



## Whole School Inclusion Policy



### Clonaslee College

Discussed at SENCO COP on 16/5/2022

Reviewed by Principals on 9/6/2022

Adapted with consent from WWETB Whole School Inclusion Policy

Ratified on \_\_\_\_\_

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## List of Abbreviations

ALN	Additional Learning Needs
ASD	Autistic Spectrum Disorder
BfL	Behaviour for Learning Teacher
DES	Department of Education and Skills
EAL	English as an Additional Language
EPSEN	Education for Persons with Special Educational Needs
ISA	Inclusion Support Assistant
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
PBST	Positive Behaviour Support Team
PP-COS	Post-Primary Continuum of Support
SEN	Special Educational Need
SENCO	Special Educational Needs Coordinator
SET	Special Educational Teacher
SNA	Special Needs Assistant
SST	Student Support Team

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Appendix 1	One Page Overview of Provision
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## Section 1: Introduction, Vision, Mission, Overarching Aim.

### 1.1 Introduction:

Clonaslee College is a co-educational, multid denominational post-primary school, which opened in 1937. The school is one of nine post-primary schools under the patronage of Laois and Offaly Education and Training Board (LOETB).

LOETB schools are state, co-educational, multid denominational schools underpinned by the core values of:

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



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

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

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

In ETB schools, students of all religions and beliefs are treated equally. The school environment and activities do not privilege any particular group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

## **1.2/1.2 Our Vision and Mission Statement**

Our school strives to enforce our mission statement, which states that we aim to develop the full potential of every student in a learning environment where fairness, understanding, success and discipline will be pursued. A strong sense of community is fostered within the school which encourages mutual respect and co-operation among staff, students and parents.

## **1.4 Our Aims**

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

## **1.5 Our Ethos and Values**

Our Board of Management upholds the ethos of the school, ensuring that it is:

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

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

- The education of learners with SEN/AEN shall wherever possible take place in an inclusive environment with those who do not have such needs
- Learners with SEN/AEN shall have the right to avail of and benefit from appropriate education.
- Learners with SEN/AEN should leave school with the skills necessary to participate, to the level of their capacity, in the social and economic activities of society and to live independent and fulfilled lives

## Section 2: Inclusion – Definitions and Descriptions

### 2.1 Special Educational Needs

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

‘a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability or any other condition which results in a person learning differently from a person without that condition’.

(Government of Ireland, 2004b, section 1)

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

### 2.2 Inclusion

For the purposes of this document, the following definition by the NCSE has been adopted.

Inclusion is defined as a process of:

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

[http://www.ncse.ie/uploads/1/NCSE\\_Inclusion.pdf](http://www.ncse.ie/uploads/1/NCSE_Inclusion.pdf)

## Section 3: Scope, Rationale, Legislative Framework

### 3.1 Scope of the Policy

This policy applies to **all** students in Clonaslee College. It is also intended to serve the school community including Board of Management, the Principal, the teaching and ancillary staff, and parents.

### 3.2 Rationale

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

### 3.3 Legislative Framework:

This policy takes cognisance of the following legislation:

The Education Act (1998)

The Equal Status Act (2000)

The Equality Act (2004)

The Disabilities Act (2005)

The Education Welfare Act (2000)

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

The Data Protection Act (2018)

Circular No: 0014/2017: Special Education Teaching Allocation

### 3.4 Supporting Publications:

The following publications were consulted in writing this policy:

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

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



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

Guidelines for Wellbeing in Junior Cycle (2017)

Autism Good Practice Guidance for Schools: Supporting Children and Young People (2022)

Irish Exemptions Circular 0055/2022

### **3.5 Other relevant policies:**

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

- Admission and Enrolment Policy
- Anti-Bullying Policy
- Code of Behaviour
- Data Protection Policy
- RSE Policy
- SPHE Policy
- School Tour Policy
- Whole School Guidance Plan
- Attendance Policy
- Substance Misuse Policy
- Mobile Phone and Electronic Devices Policy
- Internet Use Policy
- Exclusion and Suspension Policy

## Section 4: Provision and Organisation of Supports

### 4.1 Categories of ALN/AEN:

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

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

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

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

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

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

All applications for enrolment in special classes will be considered within the context of the school's Admission Policy.

