



Assumption Secondary School

Learning Support Policy

ASSUMPTION SECONDARY SCHOOL



Learning Support Policy

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1 Context

Assumption Secondary School is a girl's voluntary secondary school established in 1962 by the Irish Sisters of Charity. It is a single-sex school and is managed by a Board of Management under the trusteeship of Religious Sisters of Charity whose members represent trustees, parents, and staff.

2 Mission Statement

We endeavour to educate young women in an inclusive, caring, Christian atmosphere of respect for self, others, and the environment. We value freedom, equality, and security and strive to promote the growth of positive thinking, self-worth, and justice.

3 Rationale

The purpose of this policy is:

- to provide practical guidance to staff, parents, and other interested parties about our Additional Educational Needs (AEN)/ Special Educational Needs (SEN) and Learning Support procedures and practices.
- To outline the framework for addressing additional needs in our school
- to comply with legislation - The Education Act (1998) and take cognisance of The Equal Status Act (2000), The Data Protection Acts (1988, 1998, and 2003) and The Education for Persons with Special Education Needs Act (2004)
- to fulfil DES circular 0014/17 - Circular to the Management Authorities of all Mainstream Post-Primary schools: Special Education Teaching Allocation and new 2017 Guidelines for Post-Primary schools: Support Pupils with Special Education Needs in Mainstream Schools.
- to adhere to the information outlined in the following publications: "Inclusion of Students with Special Education needs Post-Primary Guidelines (DES 2007), Exceptionally Able Students (NCCA 2007), Continuum of Support of Post-Primary schools.

3.1 Legal Framework

In order for us to fulfil our obligations under the 1998 and 2004 Education Acts, we feel the need to develop a Learning Support Policy for young women in our care. Assumption Secondary School is committed to successfully

implementing all relevant legislation.

Educational Act 1998: "A recognized school shall provide education to students which are appropriate to their abilities and needs without prejudice to the generality of the foregoing, it shall as far as resources permit, ensure that the educational needs of all students including those with Special Educational needs are identified and provided for"

EPSEN 2004: "Special Educational Needs is defined as a restriction in the capacity of the child to participate and benefit from education, on account of an enduring physical, sensory, mental health or disability or any other condition which results in a person learning differently from a person without that condition."

Education Welfare Act 2000

Equal Status Act 2000

3.2 Aims

This Policy aims to outline our procedures and practices of how we:

- a) identify additional needs that our students may have.
- b) allocate resources to effectively meet the needs of students with additional needs.
- c) divide the roles and responsibilities among our School community in relation to students with additional needs.
- d) track, monitor, review and report the progress of students with additional needs.
- e) communicate information between the SEN/ AEN team, principal, staff, parents/guardians, and students.

3.3 Objectives

To ensure that pupils with Additional Educational Needs:

- are provided with as much Learning Support as resources allow, so as to enable them to develop a positive self-image and self-esteem.
- receive appropriate tuition within the class group or in a selected smaller group.

- are assessed and identified appropriately so that teaching and learning are delivered accordingly.
- are the subject of ongoing review in terms of their Special Educational Needs and their educational programs.

4 Organisation of Learning Support

4.1 Early Intervention Strategies

Our strategies include:

- The development of agreed approaches to the teaching of Literacy and Numeracy in order to ensure progression and continuity from year to year.
- Provision of additional support in language development and any relevant early literacy and mathematical skills to students who need it.
- Close collaboration and consultation between teaching staff and AEN team.
- Ongoing structured observation and assessment of literacy and numeracy skills of students.
- Promotion of Numeracy e.g. Maths for Fun.
- Promotion of literacy e.g. Print-rich environment, DEAR (Drop Everything and Read), Vocabulary Enrichment Program.
- Parental involvement in promoting literacy and numeracy e.g. Homework Policy Guidelines for Parents.
- Differentiation - adapting the learning environment.
- In-class support from the SEN/ AEN team.
- Team Teaching.

4.2 Meeting the Needs and Allocating Resources

Once students' needs have been identified, Special Education Teachers (SET)/ Support Teachers (ST) are deployed to address these needs as required. We deploy STs in a variety of ways to effectively meet student needs. We aim to strike a balance between in-class support, and group and individual support while ensuring that the needs of students are met inclusively.

The level and type of support reflect the specific targets of individual students as set out in their support plans and are informed by careful monitoring. The overriding principle is that resources are deployed to address the identified needs of students. Importantly, those with the highest level of need should have access to the greatest level of support.

We consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching, and small group teaching. In addition to literacy and numeracy difficulties, many students will have specific needs in such areas as oral language, social interaction, behaviour, emotional development, motor skills, and application to learning. The AEN Team meets subject-based teachers and reviews students' needs, the resources in place, and progress made using the Continuum of Support problem-solving model of assessment and stage approach flow charts.

We cross-reference the needs of students at School Support and School Support Plus levels and consider common needs that can be met by grouping, to ensure effective and efficient teaching and learning approaches.

4.3 Allocation of Resources

The following students may be selected for Special Education in our school:

- A student who has had a psychological assessment that recommends Special Education teaching.
- A student who has a Specific Learning Difficulty or a Mild Learning Difficulty.
- A student who received Special Education in Primary School.
- A student identified from Primary Sten Scores.
- A student identified from CAT4 Scores.
- A student identified by their teachers as having difficulty with one or more of their subjects (Referral System).
- A student with emotional or behavioural difficulties.
- A student from a minority background (EAL; Cultural).
- A student with physical difficulties.
- A student with a visual / hearing impairment.

