partake in a whole school approach to ASN provision.

The role of Team Teacher

Teaching role

- a) Direct teaching of all students.
- b) Assist in providing education to meet the needs of students assessed as having learning difficulties
- c) Profile and plan for students

- d) Set time related targets and set review dates. Preparing students, approved for reasonable accommodation, for house and state examinations.
- e) Assist with the duties outlined in the role of the ASN Coordinator

The role of the Special Needs Assistant ([SNA](#))

A SNA may be appointed to assist a school in cases where the *primary care needs* (e.g. enabling curriculum access for pupils with physical disabilities or sensory needs and those with significant social and emotional difficulties) of a student are of such significance that they are beyond that which would normally be expected to be provided to a child by the child's class teacher, support teacher, or other school teachers, or beyond the level of assistance which could be offered to the student by his/ or her fellow pupils in school.

- Assistance with feeding: where a child with special needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time.
- Administration of medicine: where a child requires adult assistance to administer medicine and where the extent of assistance required would overly disrupt normal teaching time.
- Assistance with toileting and general hygiene: (including catheterisation) where a child with special needs cannot independently self-toilet, and until such time as they are able to do so.
- Assistance with mobility and orientation: on an ongoing basis including assisting a child or children to access the school, the classroom, with accessing school transport (where provided, school Bus Escorts should, in the first instance, assist a child to access school transport), or helping a child 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.)
- Assisting teachers to provide supervision in the class, playground and school grounds: at recreation, assembly, and dispersal times including assistance with arriving and departing from school for pupils with special needs where the school has made a robust case that 6 existing teaching resources cannot facilitate such supervision.
- Non-nursing care needs associated with specific medical conditions: such as frequent epileptic seizures or for pupils who have fragile health.
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential: This may be for safety or personal care reasons, or where a child may be required to leave the class for medical reasons or due to distress on a frequent basis.
- Assistance with moving and lifting of children, operation of hoists and equipment.
- Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties.
- 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.

Once appointed *secondary care associated tasks* may be carried out by SNAs under **Circular 0030/2014** (DES, 2014). Those duties involve tasks of a non-teaching nature such as:

- Preparation and tidying of workspaces and classrooms or assisting a child who is not physically able to perform such tasks to prepare and 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 Student Support Plans for children with special educational needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans.
- Assist teachers and/or Principal in maintaining a journal or care monitoring system for pupils including details of attendance and care needs. Assist in preparation of school files and materials relating to care and assistance required in class by students with special needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with class teachers and other teachers such as the resource teacher and school principal, attending meetings with parents, SENO, NEPS Psychologists, or school staff meetings with the agreement and 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.

(SNA's may not act either as substitute or temporary teachers. In no circumstances may they be left in sole charge of a class, or are expected to contribute to the management of the class outside of the prescribed duties in **Circular 0030/2014**).

The role of Parents/Guardians

Parents/Guardians and other significant adults in a student's life outside of school can make a huge contribution to their child's learning. HCESS encourages open communication between these adults and teachers throughout every student's education. These adults can prepare for and support the work of the school.

Providing all relevant information and documentation to the school in relation to their child's learning difficulties, learning needs, strengths, and any other concerns they may have. This information will enable the school to begin to plan for the inclusive education of their child. The provision of documentation to the school regarding their child's needs is critical to collaborative planning for their child. Copies of professional reports should be provided to the school at the enrolment stage.

Parents/Guardians play a critical role in the successful creation and implementation of their child's SSP.

- Parents are encouraged to communicate freely with the school at any time if they are concerned about their child's education.

- Parents are required to attend meetings arranged by subject teachers, or ASN team, when requested
- Parents help the school by keeping teachers informed of their progress of their child, or any difficulties they encounter.

Parents can support the work of the school by providing a home environment where there are opportunities for learning and participating with their child in the following activities:

1. Paired reading;
2. Helping them with their homework;
3. Using ICT where available to support learning in English and Mathematics.
4. Implementing suggested home-based activities outlined in their child's SSP and discussing the outcomes with the child's teachers.

Parents should keep the school informed of the progress that they observe in their child's learning. They should also let the school know of any learning difficulties that they observe in their child at home. If following diagnostic assessment, the child needs additional support, the parent should attend a meeting with a member of the ASN Team to discuss:

1. The results of the assessment
2. Learning targets set for the student
3. The way that these targets can be supported at home.

If it is decided to discontinue learning support as the targets have been met, parents need to discuss with their child's teachers how the child's future learning needs can continue to be met at school and at home. If additional support is to be continued for another term, it is necessary for the parents to meet with a member of the ASN Team to discuss revised targets and how they can help at home to implement them.