### 4.2 Guiding Principles and Aims:

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

- Supports provided to students will be used to facilitate the development of a truly inclusive school. Supports on offer may vary from year-to-year, depending on resources available at that time.
- Support is delivered through a variety of approaches, including offering appropriate curricular options, team-teaching/co-teaching, small group support, and 1 to 1 support.\* (A/Y 2020/2021 these may be different due to current COVID-19 restrictions).
- Supports provided to students will be based on identified needs and be informed by regular reviews of progress (in consultation with teachers, parents, and students) as outlined in the Continuum of Support Guidelines.
- Staff members will be actively encouraged to access available Continuing Professional Development (CPD) to support the diverse needs of students.
- Students and their parents/guardians are involved in decision making process and planning of support.

#### **4.3 Provision in Action in Clonaslee College:**

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

#### **4.4 A Three-Step Process to Support AEN Students:**

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

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

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

Our three-step process is as follows:

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

### Step 1: Identification of Need

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

<b>Table 1: Identification of Educational Needs through the Continuum of Support Process</b>	
<b>Whole-School and Classroom (Support for All)</b>	<p>The Post-Primary Continuum of Support contains a range of ideas and resources to assist in identification, intervention and monitoring of outcomes. The subject teacher considers how to differentiate the learning programme effectively to accommodate the needs of all students in the class.</p> <p>Identification of those needing additional support can be informed by:</p> <ul style="list-style-type: none"> <li>Intake screening</li> <li>Collection of information from primary schools, including Student Passport</li> <li>Teacher observation</li> <li>Teacher assessment</li> <li>Learning Environment Checklist</li> <li>Student Support Team involvement</li> <li>Standardised tests of literacy/numeracy</li> <li>Student consultation</li> <li>Parental consultation</li> </ul> <p>Where students continue to present with significant difficulties, despite whole-school interventions (such as differentiated teaching, a mentoring programme or social skills group), School Support (for Some) is initiated.</p>

## Step 2 – Meeting Needs

Having identified a student's needs and the educational planning required to meet those needs, the second step emphasises the importance of effective teaching and learning strategies. Students may be allocated support at different levels: Support for Some and Support for a Few.

<b>School Support (for Some)</b>	<p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"><li>• Teacher observation records</li><li>• Teacher-designed measures / assessments</li><li>• Parent/student interview</li><li>• Learning environment checklist</li><li>• Diagnostic assessments in literacy/numeracy</li><li>• Formal observation of behaviour including ABC charts, frequency measures</li><li>• Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties</li></ul> <p>Support at this level can take many forms, for example: team-teaching, small group or individualised tuition, peer mentoring, inclusion in social skills groups, behaviour reward and consequence systems.</p> <p>A Support Plan operates for an agreed period of time and is subject to review.</p>
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<b>School Support Plus (for a Few)</b>	<p>At this level, subject teacher(s), parents and special education teachers, in collaboration with outside agencies, as required engage in a more detailed and systematic approach to information gathering and assessment. This involves using a broad range of formal and informal assessment and diagnostic tools, including teacher observation, student interview, measures of cognitive ability and social, emotional, behavioural and adaptive functioning, as appropriate.</p> <p>Data generated from this process are used to plan an appropriate intervention and serve as a baseline against which to map progress.</p> <p>A Support Plan at this level is likely to be more detailed, individualised, and to involve longer term planning and consultation.</p>
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### Step 3 – Monitor and Recording Outcomes

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

- This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation and reports from subject teachers, form tutors and year heads) that allow students to demonstrate their progress.
- This leads to the establishment of specific targets to be achieved within a defined timeframe.
- In addition to monitoring outcomes at the individual level, we review outcomes at group, class and whole-school level. This review may include measures of attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for students.

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

### 5.1 General

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

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

Teams and Committees which support inclusive practice in our school are outlined in our Provision Mapping document

## 5.2 The role of the subject teacher

### ***Meeting Needs through effective teaching and learning***

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

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

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

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

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

- Ensuring that their classroom is adapted appropriately.