- Exceptionally able students

4.4 Identifying Students with Additional Needs

We use the following procedures for identifying a student with additional educational needs (AEN):

- Parents may indicate on the student information section of the enrolment form of special needs that were identified in primary school and are requested to supply the school with any relevant information including a Student Support File (SSF) from primary school.
- principals may visit some feeder primary schools before the commencement of the first year and consults with the primary teachers.
- Standardised tests (CAT 4) are administered to all First Years. September and the results of these tests may indicate a need for additional support. Students performing below the 10 percentile on standardised tests will be prioritised for support.
- The transfer of all students with their primary passport and report cards in 6th class enables the SEN/AEN Department to identify students with low Sten Scores.
- When a parent notifies the principal that a student is not benefitting from the regular education program by the school, a referral system applies whereby the Special Education Co-ordinator initiates a process of formal and informal assessment.

4.5 Timetabling

When drawing up timetables it is important to remember that:

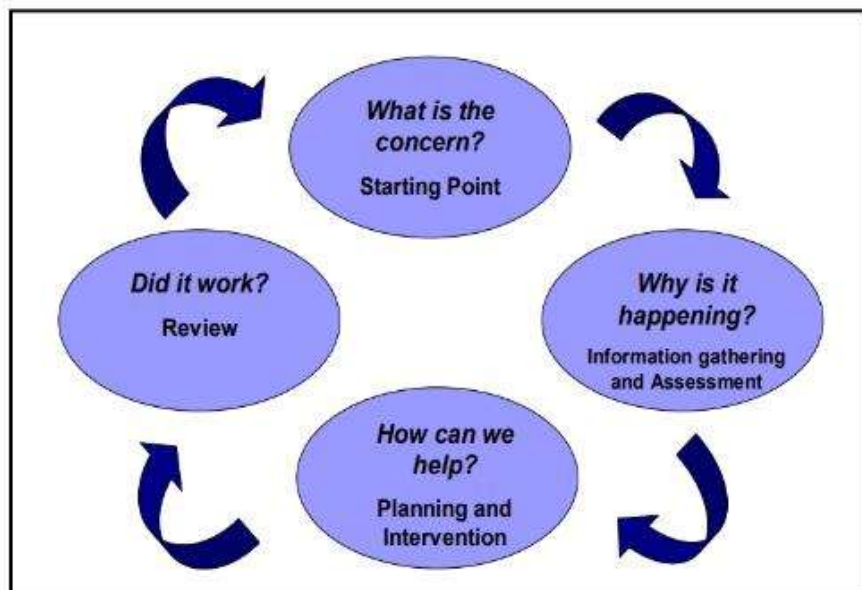
- timetables should be continually reviewed
- interruptions to classes/classrooms should be kept to a minimum.

4.6 Continuum of Support

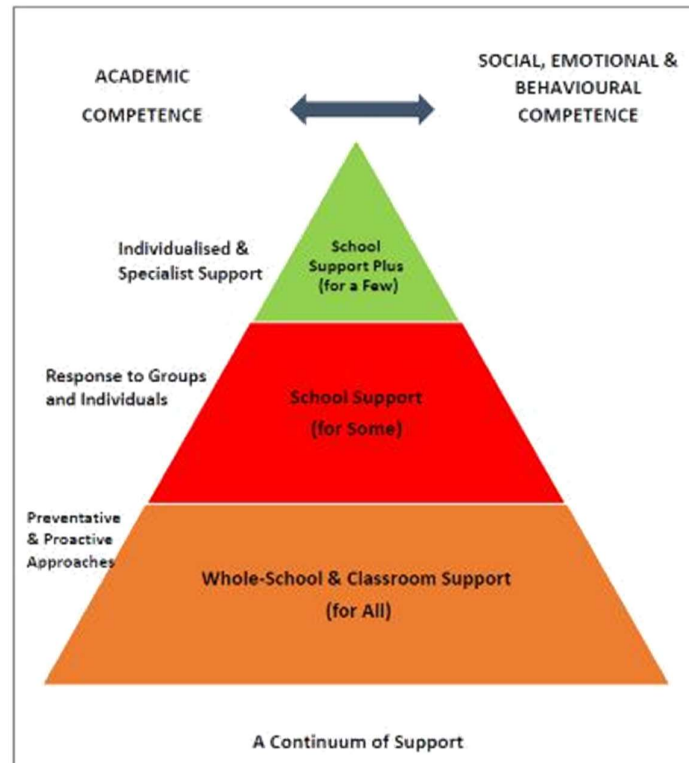
We use the continuum of support framework set out by the Department of Education (DES) to identify and support students with additional needs. Like this framework, we recognise that special education needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that students require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based

interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

The Continuum of Support is a problem-solving model of assessment and in-tervention that enables us to gather and analyse data, as well as to plan and review the progress of individual students. This problem-solving process is il-lustrated as follows:

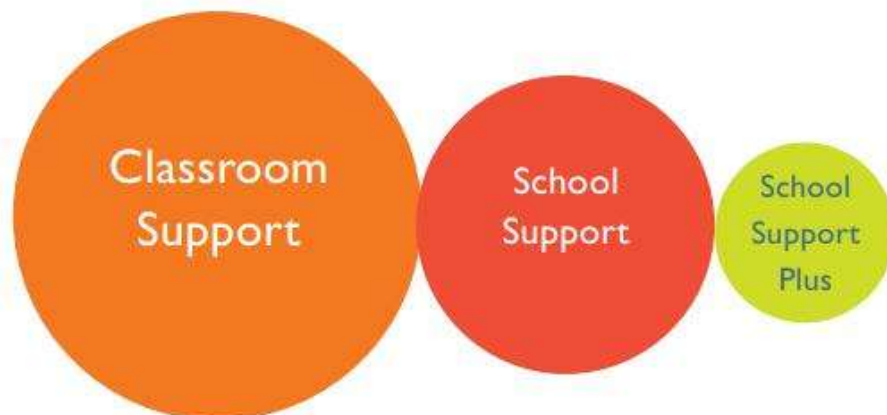


Identification of education needs is central to our policy and the new allocation model. By using the Continuum of support framework, we can identify students' educational needs, to encompass academic, social, and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way while engaging with external agencies as required.



The continuum of support suggests the following levels of support:

- Classroom Support
- School Support
- School Support Plus

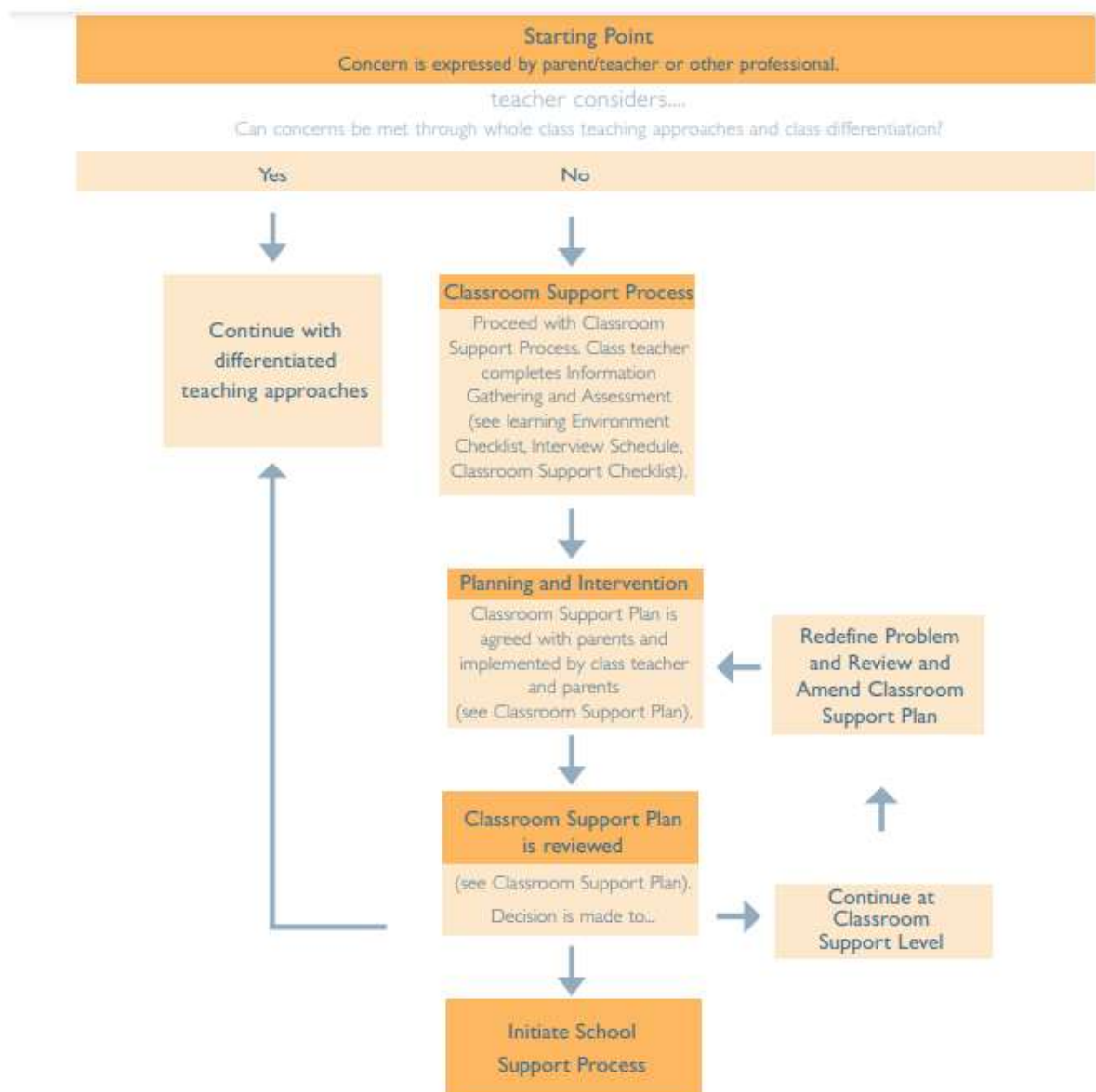


4.6.1 Classroom Support

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for students who have distinct or individual educational needs and who require approaches to learning and/or behaviour that are additional to or different from those required by other students in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual student.