Parents/Guardians, upon signing the enrolment form, complete a section which confirms agreement that their child may avail of learning support if required during their time in HCETSS.

Students

Students who are in receipt of supplementary teaching should, as appropriate:

- Be given the opportunity to contribute to the setting of their medium and short-term learning targets
- Become familiar with the targets that have been set for them
- Develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

Implementation of the revised model guidelines

Principles to guide the implementation process

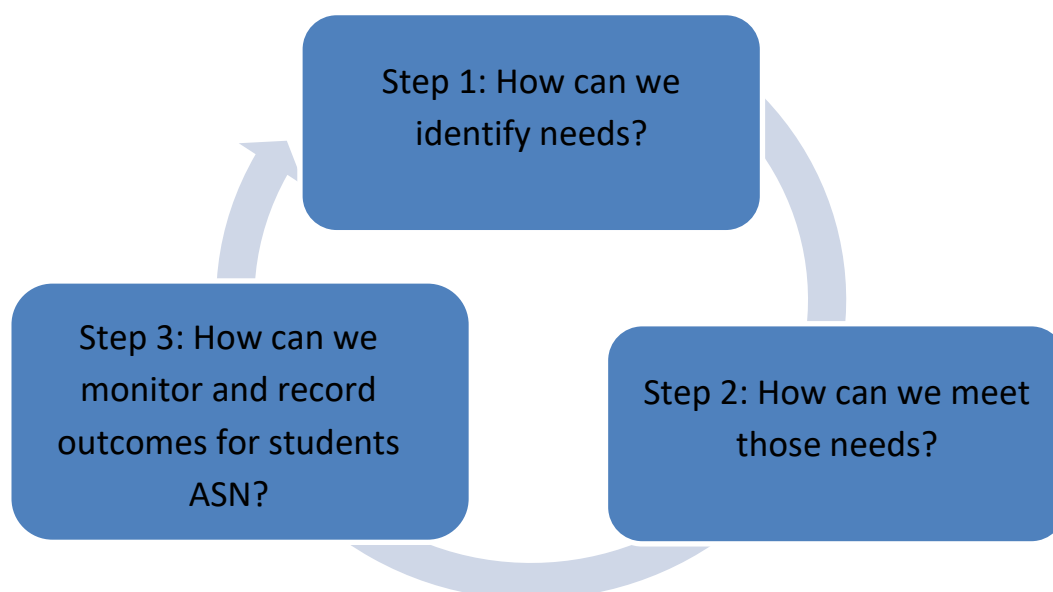
In order to guide the implementation of the revised model of allocation of special education teaching supports, the following principles were identified and outlined in the 'Guidelines-for-Post-Primary-Schools-Supporting-Students-with-Special-Educational-Needs-in-Mainstream-Schools' (NCSE, 2017).

- Resources provided to support students with special educational needs should be used to facilitate the development of truly inclusive schools.
- Supports provided to students with special educational needs should be based on identified needs and be informed by regular reviews of progress (in consultation with parents and students) as outlined in the Continuum of Support Guidelines.
- The subject teacher has **primary responsibility** for the progress and care of all students in the classroom, including students with special educational needs.
- Students with the greatest levels of need should have access to the greatest level of support, and whenever possible, these students should be supported by teachers with relevant expertise who can provide continuity of support.
- Schools should establish and maintain a core team of teachers to meet the needs of students with special educational needs. All members should have the necessary experience and access to continuing professional development to support the diverse needs of students with special educational needs.

Adherence to these principles will guide HCETSS in developing this policy and implementing the revised allocation model going forward to create a truly inclusive school.

A three-step process to support students with ASN

The guidelines outline a three step process for the allocation of special education teaching supports.



Identification of students with ASN

The procedures for the identification of students with ASN include the following.

Information from parents/guardians

Parents/guardians have an obligation, on enrolment, to make known to the school authorities details of any previously diagnosed disability or special educational need and to make available to the school reports of examinations or assessment tests which have been previously carried out.

Consultation with individual parents/guardians who express concern is an important way to gather information to assist in the identification process.

Liaison with the primary school/other second level school

Parents/guardians are required to sanction the release of any relevant information from the Primary School on transfer.

Members of the ASN Team will visit the 'feeder' primary schools during the months of January and February, to discuss the learning needs of students identified during the entrance assessment.

Students transferring from another second level school are required to sanction the release of any relevant information to this school on transfer.