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

### **5.3 Additional Educational Needs Team**

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

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

The ASD Coordinator is responsible for the coordination of supports for those who have been diagnosed as having an Autistic Spectrum Disorder.

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

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

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

The core team will work closely with subject teachers, parents and with other support structures within the school.



#### 5.4 The role of the Coordinators within the AEN Team

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

- The AEN Coordinator may be responsible for the overall co-ordination of special educational needs support within the school, including the identification of students for whom additional teaching supports are to be provided and timetabling and organizing the provision of those supports.
- Assisting with arrangements for the successful transfer of students from their primary school and gathering information about students, including those with special educational needs, before, during and after this transfer
- Assisting in programme planning for individual students with special educational needs and, as appropriate, providing advice to teacher colleagues on curriculum, teaching and learning strategies, textbooks and other teaching and learning resources.
- The selection and maintenance of teaching and learning resources
- Liaising with parents/guardians of AEN students and prospective students
- Liaising with support personnel and external professionals and agencies, including the coordination of applications to the Department of Education and Skills, NCSE, SENO, NEPS, SESS, HSE and other education and health agencies, as appropriate, for resources and support services for students with special educational needs
- Maintenance, storage of and access to reports and records on students in receipt of supports.
- Communicating with relevant staff regarding the gathering and dissemination of essential information.
- Assisting with the arrangement of professional assessments, as appropriate, of students who have may have special educational needs.
- Assessing students and preparation of applications for Reasonable Accommodations at State Examinations and Disability Access Route to Education for third level colleges with the guidance counsellor
- Facilitates and chairs AEN department meetings.

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

### 5.5 Role of the Special Education Teacher

The SET works closely with the SENCO. They share responsibility for setting targets and recording and monitoring outcomes for the students they work with regularly.

Responsibility for the creation of Student Support Files will be dispersed based on the needs of the students in any given year.

### 5.6 Role of the Principal

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

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

The Principal will oversee a school-wide approach to assessment and identification of needs and ensure that opportunities are provided to all staff to support the process of monitoring and reviewing progress. The Principal will guide and support the SET team/ coordinators in their duties.

## 5.8 Role of the Special Needs Assistant/Inclusion Support Assistant

### Role of the SNA

The duties of the SNA are assigned by the Principal Teacher in accordance with circular 30/14 (See Appendix 2)

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

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

## Section 6 *Allocation, Timetabling and Target Setting*

### 6.1 Allocation of Resources

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

- In Clonaslee College, we place the student at the centre of planning and provision and value their voice in the decision-making process. They are invited to contribute their views on their individual support needs, prioritising their targets and monitoring their own progress.
- At the whole-school level, students have opportunities to share their views on issues that affect them in school, and so contribute to reviews of relevant policies and practices in schools.
- Effective communication and engagement with parents are critically important in moving towards a needs-based approach to the allocation of additional teaching resources. Parents are consulted in relation to their child's needs and are involved in regular reviews of progress.

- When allocating teaching resources, we are mindful of the benefits of early intervention programmes and allocate teaching resources as required, based on identified needs and school context.
- We also aim to provide additional targeted support to students within the context of a mainstream subject lesson through team-teaching, through group or individual withdrawal or, through a combination of these modes of intervention.
- Importantly, the level and type of support, including medical needs, should reflect the specific targets of individual students as set out in their support plans and be informed by careful monitoring and review of progress. In this way, following a period of intervention, some students may no longer require additional teaching supports, some may require the same level, while others may require more intensive supports. Accordingly, the groupings timetabled for withdrawal may change over time.
- When deploying teaching resources, we aim to maintain time for co-ordinating, planning and reviewing activities to ensure effective and optimal use of supports. Additionally, flexibility in terms of resource allocation is required to allow for emerging needs during the school year.
- The Principal gives due consideration to the professional development and acquired expertise of teachers when allocating teaching roles and supports.
- A core team of teachers be allocated timetables dedicated to special education duties.