This is a simple plan which is drawn up by the subject-based Teacher in collaboration with the AEN Team where necessary which outlines the student's additional educational needs and the actions, including individualised teaching and management approaches, which will be taken to meet the student's needs. The plan may also include home-based actions to be taken by the student's parents to support their child's development. The Classroom Support Plan should include a review date. This could be at the end of a school term.

Classroom Support incorporates the simple, informal problem-solving approaches commonly used by subject-based teachers to support emerging needs. The subject teacher considers how to differentiate the learning program effectively to accommodate the needs of all students in the class. The teacher may discuss the nature of the problem with parents and consider strategies that may be effective.



While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school. However it may also apply for some pupils following an event which impacts significantly on them in school.

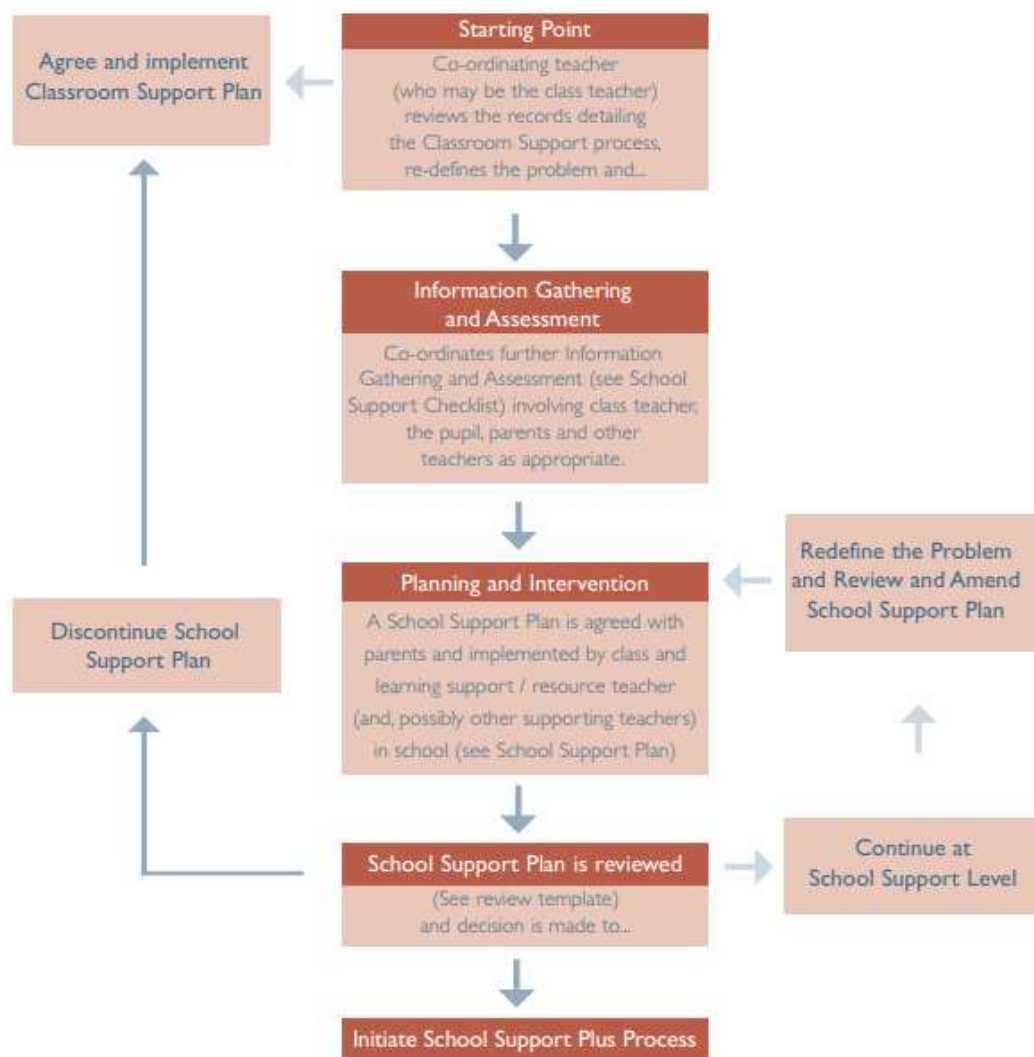
4.6.2 School Support

In some cases, interventions at the classroom support level are not enough to fully meet students' special educational needs. Therefore, School Support may be required. The subject teacher needs to involve the AEN Team in the problem-solving process at this point as it involves more systematic gathering of information and the development and monitoring of a School Support Plan. 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
- consequence systems

The plan should, for the most part, be implemented within the normal classroom setting (team teaching for example) and complimented by focused school-based intervention programs. It will set out the nature of the student's learning difficulties, define specific teaching, learning, and behavioural targets and set a timescale for review. After the plan has been drawn up, it should become a working document through the careful monitoring of the student's response to the actions taken. A Support Plan operates for an agreed period of time and is subject to review.

School Support Process



While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school, however it may also apply for some pupils following an event which impacts significantly on them in school.

