

SEN Policy

Inclusion:

The Presentation Secondary School is a Catholic All Girls Voluntary School under the Trusteeship of CEIST (Catholic Education, an Irish Schools Trust).

The school aims in the spirit of Nano Nagle's vision:

1. To ensure that students are enabled to reach their full potential - academics, spiritual, physical, social, cultural and creative - encouraging them to face life with optimism, self-confidence and an appreciation of excellence at all levels.
2. To recognise the uniqueness of each individual, we strive to develop an awareness of personal dignity and to foster mutual respect and sensitivity to the environment.

It is the policy of the school that the term "all students" includes students with additional/ special educational needs. The principal aim of the policy document is to enable these students to access, participate in and benefit from the education normally provided in the school to the fullest extent possible and to do so alongside students who do not have such difficulties, unless the nature or degree of these needs of the student is such that to do so would be inconsistent with:

- The best interests of the student as determined in accordance with any assessment carried out under the Epson Act (2004)
- The effective provision of education for students with whom the student is to be educated.

Aims:

"Every student should be taught a curriculum that is appropriate to his/her developmental level"

(Guidelines for Post-primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools 2017)

This policy applies to all students attending Presentation Kilkenny including students with special/ additional educational needs. The aims of this policy are as follows:

- "To ensure students have a positive sense of themselves as learners and a strong sense of their own efficacy and capacity to improve" (NCCA Wellbeing Guidelines 2017)
- To promote inclusivity through equality of access and participation in school
- To promote the emotional, social and physical wellbeing of students by developing self esteem, personal responsibility and the ability to live and work with others

- To provide a level and quality of education appropriate to the needs and abilities of all students in the school.
- To ensure that all students leave school with the life skills that they will need to participate in society, and to live independent and fulfilled lives
- To enable all students to belong to an educational community without prejudice and within which individual difference is celebrated.
- To develop the necessary structures and staff expertise in supporting students with special/ additional educational needs.

Legal Framework:

This policy is drafted in the context of specific provisions and definitions with regard to children with special educational needs and the statutory requirements placed on the school and the Board of Management by the following acts and curriculars:

- The Education Act 1998
- The Education Welfare Act 2000
- The Equal Status Act 2000
- The Epson Act 2004
- The Education of Persons with Special Educational Needs Act (Epson Act 2004)
- The Data Protection Acts (1988, 1998 and 2003)
- The Freedom of Education Acts (1997 and 2003)
- The European Union General Data Protection Regulation 2016
- The Framework for Junior Cycle 2015
- NCCA Junior Cycle Wellbeing Guidelines 2017
- Curricular 0014/2017
- Curricular 0015/2017

Access:

The school provides for students with a wide range of abilities and/or additional needs, and places for students with or without a special educational need are allocated in line with the whole school admissions policy.

Section 2: Supporting Students with Special Educational Needs

Revised Special Education Teaching allocation

The Department of Education provides special education teaching supports directly to schools based on their educational profiles.

This allocation is being made to allow schools to provide special education teaching support for all students who require such support in their schools.

The school will deploy resources based on each students' individual learning needs without the requirement for a diagnosis of a disability.

Special Education teaching supports provided to schools should be used solely for the support of students with identified special educational needs, including those students for whom English is an Additional Language (EAL). 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.

The decision of how the teaching resources are distributed within the school is decided on by the Senior Management team.