Screening Assessments

Enrolling students are required to take initial screening assessments for the purpose of profiling students. These assessments may include; the Cogitative Ability Test 4 (CAT4), the New Group Reading Test (NGRT), and the Wide Range Achievement Test 5 (WRAT 5) as outlined in the circular 0067/2020 (DES, 2020), *Advice on the use of assessment instruments/tests for Guidance or for additional and special educational needs (SEN) in post-primary schools*. These group tests will be supplemented, where necessary, by individual diagnostic testing following entry in the autumn.

Staff Referrals

Staff referrals are an important means of identification. The professional judgment of staff members working on a daily basis with students is an essential method of identification.

Consultation with appropriate support agencies

HCETSS endeavours to gather relevant information from any support agencies that may be involved with the student in order to make appropriate provision and deliver the best education possible for all students.

How we meet the needs of students with identified needs

When ASN students are identified through the process outlined above a SSP will be created for each of those students in response to their individual needs. SSP will be created through a collaborative process involving the ASN Team, subject teachers, parents, the student and sometimes external professionals.

Using the continuum of support framework (NCSE, 2017), HCETSS will identify the level of support required to meet the students educational needs, be it academic, social or emotional.

- The SSP will allow the ASN Team and subject teachers 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.
- Following a period of intervention and review of progress, a decision will be made regarding the appropriate level of support required by the student. This may result in a decision to discontinue support, to continue the same level of support, or to move to a higher or lower level of support
- SSPs will set out agreed targets, strategies and a time-frame for review. This will help teachers to differentiate their subject teaching to meet the needs of their students and to set specific targets related to their subject areas.
- Milder, transient needs will be met through classroom-based support by the mainstream teacher i.e. differentiation, the principles of the Universal Design for Learning (UDL).
- Individualised support will be provided for students with more complex and/or enduring needs.

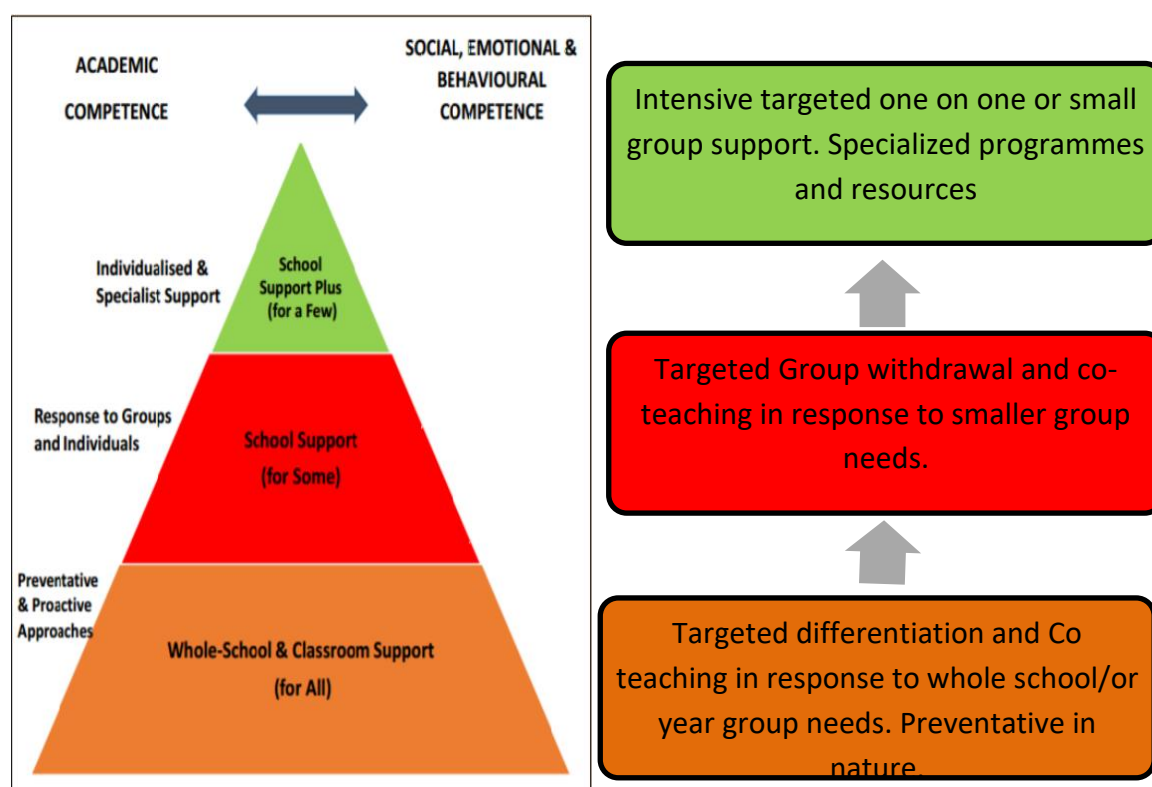


Figure 1: Continuum of support

School support model for students with ASN

Whole School and Classroom Support (for All)

Classroom support will be the most common response to emerging needs – the subject teacher, the student and the parents will discuss the nature of the problem and consider strategies which may be effective.