4.6.3 School Support Plus

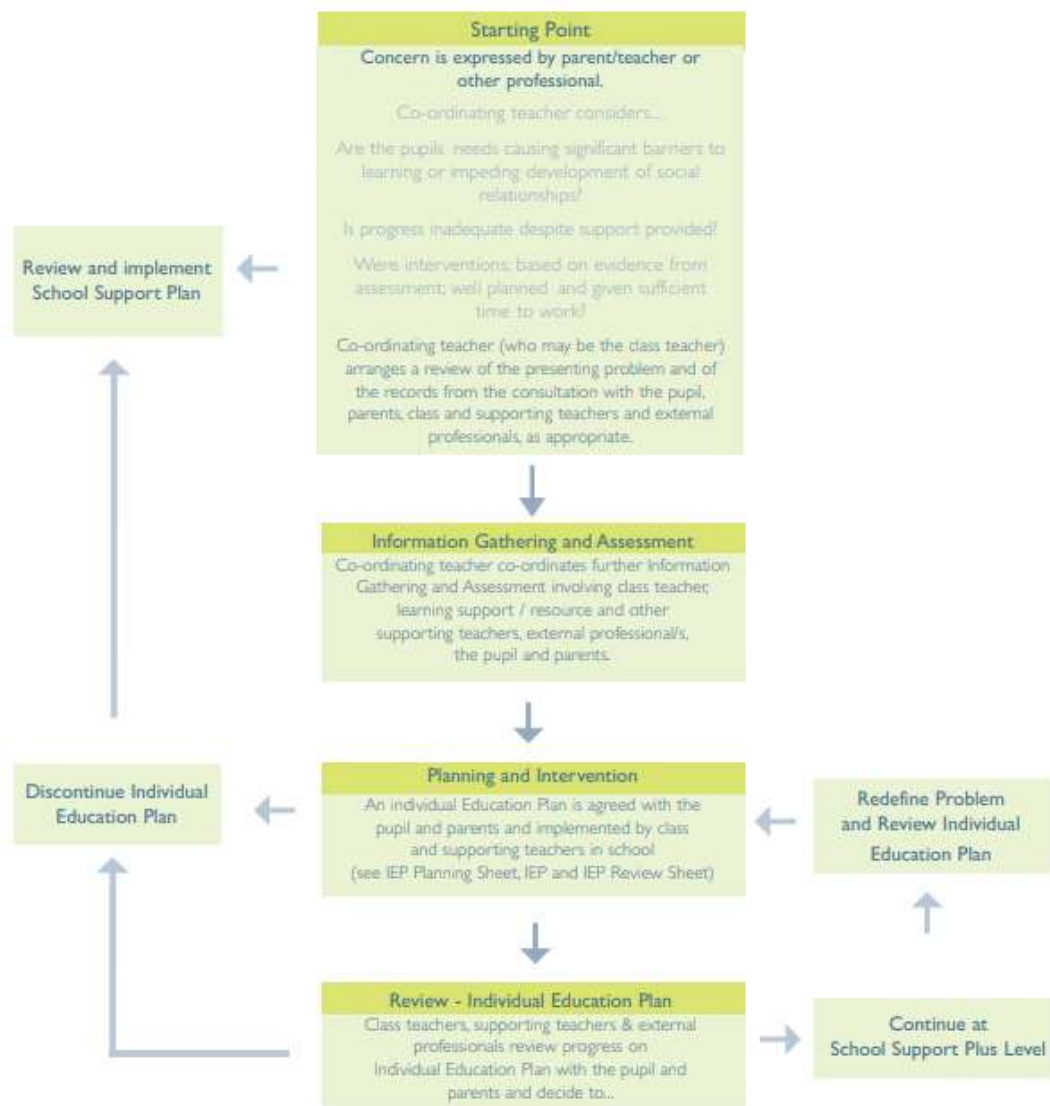
A Support Plan is an individual Student Support Plan that is additional to their IEP or Learner Profile. This plan is drawn up by the AEN/ SEN Team and Special Education teacher, in consultation with the student's parents/guardians, professionals external to the school, and (if appropriate) the student, based on the information gathered.

It will set out:

- The nature and degree of the student's abilities, skills and talents
- The nature and degree of the student's special educational needs and how those needs affect his/her educational development
- The present level of educational performance of the student
- The special educational needs of the student
- the special education and related support services to be provided to the student
- Specific methodologies/programs to be implemented
- Specific equipment/materials and/or IT supports, if required to support learning and access to the curriculum Support required from an SNA, if appropriate
- Goals a student is to achieve over a period not exceeding 12 months
- The student's priority learning needs, long and short-term targets to be achieved, the monitoring and review arrangements to be put in place (June)
- Final IEP Review
- Meeting and Priority
- Learning Goals for the next academic year are agreed upon with parents

If a student's special educational needs are severe and/or persistent, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem-solving, assessment, and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will continue as important elements of his/her individual education plan (IEP).

School Support Plus Process



4.7 Mixed Model

a) Individual withdrawal: One-to-one teaching with a designated teacher. (not the preferred option)

b) Small group withdrawal: A group of usually between 3-6 students receive caring Support as a whole group. (Preferred Option).

c) Reduced Time Table: where a student is unable to cope with the demands of the current junior Cert Programs and studies a smaller range of subjects.

d) Resource Teaching: R.T hours by DES are facilitated by R.T.

e) S.NA: Support Pupils who have been granted R.T. hours by DES are facilitated by R.T. working with individual pupils and teachers in the classroom.