Model of Special Education Teaching Support

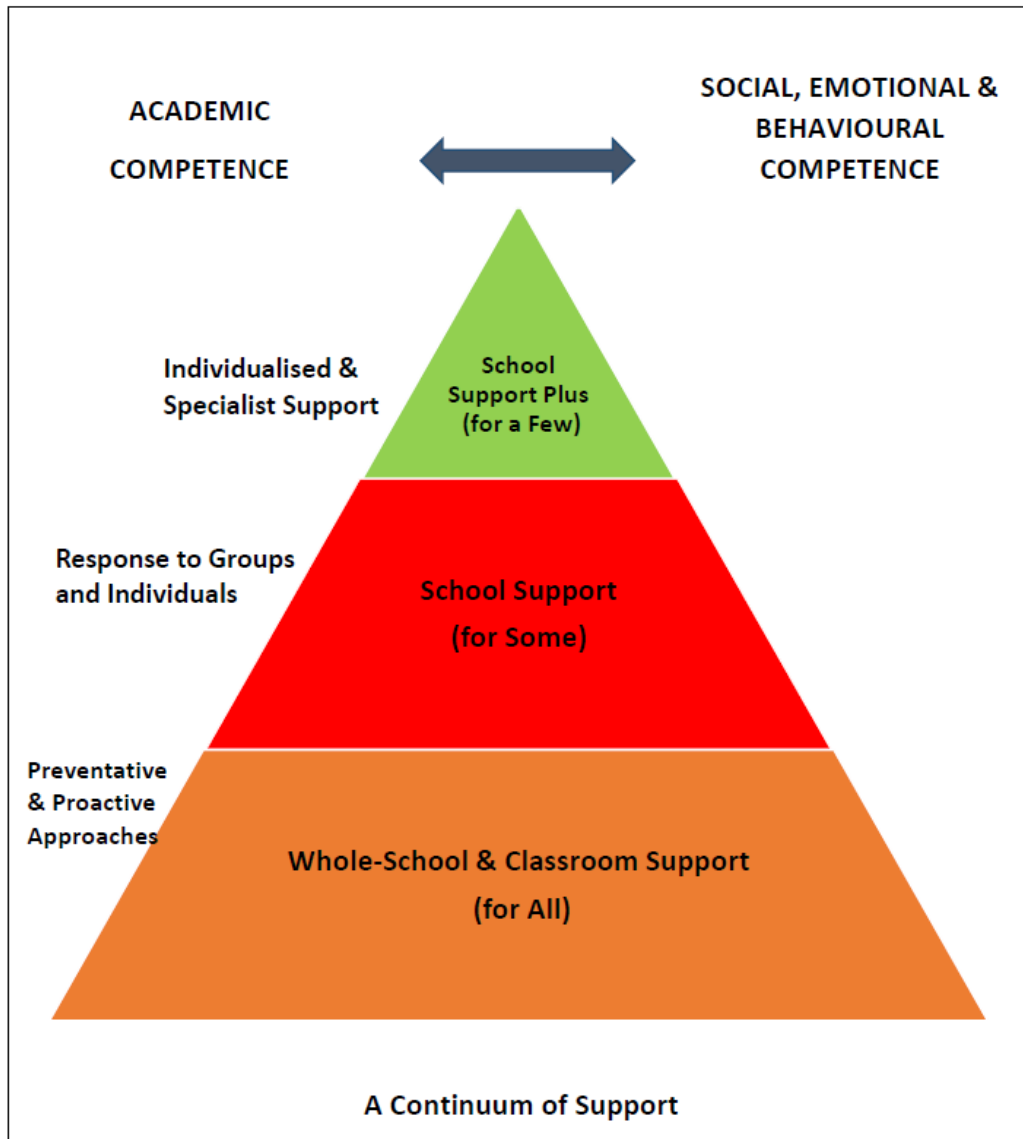
Special Education Teaching Support in Presentation Kilkenny is organised in line with the NEPs "A Continuum of Support for Post-primary Schools" (DES 2007). According to this model support is organised at three different levels:

- Support for All students
- School Support (for some students)
- School Support Plus (for a few students)

The Department has set out the Continuum of support framework to assist schools in identifying and responding to students' needs.

This framework recognises that special educational 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 educational 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.



Support for All Students:

This is a whole-school level of support available to every student. Intervention at the whole school level is intended to be proactive. It aims to support and promote positive student behaviour and learning for all. An integral part of this level of support is effective whole school screening for learning and behavioural needs, so that there is early identification of "at risk" students. Supports at this level in Presentation Kilkenny include:

Literacy Support and Interventions

- Access for all first year students to Literacy and Transition and Transfer programmes - promoting reading & writing, practical operations and coping skills.
- Drop Everything and Read, VEP programme and literacy initiatives such as book clubs.
- Paired reading programmes

Numeracy Support and Interventions

- Access for all first year students to "Numeracy" programme - promoting practical mathematical operations
- Numeracy promotions such as the Maths club and Maths work box.
- Testing at the beginning and end of the year to help determine need for support and progress

Curricular Support and Interventions

- Differentiated teaching techniques and learning activities - School wide promotion of Assessment for Learning (AFL) and active teaching methodologies
- Co-operative teaching - in class support allocated to classes to support all students in that subject where necessary.
- Assessment and monitoring of student progress at Christmas and Summer exams.
- Communication and collaboration with teaching staff regarding concerns about students' learning and/or behaviour.
- Collection and analysis of school wide screening data and transfer information, attendance and behavioural records by SEN Coordinator
- Peer academic support at lunchtime in the library. Maths Club.