Actions may include:

- Specific classroom strategies
- Individualised teaching methodologies
- Differentiation
- UDL

The Review Process:

A review of Classroom Support actions may involve the subject teacher, parents and student and should focus on progress made by the students.

- The outcome may be that the student continues to have a Classroom Support Plan, no longer requires a Classroom Support Plan or School Support will be initiated

School Support (for Some)

Where classroom support is not enough to fully meet the student's needs the subject teacher will involve the ASN Team in the problem solving process

- Information will be gathered through formal and informal assessment and a Group Support Plan will be created

Information Gathering and Assessment:

Information gathering will inform the development of a new Support Plan and will be gathered from the following sources:

- Classroom Support Plan
- Formal Assessment
- Observation of learning style/behaviour
- Parental feedback
- Pupil
- External Professionals

Planning and Intervention:

A SSP (Appendix IV) will be created which will set out the nature of the student's learning difficulties, define specific learning and behavioural targets and set a timescale for review.

The plan will for the most part be implemented within the normal classroom setting and complimented by focused school based intervention programs such as Team Teaching or small group teaching. Home based actions in support of the plan will be encouraged.

The School Support process is co-ordinated by the ASN Team

The Review Process: The review process will focus on student progress and be informed by the views of the parents, the student, the teachers and the ASN Team. The outcome may be that the student continues to have a School Support Plan, intervention reverts to Classroom Support or School Support Plus will be initiated

School Support Plus (for a Few)

This process will be initiated if, in reviewing the Group Support Plan it is agreed that the student is not making adequate progress.

- If a student's needs are severe and/or persistent the ASN Team will liaise with the student, the parents, the subject teachers and personnel outside the school in the assessment and intervention process.
- The information from Classroom Support and Group Support will provide the starting point for problem solving at this level.
- A SSP (appendix. iii) will be drawn up based on the information gathered.
- This SSP+ will consist of a holistic student profile drawing on student and parental voice, relevant staff input, appropriate testing and recommendations from any reports on file.
- It will be strength based focusing on the student's interests and positive attributes to further progress the student's academic, behavioural or social/emotional areas of development.
- SMART targets for the student will then be drawn up and documented.
- An appropriate review date and file (appendix. iii) will be set and the plan will then be implemented.

The Review Process:

The ASN Team will carry out a review in collaboration with the parents, the student, teachers and external professionals to measure progress. The outcome will be the continuation, modification or discontinuation of the School Support Plan.

Student Support Plans (SSP's)

A SSP is prepared for all students identified with additional needs and are available for consultation by class teachers.

A SSP is developed in consultation with all teachers working with a student and include:

1. The student's abilities, skills and talents.
2. The nature and degree of the child's ASN
3. An agreement on the goals which the child is to achieve over a twelve month period.

Students with learning disabilities may present with behavioural difficulties. In such cases specific student target goals are established and developed in consultation with: the student, the year head, the care team, and the student's parents/guardians and coordinated by an ASN teacher.

How we monitor and record the outcomes for students

In order to ensure we are effectively and efficiently deploying our allocation of ASN supports it is required that we monitor and record our outcomes. This allows us to adapt and change our plans and resources in order to ensure student's needs are adequately met. Students' progress in relation to achieving their targets will be regularly and carefully monitored through the Classroom Support, School Support and the SSP process outlined above.

This will be done through formal and informal assessment and observation and reports from subject teachers, year coordinators, parents and students.

Models of ASN Provision

Learning Support

Some examples of elements of provision for those with ASN are:

Withdrawals (1 to 1 or small groups)

Additional support is given during subject exemption times or during reduced subject times in non-core subjects but in some cases students may be withdrawn from other subjects. (SSP+)

Team Teaching

Where possible a collaborative team teaching approach to learning support will be actively encouraged. (Whole School and Classroom Support)

Social Skills Group

Social Skills Groups are used to help students acquire and practice skills to promote positive social interaction with peers. (School Support)

Reduced Curriculum/Supportive Timetable

A reduced curriculum with additional support in the core subjects. This will be only considered with consultation from the parents/guardians, the SST and SLT and must be timed and regularly reviewed. (SSP+)

Movement Breaks/Timeouts

A movement break is used for students to help regulate their energy levels. Students diagnosed with both ADHD and ADD will often be recommended by their occupational therapist to take a movement break out of their seats and/or outside into the fresh air to regulate their energy level to help focus. This increases their heart rate and blood flow allowing the brain to receive more oxygen and help focus. This is used in a very small number of cases, should be used sparingly and only when recommended as, in some cases, it causes dysregulation.