NOTE: If pupils are taken from an exam subject parents should be made aware, as should School students and staff.

5 Information Gathering and Record Keeping

5.1 Tracking, recording, and reviewing progress

Provision for students with special educational needs is enhanced through identification processes and careful planning of interventions to address and/or personal and social development needs. Identification of needs, plan setting, and monitoring of outcomes are essential elements of an integrated collaborative problem-solving process.

5.2 Assessments

Assessment is part of what a subject teacher does on a daily basis for all students. Some methods include self-assessment, questioning, teacher observation, portfolios of work, and teacher-designed tasks and tests. The information gathered enables the teacher to plan learning experiences based on the appropriate objectives from the curriculum.

Informal assessment may involve all or some of the following:

- Observations from mainstream teachers
- Consultation with subject teachers, parents, and students
- Student Journal
- Meeting with student

Formal assessment may involve some of the following:

- Review of Primary Passport, Report Card and SSF
- Review of in-house exams and reports
- Behavioural Record if appropriate
- Consultation with Guidance Counsellor
- Administering and interpreting diagnostic tests

In order to identify students who may require Special Education, screening including standardised testing is carried out annually and further diagnostic testing may need to take place. The information gathered from these formal assessments is then used to inform decisions for support and student support plans.

Such assessments include:

- Formal testing in March prior to entry into 1* Yr. to assess numerical, verbal, and perceptual abilities.
- Standardised screening for all 1* Yrs, in September.
- 1st years-CAT4 and NGRT
- 3rd years (a cohort of students that meet the criteria (1. Educational Psychological Report on file (where applicable), 2. In receipt of Special Ed in Junior Cycle, 3. Failed two or more subjects in their 2nd Year Summer to be assessed in preparation for RACE-WRATIV, WIAT II/WIATIII
- 5th Years- WRATIV WIATII/WIATITI
- Additional tests include - New Group Reading Test (NGRT), Dyslexia Scr Test (DST), York Assessment of Reading for Comprehension (YARC), Sir Spelling Test, Patoss Handwriting Speed Test, Reading Fluency Tests, N Observations and Checklists.
- Further ongoing diagnostic testing in numeracy and literacy as deemed appropriate.

We continually review the assessment and screening tests that we use in order to balance the needs of our students and the need to provide information for support.

5.3 SEN/ AEN Records

All students' SEN/ AEN files are stored in a locked filing cabinet in the SEN Office.

- It is the responsibility of SETs to update and manage the files of the students on school support and school support plus that they support.
- It is the responsibility of the SEN Team and the subject-based teacher to update and manage the SEN files of the students on classroom support.
- It is the responsibility of the SEN Team and the SET teacher to update and manage the AEN files of the student's on school support
- It is the responsibility of the SET teacher, SNA, parents, and external agencies to contribute to the school support plus plan and the responsibility of the SEN/ AEN Team to update and manage same.

The following should be stored:

- Student Support File
- Psychological Report
- Copy of referrals made to outside agencies
- Copy of reports from outside agencies
- Record of SEN meetings with parents, outside agencies and inter-school meetings
- Record of SEN correspondence between parents, outside agencies and school staff

5.3.1 Individual Education profiles and Learner Profiles

We use a Student Support File to plan interventions and to track a student's pathway through the Continuum of Support. It facilitates us in documenting progress over time and assists us in providing an appropriate level of support to students, in line with their level of need. Our Student Support File is based on the NEPS template all stored on the school server.

All support files should include:

- Cover sheet with student's details.
- A timeline of actions.
- Record of support received.
- Standardised/ Diagnostic test scores.

- IEP
- Checklists.

A Student Support File will be opened once a student is placed on Whole School and Classroom Support on the continuum. This is kept in the AEN folder and then placed on the AEN shelf stored in the staff study. If, after a number of reviews, the child's case is moved to School Support, it is the responsibility of the SEN/ AEN Team and the allocated STs to access and update the information in the Student Support File. The same system is in place for children on School Support Plus.

6 Key Roles

6.1 Board of Management

The B.O.M. will:

- oversee the development, implementation, monitoring, and review of the Special Needs Policy.
- provide for the professional development of staff involved in Special Educational Needs in an effort to increase teachers' knowledge of appropriate teaching methods.
- provide adequate resources to enable tuition and learning to take place where possible. provide record storage and filing facility re S.E.N.

6.2 Principal/ Deputy Principal

The Principal and Deputy Principal will:

- ensure that the Special Educational Needs of pupils are met according to current legislation.).
- promote whole school policies that support the learning of all students including those with Special Educational Needs.
- work with staff and Board of Management to oversee implementation, monitoring, and review of the Special Needs policy. (It should be reviewed annually)
- consult and liaise with outside agencies where required e.g. NEPS, DES, NCSE apply to DES for resources and resource hours where appropriate.
- provide for procedures for consultation with feeder Primary schools re-enrolment of Special Needs students.