## 6.2 Timetabling

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

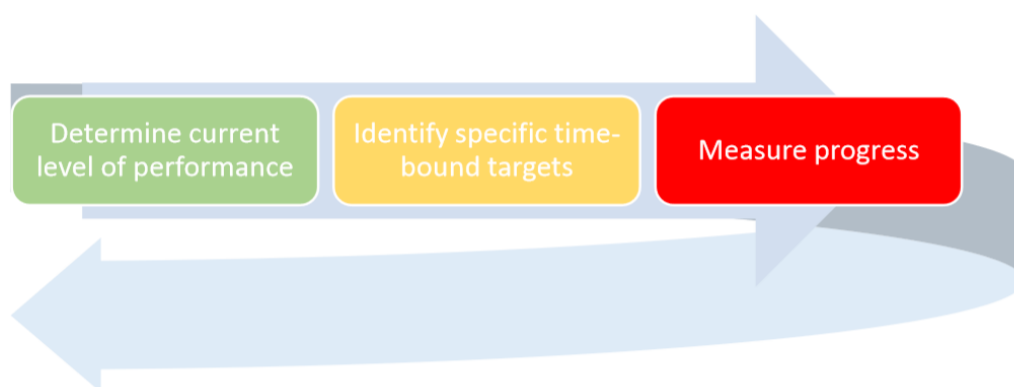
- The overall school timetable is designed carefully to make appropriate provision for students with additional needs.
- A core special education team which is being developed and maintained in order to provide greater stability and continuity of support.

- Members of the Special Education Team are consulted when the timetable is being developed.
- Provision is made for the special education teachers to support subject teachers through team-teaching/in-class/co-operative teaching and joint planning.
- Provision is made for the withdrawal of students for focused individual and/or group intervention where warranted. Targeted small-group interventions, using evidence-informed programmes for students with similar needs, is an effective way to use resources.
- The impact of withdrawal on students' access to the curriculum with their year groups is considered.
- Timetables should be flexible wherever possible to cater for the specific or emerging needs of students.
- A continuity of support to address the needs of students in Senior Cycle is provided where possible.
- A collaborative approach to timetabling supports with other departments within the schools and outside agencies.