A time out may be recommended for students suffering from severe anxiety, mental health issues or other sensory issues exacerbated by a diagnosis of AS/ADD/ADHD. This should be used sparingly and will be recommended by a qualified psychologist, psychiatrist, or any other mental health professional. Again, this allows the student space to calm their anxiety or dysregulation and should be accompanied by the explicit teaching of strategies to achieve regulation as well as a safe, calm, and supervised space to present to.

The procedure for applying for permission for a time out should be made through the pastoral care system. Tutor - Year Co-Ordinator - SST and finally to be signed off by the Principal of the school. Students who need a time out should have ASN targets to reflect the use of this, encouragement to only use it appropriately and with the aim to minimize the use of the card (Appendix iii) at all. In a very small number of cases the card may be used for students in crises and this should be time bound, monitored, and recorded on VSWare.

The details of students using a time out card will be kept online in the ASN support files and distributed to teachers initially by the year coordinator/tutors. The student would present the card discreetly to the teacher and if appropriate be allowed to go to room 12 for an agreed time. Sometimes it may be appropriate that the student is accompanied by an SNA. If room 12 or 10 is unoccupied or otherwise unavailable the student may present to the office before returning to class.

Irish Exemptions

Exemptions may be sought from the requirement to study the subject Irish in both the Junior Cycle and Leaving Certificate on a number of grounds. HCETSS have set out a strategic plan/guide for dealing with possible Irish Exemptions as per Circular: '0053/2019 EXEMPTION FROM THE STUDY OF IRISH REVISING CIRCULAR M10/94' (DES, 2019). Exemptions are exceptional cases and must only be considered by the School Principal where certain criteria are met, at the express wishes of the parents/guardians on behalf of the student and may be after significant interventions are put in place.

Criteria for exemption:

A student may only receive an exemption if they meet the following criteria;

1. Students whose education **up to 12 years of age** (or up to and including the final year of their primary education) was received outside the State and where they did not have the opportunity to engage in the study of Irish
2. Students who were previously enrolled as recognized students in a primary or post-primary school who are being re-enrolled after a period spent abroad, provided that at least **three consecutive years** have elapsed since the previous enrolment in the State and are at least 12 years of age on re-enrolment
3. Present with significant learning difficulties that are **persistent** despite having had access to a differentiated approach to language and literacy learning over time (Irish and, or, English). Documentary evidence to this effect, held by the school, should include Student Support Plans detailing regular reviews of learning needs as part of an ongoing cycle of assessment target-setting evidence-informed intervention and review, including test scores (**word reading, reading comprehension and spelling**) at key points of review.
4. At the time of the application for exemption present with a Standardized Score on a discrete test in either **Word Reading, Reading Comprehension or Spelling** at/below the 10th percentile (Standard Score of 81 or lower)

A synopsis of how exemptions are sought:

1. As set out by the circular exemptions may only be applied for on behalf of the student by the parents/guardians in writing to the school principal.
2. The Principal can then liaise with the ASN department under which criteria can the exemption be sought as outlined above.

3. The parents/guardians must then be informed of the implications of receiving an exemption for their child's education going forward.
4. The parents/guardians must be informed within 21 days of making an application of whether or not the principal granted the exemption.
5. Parents informed of their right of appeal within 30 days of notifications should the exemption not be granted to the Irish Exemptions Appeal Committee.
6. Meaningful alternate arrangements for the students learning if an exemption is granted should then be organized and parents/guardians informed of same.

Recording of Exemptions

The outcome of the application process will be conveyed by the school in writing to the parent(s)/guardian(s)/student.

Where an exemption is granted, a Certificate of Exemption, signed and dated by the school principal will be issued.

The Certificate of Exemption will also state the name and address of the school, the school roll number, the pupil's name, date of birth and the sub-paragraph under which the exemption is being granted.

A copy must also be stored in the students secure file in the office and logged on P-Pod by the office staff. Relevant staff members can then be made aware to ensure meaningful alternate curriculum and learning arrangements can be made as soon as practicable which will also be logged with ASN Coordinator for school records in accordance with all data protection related legislation.

Meaningful Alternate curriculum:

As per the circular, meaningful and inclusive alternates should be arranged for any student who is granted an exemption with an emphasis on Literacy/Numeracy however short courses and other subjects are permitted if in the best needs of the learner. Notably, also *'To support inclusive practices, a student who is exempt from the study of Irish should be included in a meaningful way in aspects of Irish language and cultural activities in line with his/her ability and interests.'* (0053/2019, p. 5). This will be arranged by relevant members of the ASN Team.