Social, Emotional and Behavioural Support Interventions:

- Access for all first year students to a transition and transfer programme
- Lunchtime clubs

- School wide system of promoting and reinforcing good behaviour
- School Awards Day - promotion of Academic achievement and participation of all students in school life.
- Friends for Life - an emotional resilience and promotion of wellbeing programme. This is a targeted intervention offered to all first year pupils through SPHE programme. (Beginning Sept 2019)
- ALERT -emotional regulation skills based programme offered
- Guidance and counselling support.
- Rainbows - support programme for students who have experienced loss or bereavement. (To be confirmed)
- Pastoral care/ Student Support team - meeting weekly to support the needs of our students.
- Mentor programme (Le Cheile) - sixth year students are trained to support first year students in their transition to post primary school.
- Student council - represents the views of all students in the school.
- Transition Year, Leaving Certificate Applied and Leaving Certificate Vocational programmes at senior cycle.

School Support - Some

Support at this level is targeted at those students (around 10-20% of the school population) who do not respond to the whole school strategies sufficiently and who need more support. A range of approaches and interventions may be used, some of which may be short-term, while others may be longer term. These may include:

- A process of consultation and planned intervention with parents
- Group and/or individual plans and interventions
- Subject goals
- Accommodations to support learning and social interaction.

Support at this level in Presentation Kilkenny may include:

Literacy and Numeracy Support and Interventions:

- Access to small group Literacy or Numeracy support.

Curricular Support and Interventions:

- Academic monitoring
- Additional support at Irish or Modern language class times for students with Irish & Modern Language Exemptions
- Collaboration and communication with teaching staff about the learning needs of students.
- Students may be involved in an attendance monitoring programme.

Social, Emotional and Behavioural Support and Interventions:

- Transfer to support programme (Transition & transfer Coordinator)
- Access to small group Emotional and Behavioural/ Social skills support programme.
- Access to organised lunchtime activities.
- Liaising with student's parents to discuss progress or organise and educational assessment or CAMHS referral if necessary.
- Participation in small group ALERT programme.

School Support Plus -FEW

These students typically about 2%-5% of the school population have significant difficulties and may require intensive, individualised interventions.

Interventions at this stage are likely to include:

- Student Support Plan
- Involvement of additional professional input such as psychologists, speech and language therapists, etc
- Specialist interventions

Support at this level in Presentation Kilkenny may include:

- SNA support
- Liaising with specialist team e.g. Visiting Teacher for the Visually Impaired and Hearing Impaired, Speech Therapists, Social Workers or CAMHS team.
- Working with NEPs.
- Student may work with SEN teacher on one to one or group basis
- Individualised planning
- Reduced curriculum
- Level two Learning programme.

Identification of Pupils with Special Educational Needs

Information Gathering:

Information on incoming first years is obtained directly from the feeder primary schools or parent information. The information is treated sensitively and with the strictest confidence, however relevant information about special educational/additional needs which are significant to their ability to access the school curriculum is passed on to relevant staff members and is recorded in a special needs register in the school. Parents are requested to state on the school application form if their child has been assessed with a learning/emotional difficulty or has received Learning support/Resource hours at primary level.

- Intake screening (CAT4)
- Collection of information from primary schools, including Student Passport, Interview with Primary school teachers
- Teacher referral
- Student referral
- Parent referral
- Pastoral Care Team referral
- Consultation with outside agencies (CAMHS etc)
- Standardised tests of literacy/numeracy (NGRT) (New)
- Parental consultation (pre-transition meetings)
- Diagnostic Assessments in literacy/numeracy
- Psychoeducational Reports
- Medical Reports

Guidelines for the identification and prioritisation of students for additional support:

In line with circular 0014/2017 students are prioritised for support on the following criteria:

- Students performing below 85 in standardised tests in literacy and numeracy.
- Students who previously received support teaching from a resource or learning support teacher in Primary school and who continue to experience significant difficulties
- Students who are identified as having significant needs on the basis of school based assessment of attainment including ongoing monitoring of academic performance in house examinations and behavioural, social and emotional functioning
- Students who present with mild, or short term, educational needs, including those with speech and language difficulties, organisational, co-ordination or attention control difficulties.
- Students who present with additional needs which are set out in professional reports, for example those with Specific Learning Difficulties (Dyslexia, Dyscalculia, etc) and General learning difficulties (Mild, Borderline, Moderate, Severe)
- Students with significant and complex Special Educational Needs, for example significant behavioural, emotional, physical and sensory needs (Eg Autistic Spectrum Disorders)
- Students who have additional literacy or language learning needs, including those students who need English Additional Language Support (EAL)

The Role and Responsibilities of the Subject Teacher:

“The classroom teacher is responsible for educating all students in his or her class, including any student with a special educational need. The class teacher has primary responsibility for the progress and care of all students in his/her classroom, including students with special educational needs”
(Curricular 0014/2017)

It is important to emphasise that all teachers in the school have students with special educational needs in their classrooms and that the ordinary classroom is where education is normally provided.

Teachers have a key role in the successful inclusion of students with special educational needs. It is the teacher's responsibility to access all information that is likely to be relevant to teaching or supervising a pupil with special educational needs, to the greatest extent possible.

Teaching is differentiated, in so far as possible, in order to meet individual needs within the classroom. Differentiated instruction refers to the wide range of strategies, techniques and approaches that are used to support student learning and to help every student to realise her potential. Teachers can collaborate with the SENCO and SEN team in order to plan for appropriate differentiation.

Teachers also play a key role in the identification and referral of students to the SEN Department. They may be concerned about a student's academic progress, communication skills, or behaviour within a class, and as such may make a referral on this basis. The SEN Department will then begin a screening process, with the assistance of the Guidance Department in order to identify the particular needs of the pupil.

Teachers in the school are encouraged and supported in attending special education training courses and in-service courses, etc. In order to improve the education provided to students with special needs and to all students.

Role of Students

As well as formal identification procedures, there is also a process in place whereby students can self-refer to the SEN department if they are having difficulties in their subjects. The student's view of their strengths and weaknesses are taken into consideration in the development of their Student Support plan. Students are consulted regarding their support provision and support will only commence with parental and student consent.

It is important to note: that students play a key role in their own learning progress. In order for students to benefit most from additional supports they must engage fully with the learning process and the teacher. Students can also be involved in setting their own targets, providing information about learning style, skills and possible interventions and monitoring progress. Additional supports may be removed from those students who continuously refuse to engage with the learning process and the teacher, and the resources will be redistributed to other students with support needs.

Students also have a key role in supporting each other's learning in the classroom directly by peer support and also outside the classroom in scheduled peer support activities such as breakfast club , maths club and mentoring programme.

Duration:

The provision of Learning support is primarily targeted at students who require such support. It is school policy to review students with additional support needs at the end of each academic year. Support at Senior cycle includes

subject support and the provision of additional classes where resources are available.

Assessment:

The entrance assessment for incoming first years aims to establish their strengths and weaknesses in areas such as verbal and numerical ability. The assessment test used is the CAT4 edition.

In September all first years are given a short standardised mathematical test to establish where extra attention may need to be given. It is school policy that results of entrance tests are not given back to primary schools. Parents requesting this information are encouraged to make an individual appointment with the SEN team to discuss the students results. In order to safeguard the interests of the students it is school policy that results are not given over the phone or without proper consultation with the SEN team

Assessments carried out by the SEN team

It may be necessary to conduct further diagnostic testing for students attending learning support e.g. formal tests of reading, spelling abilities. Teachers also carry out their own informal and formal assessments of students to identify and understand their needs more accurately.

Individualised Planning:

A student support plan (SSP) is a written plan that guides a student's learning and progress. This plan states the nature of the student's learning support needs. It then sets out the learning goals to be achieved by a student over a certain time period and it lists the teaching strategies, resources and supports that are needed to help a student to reach these goals. It should be developed and reviewed by teachers in conjunction with parents, students and where necessary, with others involved in the student's learning.

The SSP states goals relating to the overall development of the student. It records that which is additional to, or different from, the differentiated curriculum that is already being taught to all students in the classroom

situation. SSPs are not, therefore a substitute for the curriculum being taught to all students in the school but may complement a student's access to the curriculum.