### 6.3 Student Support Plans

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

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

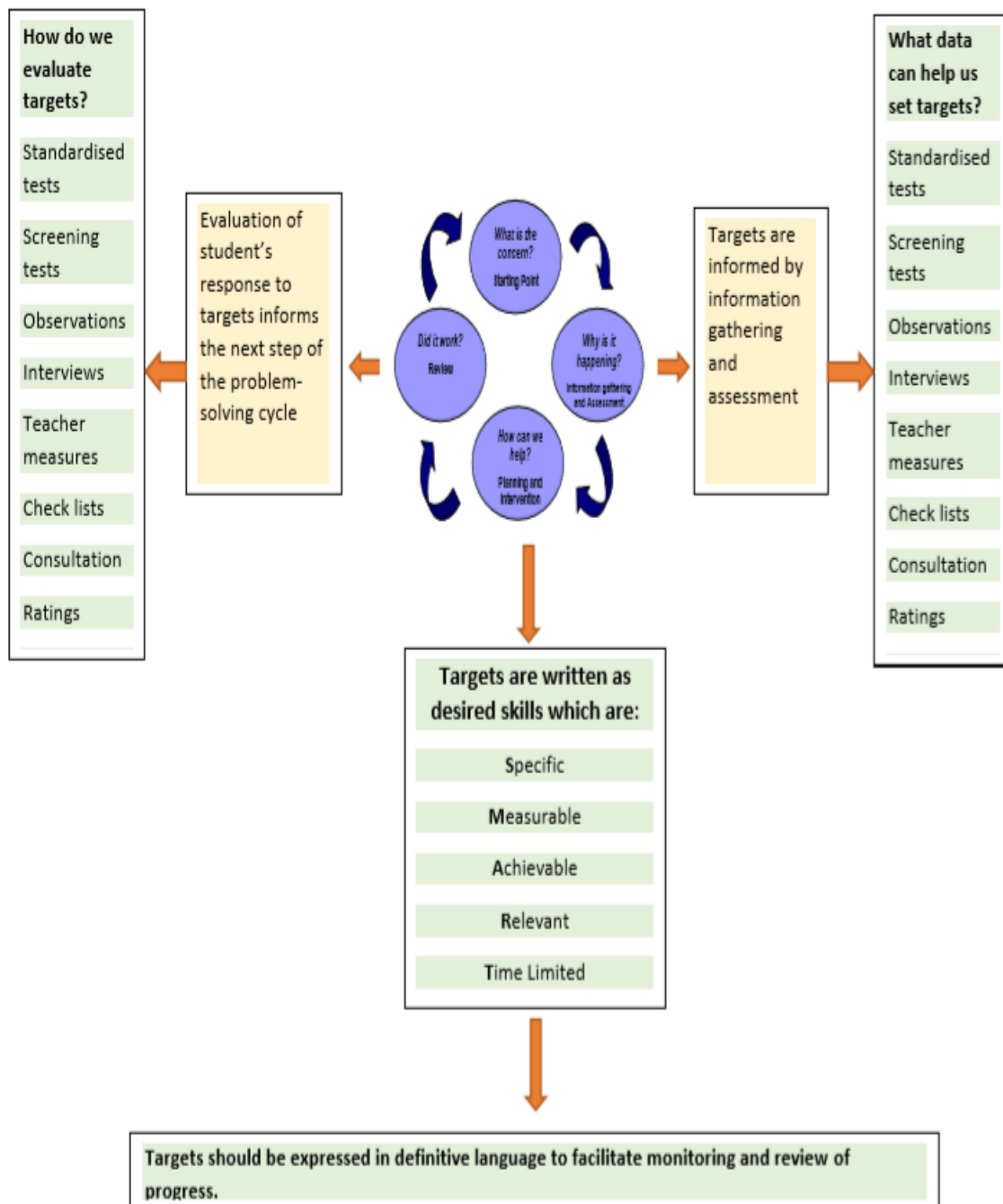


The school team, in consultation with subject teachers, plan their interventions carefully to address students' priority learning needs and to achieve the targets identified in the relevant Student Support Plan. Short-term planning reflects the support plan targets and should break down the development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

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

## 6.4 Target Setting

We adopt a problem-solving approach to target setting which reflects the presenting needs of our students:



## Section 7 Compliance with recently updated legislation and guidelines

### 7.1 Data Protection

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

- In order to fulfil our responsibility to **all students**, every teacher needs to be aware of their **current presenting needs** in the classroom.
- All teachers need to know the diagnosis/category of Special Educational Need/emerging need/concerns about a student in order to ensure that their classroom practice is as inclusive as possible.
- It is appropriate to share professional recommendations from reports pertaining to learning/behavioral/medical needs that are relevant to classroom practice.
- Professional reports in their entirety should only be seen by Principal/Deputy Principal, members of the AEN team or other members of the Student Support Team who are working directly with the student

### 7.2 Irish Exemptions

Irish Exemptions Circular 0055/2022 outlines the revised procedures and criteria for processing exemptions. Exempting a student from the study of Irish will be considered only in those exceptional circumstances set out in section 2.2 of this Circular. The decision to exempt a student from the study of Irish is an important decision that has implications for his/her future learning. The decision to grant an exemption from the study of Irish is made by the principal, but it must be made following detailed discussion with the student's parent(s)/guardian(s), the class teacher/s, special education teachers<sup>5</sup> and the student. A decision to grant an exemption should only be considered in the circumstances set out in section 2.2 of the circular.

Our application process is outlined in Appendix 3.



## **Section 8     Priority areas for Development**

### **8.1     Reflective Practice**

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

Appendix 1 of this policy contain the AEN Provision Map. This documents are updated every academic year and reflect the presenting needs of our students at the time.