These are guidelines only, based on the circular 0053/2019 and are subject to the Principal's discretion.

RACE

Support in examination techniques for students approved for Reasonable Accommodation in the Certificate Examinations. (School Support)

Choosing Options

The transitional times in school are a time of choice. It is very important that all students make wise choices. This is especially important for students who have learning difficulties. The guidance counsellor, subject teachers and learning support department will consult and

advise students and parents at these critical junctures in the students' careers. (Whole School and Classroom Support)

Level 1 and Level 2 Learning Programmes (L1LP and L2LP)

The Level 2 and Level 1 Learning Programmes and qualifications are targeted at a very specific group of students who have general learning disabilities in the higher functioning moderate and low functioning mild categories. The students are small in number (one or two in a typical school) and all have SSPs. The Learning Programmes are built around Priority Learning Units (PLUs) that develop the basic, social and pre-vocational skills of the students involved. (NCCA, 2014) (SSP+)

English Language Learners (ELL) Provision

HCETSS acknowledges the right of children to communicate and socialise in the language of their home. The variety and diversity of the languages that the children bring to the classroom and to the school is respected and celebrated.

Rationale:

In HCETSS, we acknowledge children's differing culture, backgrounds and language. The ELL service enables the students whose primary language or language of the home is other than English, to develop their individual potential, both socially and academically, within the school system. The inclusion of this provision within this policy was drawn up in order to:

- Promote and facilitate the inclusion of all children in HCETSS.
- Promote the ELL students' development of English proficiency so that they can gradually gain access to the curriculum.
- Ensure that pupils are encouraged and facilitated to maintain a connection with their own culture and language.
- Nurture each child to develop his/her potential in a caring environment where the talents of each child are valued.

Aims and Objectives of the ELL programme:

In HCETSS, we are committed to providing appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of all pupils. The aim of our ELL provision will be to successfully bridge any gap in fluency of English between children for whom English is the language of communication in all spheres of their life and those children for whom English is simply one of the languages of communication in their lives. The aim of the school's ELL programme is the development of oral, reading and writing English language competency for identified children, to a standard that is comparable to that of children for whom English is their sole language of communication and in keeping with the capability of the child. In addition to this primary aim, the school also aims to facilitate the child in English language competence to assist in his/her integration into the life of the school and the English language community of his/her locality. It is also expected to develop the child's sense of self-esteem and to encourage creativity in the child. Finally, it is also aimed at professionally developing the whole school staff in competence as ASN/ELL teachers.

We aim to:

1. Identify individual ELL learner's needs.
2. Recognise the talents and skills they bring to the school.
3. Respond to the needs of the ELL learner.
4. Support ELL learners in accessing and engaging with the National Irish curriculum

Autism Spectrum (AS) Class

HCETSS have opened an AS class at the beginning of the academic year 2021/22 to cater for students with a diagnosis of AS. The document, 'Guidelines for Setting Up and Organising Special Classes' (NCSE, 2016) informs our planning for the provision of a special class. This section should be read in tandem with the both the HCETSS admissions policy and the AS class policy.

Admissions

Students will be enrolled in the special class by a relevant professional as outlined by the NCSE, in consultation with the SENO and in conjunction with the procedure outlined in the HCETSS Admissions Policy.

Curriculum

Curriculum and provision of resources will be designed with the student's strengths and areas for development in mind and every opportunity will be given to allow for the opportunity to engage in the mainstream curriculum as fully as possible. Alternative curricular options will be considered including, but not limited to, L2LP subjects and programme, other QQI accredited courses and individualised programmes for each student as outlined in the SSP.

Student Support Planning for the AS class

Student Support Plans will be maintained by the AS Specialist teacher in consultation with the students and their caregivers, the ASN Coordinator, SLT and any relevant outside professionals and the SENO where applicable.

They may include the following sections; Learning, Social and Communication, Emotional, Behaviour, Life Skills, including independence, care and adaption of the physical environment.

As per SSP process these plans will be kept under regular review.

Accommodation

The school will endeavour to ensure that there is provision of appropriate accommodations and furniture for any student enrolled in the special class informed by professional reports and guidance by the SENO, occupational therapists and/or visiting teachers. The school will endeavour to ensure that the class is integrated as fully as is practical with the mainstream school classes to avoid undue segregation of student's isolation of staff.