- make mainstream staff aware of Special Educational Needs pupils and the importance of inclusivity in mainstream classes.
- make parents aware at the point of entry of the provisions made for students with special needs.
- promote the involvement of parents of Special Educational Needs students (e.g. parents invited to share information re. needs of pupils, information at a meeting of incoming 1st Yr. Parents) and will facilitate meetings between Learning Support teachers and parents of students with Special Needs to discuss needs inform parents as to how they can best support their children at home.
- be involved in preparing, implementing, and reviewing IEP's.
- set up structure/procedure re. access to records of Special Educational Needs.
- organise meetings at the beginning of each school year for teachers of students in each year for the purpose of communicating information re. difficulties and abilities of students (as per Code of Behaviour.)

6.3 Learning Support Teachers and SETs

Learning support teachers and SETs will:

- provide supplementary teaching.
- be involved in the selection of pupils for Special Education Needs and the composition of their I.E.P's.
- test and assess pupils who need Learning Support
- meet Parents of Special Educational Needs pupils.
- arrange reasonable accommodation with Deputy Principal.
order resource materials.
- work with the Principal and Deputy Principal in ensuring teacher awareness (See the last point under 'Principal and Deputy Principal).

6.4 Guidance Counsellor

The Guidance Counselor will:

- organise Entrance Assessment advise referral where necessary.
- organise Guidance and Counseling for Special Educational Needs students.

6.5 Special Needs Assistant

Special Needs Assistants make a valuable contribution to the capacity of the school to provide inclusive education for students with special educational needs. SNA duties are assigned by the Principal and Deputy Principal in accordance with Circular 10/76: "Duties and responsibilities of Principal Teachers" and sanctioned by the Board of Management.

The S.N.A. will:

- provide general assistance to the class teacher in aiding students with special care needs (i.e. those sanctioned by the National Council for Special Education)
- support the student in a manner that values and respects their individuality as well as promoting independence.
- work in collaboration with class teachers.
- meet with Principal, Deputy Principal, Learning Resource Teacher and Counsellor to communicate relevant information.
- assist schools in making suitable provisions for a student or students with special care needs arising from a disability in an educational context.
- assist schools in making suitable provisions for a student or students with a disability who may also have a significant medical need for such assistance, a significant impairment of physical or sensory impairment, or where their behaviour is such that they are a danger to themselves or to other students.

We also stress the following points:

- The SNA is privy to confidential information pertaining to AEN students. (Confidentiality is of paramount importance.)
- The role of the SNA is pivotal and important in the school. We value the enormous contribution our SNAs make to the school

The duties of the SNA are carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/deputy principal, the SNA will meet the care needs of the SEN/ AEN students to which they have been assigned. (Circular 10/76). The class teacher is solely responsible for disciplinary, health and safety, and classroom management issues and is the main educator of the whole class.

The role of the SNA is as outlined in circular 0030/2014 and SNA 12/15.

6.6 Classroom Teachers

Classroom teachers will:

- recognise their key role in including students with Special Educational Needs in the class group.
- will ensure that all students (including those with AEN) are provided with learning programs and an environment that enables them to gain access to curriculum and to advance their learning.
- ensure that their teaching methodology is differentiated* in order to meet individual needs and to facilitate the achievement of individual students' targets.
- notify Principal, Deputy Principal, and Resource teacher on the discovery of an area of concern.

Differentiation refers to the ways in which class teachers take account of differences among their pupils in relation to ability, aptitude, interest etc. It acknowledges that pupils learn at different rates and in different ways. Teachers can access and use a wide variety of strategies, techniques etc. and know when and with whom they should be used.

Examples: a) Setting a variety of learning objectives at levels appropriate to all students within the group.

b) Providing learning activities that are both challenging and ensure success.

c) Modifying questions for Special Educational Needs students.
Emphasizing oral language development etc!

Differentiation is used to ensure that each student's learning goals are met and that all benefit from an inclusive curriculum. Responsibility for implementation lies both with the Learning Support teacher and the classroom teacher.

6.7 Parents

Parents: Parents will:

- accept their role as the primary and natural educators of their children. Parental involvement is critical for the continued success of students with Special Educational Needs in school life.
- provide the school with full information and all documents relating to assessment etc. keep lines of communication between school and home open throughout the school life of the student.
- support the work being done in school with the student.

6.8 Students

Students should:

- be involved in planning for their learning.
- be consulted and involved in I.E.P. eg. giving information on hobbies, likes, dislikes, weaknesses and strengths.
- be encouraged to focus on learning targets in I.E.P. and to achieve their (maximum) potential.

6.9 External Agencies supporting AEN

SENO - Special Educational Needs Organiser

NEPS - National Educational Psychological Services

H.S.E - Health Services Executive

NEWB - National Educational Welfare Board

6.10 Communication

There is regular communication between SET Team/Principal/Deputy Principal/Class Teachers

7 Categories of Special Education needs

Definitions:

(a) Students with special educational needs are those who are restricted from participating in and benefiting from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition. (EPSEN Act 2004).

(b) Exceptionally able students are those understood to require opportunity enrichment and extension that go beyond those provided for in the general cohort of students.