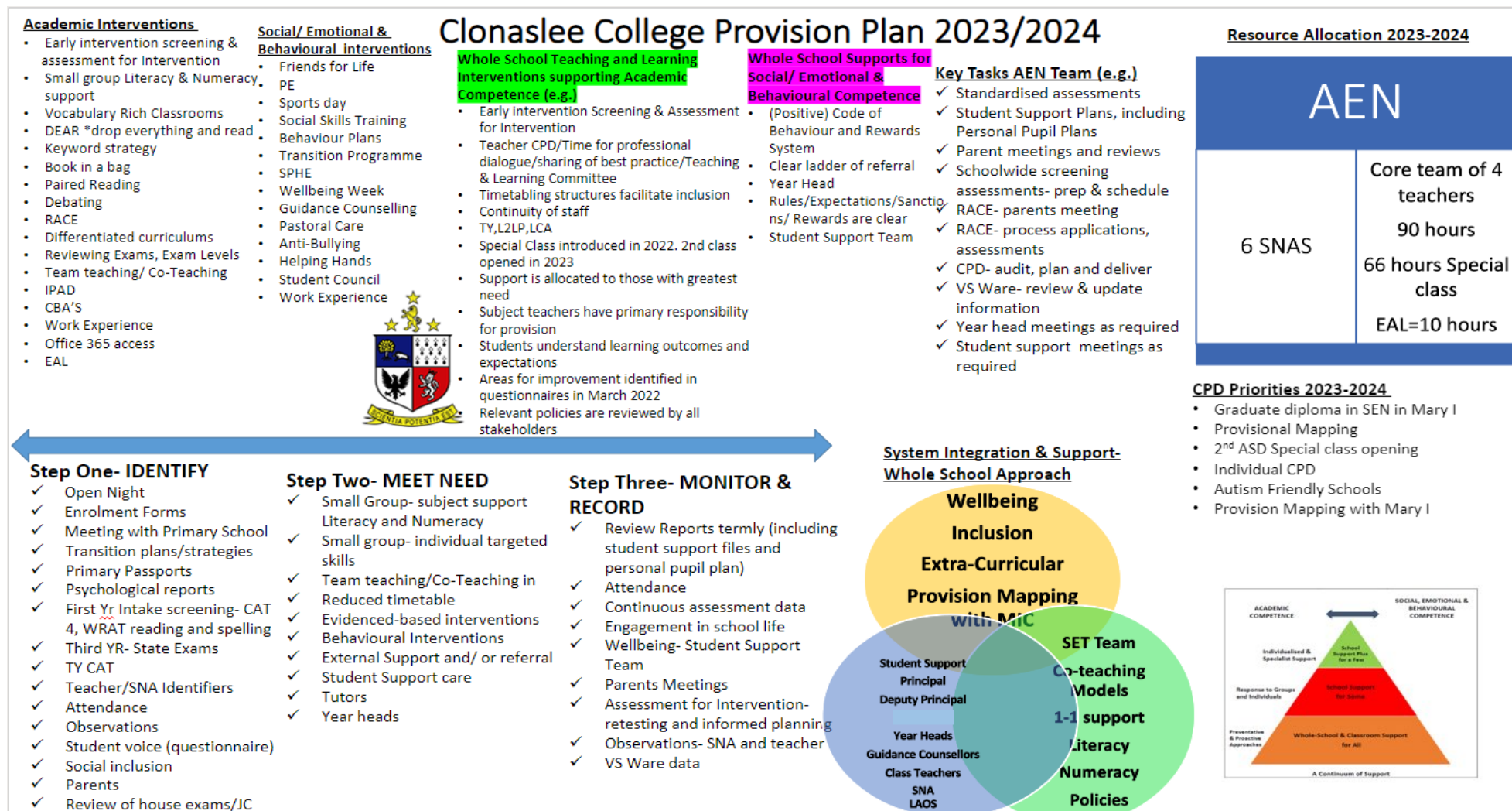
### **8.2     Continuous Professional Development**

In Clonaslee College, we use Looking at our School (2016) as a framework to identify areas for training or upskilling of staff.

### **8.3     Areas for Improvement**

To further develop our whole school approach to inclusive practice, we have identified the areas for improvement. Please refer to our School Self Evaluation documents.