Information for Class Teachers

The National Council for Curriculum and Assessment (NCCA) has prepared a set of subject area guideline booklets to assist teachers in differentiating their class material to suit students with general learning disabilities. These booklets can be accessed at the link below.

http://www.ncca.ie/en/Curriculum_and_Assessment/Inclusion/Special_Educational_Needs/Download_Special_Educational_Needs_Guidelines/Guidelines_for_teachers_of_students_with_general_learning_disabilities.html

Staffroom Information Board

An ASN information board in the staff workroom is used for the general dissemination of information on ASN. It includes:

- Information on DES Circulars and publications from bodies such as the NCSE pertaining to ASN
- Information on categories of special needs and guidelines on teaching strategies.
- Race information - types of reasonable accommodations and what that means for our students

This information made also contains forms and logs including:

- Referral forms
- Incident reporting forms
- Learning Log for Learning Support teaching hours.

ASN Filing Cabinet and ASN Department Teams

The locked filing cabinet in the ASN office contains information on test results as well as student files. Teachers can access this information by contacting a member of the ASN team. Information held in the cabinet includes:

- Student files including psychological reports
- CAT results
- Maths age test results
- Correspondence with SENO
- Correspondence with outside agencies.
- RACE - list of students with reasonable accommodation
- Register of students accessing learning support
- List of teachers providing learning support along with their timetable hours devoted to learning support.
- SSPs

Some of this information is also contained on our ASN section within the Learning Community channel on Microsoft Teams and is accessible by teachers/relevant staff, is password protected and may be redacted to ensure anonymity. The Team is a closed group and can only be accessed by relevant personnel.

Legislative Framework:

This policy takes cognisance of the following legislation:

- The Education Act (1998)
- The Equal Status Act (2000)
- The Equality Act (2004)
- The Education Welfare Act (2000)
- The Data Protection Acts (1988, 1998, 2003 and 2018)
- The Education for Persons with Special Educational Needs (EPSEN) Act (2004)

Sarah Hogan

Signed _____ Date 11th November 2021
Chairperson, Board of Management

Ponaly

Signed _____ Date 11th November 2021
Principal/Secretary to the Board of Management

Review Date: November 2023



Appendices.

School Planning Documents

(i) Department Action Plan

Inclusion, Additional Educational Needs Action Plan 2023/24				
Personnel: Co-ordinator: Nicola McCann – AEN Co-ordinator Core Team: Claudia Murtagh, Jenny Tynan, Niamh Denham, Suzanne Byrne				
Areas for Reflection	Teachers/SNA	Actions	Timescale	Success Criteria

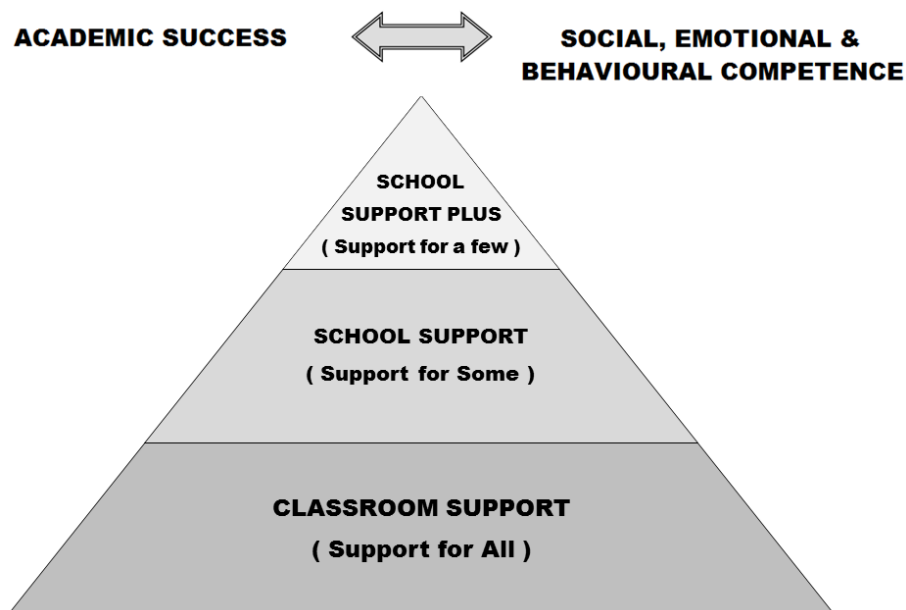
(ii) Whole School and Classroom Support Records (Support for All)

Inclusion, Additional Educational Needs Whole School Support Planning Record				
 				
<p>Personnel:</p> <p>Co-ordinator: Nicola McCann - AEN Co-ordinator</p> <p>Core Team: Claudia Murtagh, Jenny Tynan, Niamh Denham, Suzanne Byrne</p>				
Areas for Reflection	Teachers	Actions	Timescale	Success Criteria
Literacy Link				
Numeracy Link				
Personal Social Development				
Student Support Team Links				

(iii) School Support Plus Planning Documents

STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	Harold's Cross Educate Together Secondary 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.