Categories may include:

- Physical disability
- Hearing impairment
- Visual impairment
- Emotional disturbance and/or behaviour problems (E.B.D.)
- Severe emotional disturbance and/or behaviour problems (SE.B.D.)
- Mild general learning disability (MLD)
- Borderline general learning disability (BGD)
- Specific learning disability (SLD) e.g. Dyslexia, Dyspraxia*
- Moderate general learning disability (MGLD)
- Severe or profound general learning disability (SGLD)
- Multiple disabilities
- General Learning Difficulty (GLD)
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Autism/ Autistic Spectrum Disorder (e.g.: Asperger's Syndrome)

8 Additional Information

8.1 Health and Safety Issues

Every staff member and student is entitled to a safe, secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each student with AEN. When a place is offered to a student with AEN, every effort will be made to ensure that the supports to which the student is entitled are in place as soon as possible. Staff members will be informed of any potential risks and, where necessary, individual plans will be drawn up and implemented.

8.2 Assistive Technology

Assistive technology is playing an increasingly important role in the education of pupils with unique needs. Computer-based AT applications have the ability to help overcome some of the barriers created by a learning difficulty and can allow pupils to read, write and communicate more effectively. The availability of assistive technologies can help to 'level the playing field', in terms of academic achievement. If a student has a recommendation for assistive technology in a professional report an application may be made to the SENO as per Circular No 0010/2013. If this application is successful: The equipment will be purchased using funds ONLY provided by the NCSE (National Council for Special Education) Although the equipment will be sanctioned for a particular pupil the equipment will, as a rule, remain the property of the school and will be available for allocation to subsequent pupils with similar disabilities.

8.3 Supervision/ Child Protection

Where students receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both they and the student are visible through the glass panel in the door. Where there is no glass panel, the door of the room should remain open. Where students are withdrawn for support, the SET teacher in conjunction with the Deputy Principal should arrange an appropriate class room where resources, if needed, are made available. Where a student has access to an SNA, they may withdraw the student from the class if a plan is in place with the class teacher.

9 Addresses and Websites

Central Applications Office (CAO)	Tower House, Eglinton Street, Galway Tel: (091) 509800	www.cao.ie
Department of Special Education and Science	Education Section, Cornamaddy, Athlone, Co. Westmeath Tel: (0902) 74621 / (01) 8734700	www.education.ie
Equality Authority	2 Clonmel Street, Dublin 2 Tel: (01) 417333 Locall 1890 245 545	www.equality.ie
Further Education and Training Award Council (FETAC)	East Point Plaza, East Point Business Park, Dublin 3 Tel: (01) 8659500	www.fetac.ie
Health Service Executive (HSE)	Head Office, Oak House, Millennium Park, Naas, Co. Kildare Tel: (045) 880400 Head Office, Parkgate St. Business Centre Dublin 8 Tel: (01) 6352500 HSE infoline Callsave 1850241850	hse.ie
Integrate Ireland Language and Training (IILT)	126 Pembroke Road, Ballsbridge, Dublin 4 Tel: (01) 6677232 / (01) 6677295	www.iilt.ie
Junior Certificate Schools Programme (JCSP)	Curriculum Development Unit, CD-VEC Sundrive Road, Crumlin, Dublin 12 Tel: (01) 4535487	www.jcsp.slss.ie
Leaving Certificate Schools (Applied) Programme (LCA)	Curriculum Development Centre, St. Partrick's Comprehensive School, Shannon, Co. Clare Tel: (061) 361993	www.lca.slss.ie

Leaving Certificate Vocational Programme (LCVP)	Navan Education Centre, Athlumney Navan Co. Meath Tel: (046) 9078382	www.lcvp.slss.ie
National Centre for Guidance in Education (NCGE)	1st floor, 42/43 Prussia Street, Dublin 7 Tel: (01) 8690715	www.ncge.ie
National Centre for Technology in Education (NCTE)	Dublin City University, Glasnevin, Dublin 9 Tel: (01) 7008200	www.ncta.ie
National Centre for Curriculum and Assessment (NCCA)	24 Merrion Square, Dublin 2 Tel: (01) 6617177	www.ncca.ie
National Council for Special Education (NCSE)	1-2 Mill Street, Trim, Co. Meath Tel: (046) 9486400	www.ncse.ie

10 Evaluation

Yearly evaluation should be carried out by the Principal/ Deputy Principal and Learning Support team in concurrence with relevant legislation. (as mentioned in the last point, "Organisation of Learning Support")

10.1 Areas for development

- The transition from Primary to Secondary School.
- Team Teaching
- Teaching Personnel dealing with S.E.N

11 Glossary

Categories of special educational needs The various categories of special educational needs that are eligible at the time of publication of the Guidelines allocation of additional resources by the National Council for Special Education and the DES are listed by definition of these categories, the criteria

for the allocation of additional resources and the procedures for apt are set by the Department of Education and Science and the National Council for Special Education. Then resources that may be allocated include resource teaching support, special needs assistant support, assistive te and special transport. Details in relation to application procedures and criteria for eligibility for resources are in circulars that are published from time to time by the National Council for Special Education and the Depa Education and Science.

11.1 Acronyms

DES Department of Education and Science

AED Additional Educational Needs

EPSEN Education for Persons with Special Educational Needs Act, 2004

IEP Individual Education Plan

IPLP Individual Pupil Learning Profile

NCCA National Council for Curriculum and Assessment

PCSP Primary Curriculum Support Service

NCSE National Council for Special Education

SDP School Development Planning

SEN Special Educational Needs

SENO Special Educational Needs Organiser

SESS Special Education Support Service

SNA Special Needs Assistant

12 Ratification

This revised policy was ratified by the Board of Management on the 11th November 2022.