## Appendix 1 Overview of Provision



### Step One- IDENTIFY

- ✓ Open Night
- ✓ Enrolment Forms
- ✓ Meeting with Primary School
- ✓ Transition plans/strategies
- ✓ Primary Passports
- ✓ Psychological reports
- ✓ First Yr Intake screening- CAT 4, WRAT reading and spelling
- ✓ Third YR- State Exams
- ✓ TY CAT
- ✓ Teacher/SNA Identifiers
- ✓ Attendance
- ✓ Observations
- ✓ Student voice (questionnaire)
- ✓ Social inclusion
- ✓ Parents
- ✓ Review of house exams/JC

### Step Two- MEET NEED

- ✓ Small Group- subject support Literacy and Numeracy
- ✓ Small group- individual targeted skills
- ✓ Team teaching/Co-Teaching in
- ✓ Reduced timetable
- ✓ Evidenced-based interventions
- ✓ Behavioural Interventions
- ✓ External Support and/ or referral
- ✓ Student Support care
- ✓ Tutors
- ✓ Year heads

### Step Three- MONITOR & RECORD

- ✓ Review Reports termly (including student support files and personal pupil plan)
- ✓ Attendance
- ✓ Continuous assessment data
- ✓ Engagement in school life
- ✓ Wellbeing- Student Support Team
- ✓ Parents Meetings
- ✓ Assessment for Intervention- retesting and informed planning
- ✓ Observations- SNA and teacher
- ✓ VS Ware data

### System Integration & Support- Whole School Approach



### Resource Allocation 2023-2024

## AEN

6 SNAS	Core team of 4 teachers 90 hours 66 hours Special class EAL=10 hours
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### CPD Priorities 2023-2024

- Graduate diploma in SEN in Mary I
- Provisional Mapping
- 2nd ASD Special class opening
- Individual CPD
- Autism Friendly Schools
- Provision Mapping with Mary I



<b>Application for Exemption from the Study of Irish Post-Primary Schools</b> <b>For completion by the parent(s)/guardian(s) on behalf of a student (or by a student who has reached 18 years of age)</b>		
<b>Name of Student</b>		
<b>Date of Birth</b>		
<b>Class</b>		
<b>Name of School</b>		
<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 (✓) the grounds for an exemption from the study of Irish in accordance with Circular 0055/2022</p>		
<b>2.2.1(a)</b>	The student is not less than 12 years of age on the day of their enrolment or re-enrolment whose education was received outside the State (for a minimum period of three consecutive years) where he/she did not have the opportunity to engage in the study of Irish.	
<b>2.2.1(b)</b>	The student's education was received outside the State (for a minimum period of three consecutive years) where he/she did not have opportunity to engage in the study of Irish and who is enrolling following the completion of the full course of primary education recognised by another state.	
<b>2.2.2</b>	The student experiences significant literacy difficulties which are an obstacle to their learning across the curriculum and which are persistent despite having had access to a differentiated approach to language and literacy learning in all subjects/across the curriculum and over time and presents with a standardised score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.	

<b>2.2.3</b>	The student experiences a high level of multiple and persistent needs, that persist despite targeted and individualised Student Support Plans to address those needs (over not less than two years) and which are a significant barrier to the student's participation and engagement in their learning and school life and who been given every reasonable opportunity to participate in the learning of Irish in mainstream classes for as long as possible and the Principal is satisfied that the granting of an exemption is in the overall best interests of the student concerned.	
<b>2.2.4(ii)</b>	The student has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school	
<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>For the purpose of this application the documentation provided will be assessed, by relevant school personnel and other professionals where necessary, to determine whether there is grounds to grant an exemption from the study of Irish. Tick the box if you wish to proceed.</p> <div style="text-align: right;"> <input data-bbox="1270 1234 1326 1290" type="checkbox"/> </div> <p>Signed: _____ Date: _____</p> <p>Signed: _____ Date: _____</p>		
<p><b><u>For school use only</u></b></p> <p><b>Date of receipt of application:</b></p> <p><b>Principal:</b> _____ <b>Date:</b> _____</p> <p><b>School roll number:</b> _____</p>		

## Appendix 4 Admission Policy

[http://clonasleecollege.ie/Content/2023/9/po55-Clonaslee\\_College\\_AP\\_2024.2025.pdf](http://clonasleecollege.ie/Content/2023/9/po55-Clonaslee_College_AP_2024.2025.pdf)