Student Profile

Student Code:	Year Coordinator	Tutor:
DOB:	Parents/Guardians:	Contact Number:
Report on file with ASN Team: <i>Please see ASN Team for further info</i>	Recommendations for Teachers: <u>Only relevant teaching and learning</u> information made available for teachers	
Test Score's available:	Implications for Teaching and Learning:	
Relevant Medical Info:	Implications for teachers:	

Students Strength's and interests	Areas for Development
<p>*To be used to inform planning</p>	

Teachers Recommendations (What Works well for this student)	

Log of Actions for Teachers/Tutors/YH

Action/date	Outcomes/notes

Support Checklist

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

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

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

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)			
<input type="checkbox"/>	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	<input type="checkbox"/>	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
<input type="checkbox"/>	Continue at Current Level of Support	<input type="checkbox"/>	Request consultation with other professionals

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

Areas for Development/Priorities	Strengths Informing Planning	Actions/Methodologies/In-Class strategies	Who/When	Review <i>(Baseline Data vs Post Intervention Data)</i>

(iv) School Support Planning Documents Group Planning

Group Planning - Student Support File	
<p>Group:</p> <p>Priority Concern:</p> <ul style="list-style-type: none"> • <p>Reasons for Concern:</p> <ul style="list-style-type: none"> • 	<p>Teacher:</p> <p>Time(s):</p> <p>Timeframe:</p>
<p>Group aims - SMART Targets for All:</p> <ul style="list-style-type: none"> • 	<p>Individual Aims - SMART Targets for Some:</p> <ul style="list-style-type: none"> •
<p>Strategies to implement to achieve SMART Targets:</p> <ul style="list-style-type: none"> • 	<p>Teacher:</p> <p>Review Date:</p>

Areas for Development/Priorities	Strengths Informing Planning	Actions/Methodologies	Who	Review

(vi) Application for an Irish Exemption for Parents

Application for Exemption from the Study of Irish Post-Primary Schools	
For completion by the parent(s)/guardian(s) on behalf of a student or a student who has reached 18 years of age	
Name of student	
Date of birth	
Year	
Name of school	
<p>I/We wish to apply for an exemption from the study of Irish on behalf of _____</p> <p>I _____ (student who has reached 18 years) wish to apply for an exemption from the study of Irish.</p> <p>Please indicate (<input checked="" type="checkbox"/>) the ground for applying for an exemption from the study of Irish in accordance with Circular 0053/19</p>	
<p>2.2a: students whose education up to 12 years of age (or up to and including the final year of primary education) was received outside the state and where they did not have opportunity to engage in the study of Irish.</p>	<input type="checkbox"/>
<p>2.2b: students who were previously enrolled as a recognised students in a primary or post-primary school who are being re-enrolled after a period spent abroad, provided that at least three consecutive years have elapsed since the previous enrolment in the state and are at least 12 years of age on re-enrolment.</p>	<input type="checkbox"/>
<p>2.2c: students who present with significant and persistent learning difficulties and present with a Standardised Score in a discrete test at/below the 10th percentile in either Word Reading, Reading Comprehension or Spelling.</p>	<input type="checkbox"/>
<p>Please provide detail of any supporting documentation being submitted to the school</p> <p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p> <p>4. _____ _____</p> <p>I/we the undersigned understand that documentation provided may be reviewed for the purpose of processing this application by relevant school personnel and other professionals where necessary.</p>	

Signed _____ Date:

Signed _____ Date:

For the school:

Date of receipt of application: _____

Principal: _____

Date: _____

School roll number: _____

(vii) Time-Out/Movement Break Card Template



Time Out Card

Please allow _____ out to visit Room 12 for a few minutes. Record the principal, given at the teachers discretion and may be removed if all procedures are not followed.

Signed: _____

Principal

Bibliography

- DES. (2014). 0030/2014. Athlone: Department of Education and Skills.
- DES. (2017). 0014/2017. Athlone: DES.
- DES. (2019). 0053/0019. Athlone: Department of Education and Skills.
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- EPSEN ACT. (2004). Education for Persons with Special Educational Needs Act. 30. Dublin, Ireland: Dept. of Education and Skills.
- NCSE. (2011). *Inclusive Education Framework: A guide for schools on the inclusion of pupils with special educational needs*. Navan: NCSE.
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