All teaching staff in the school have access to these SSPs. It is current policy that SSPs are written for students who access the "Support for few" under the NEPs continuum of support model. Typically, this includes students availing of one to one support for low incidence special needs (Old system)

Reasonable Accommodations in Certificate Examinations (RACE)

The State Examinations Commission (SEC) operates the Reasonable Accommodation in Certificate Examinations (RACE) scheme.

The scheme facilitates access to the certificate examinations by candidates who would have difficulty in accessing the examination or communicating what they know to an examiner because of a physical, visual, hearing and/or learning difficulty.

The scheme assists candidates who have special educational needs to demonstrate what they know in certificate examinations, without compromising the integrity of the assessment. These needs may include learning difficulties as well as permanent or temporary physical, visual, hearing, medical, sensory, emotional, behavioural or other conditions.

Examples of exam accommodations may include some of the following:

- Use of a word processor
- Use of a recording device
- Access to a scribe
- Extra time
- Spelling and grammar waiver
- Access to an individual reader
- Access to a reading assistant
- Use of an exam reading pen
- Use of personal stereos
- Access to a special centre
- Access to modified exams

Key considerations for RACE Applications:

- RACE applications will be made by the SEN department on behalf of candidates whose special educational needs have already been identified and who have been provided with appropriate learning interventions on an on-going basis as part of a continuum of support in the school.
- RACE applications are made on the basis of the current support needs of the student. Eligibility for reading and writing accommodations are based on the results of standardised testing administered by SEN personnel.
- An application to re-activate supports is submitted for the Leaving Certificate examinations. The supports provided at Junior cycle will be provided at Leaving Certificate subject to confirmation by the school authority of an identified and continuing need.
- Applications for the Junior Cycle examinations are submitted in third year.
- Further information and eligibility criteria are available from:
<http://www.examinations.ie/>.

Reasonable Accommodations in In-House Christmas/Summer Exams:

Every effort is made to provide the necessary supports for students in these exams. However the support available is contingent on the resources available at the time.

Exemption from the study of Irish:

Certain students with special educational needs may be exempted from the study of Irish. Details are available in the DES Circular 12/96. Students with officially granted exemptions are allowed to give up Irish in Presentation Kilkenny. Students with an Irish exemption can also choose to remain in Irish class and study the language.

Confidentiality:

Access to Information:

Records kept on all students include entrance tests, NCCA Primary school Passports, 6th class interview information, medical information and parental reports. The information kept on pupils attending with additional needs include psychological reports and any other relevant professional reports.

Psychological Reports:

In the interest of security and strict confidentiality these reports are stored in a locked filing cabinet in the SEN office. It is current policy to transfer the relevant information from the psychological reports to the SSP and store this information on _____. This information can only be accessed by teachers. Sensitive information is handled appropriately in consultation with parents' wishes.

Special Educational Register:

A list of all students with psychological report or special needs is stored for teachers on _____. There is information on additional support needs stated on each student's individual profile.

Roles, Responsibilities and resources:

Description of the roles of key personnel with regard to learning support.

The Principal and Senior management team:

- Allocation of resource hours to teachers and allocation of resource budget
- Regular scheduled meetings with the SEN department.

General responsibilities within the Special Educational Needs Department

- Profiling and assessing of referred students
- Developing SSPs for all students with SEN in consultation with parents, student, SEN team and teachers.
- Programming for all students with SEN in terms of long and short term needs: academic, social, behavioural and emotional
- Providing students with cross-curricular support
- Evaluation of SSPs and programmes of work.

The SEN Core Coordination Team

Reasonable Accommodations for Examinations and Classrooms

- Organisation of RACE (State and In-house examinations)- consultation with parents and relevant staff members.
- Assessment of third year group (Spelling Assessment for all third year students, with a follow up word reading assessment if necessary)
- Assistive technology applications

Provision of Support:

- Coordination of the allocation of support hours to students
- Organisation of teacher timetables for support classes, or team-teaching
- Coordination of Irish Exemptions (M10/94)
- JCT - support in planning and preparation
- Coordination with School Attendance Support personnel (School refusal, NEWB)
- Liaising with teachers of the Literacy and Numeracy strategy groups in the school

Identification and Assessment of Need

- Yearly meetings on incoming first years with 6th class and SEN teachers from feeder primary schools.
- Collation of psychological reports and documentation on students in a secure and confidential area

- Coordination of agreed testing for incoming first years during the Entrance Assessment
- Entrance Exam analysis
- Coordination of the purchase of test materials and resources for the SEN team.
- Organisation of private and NEPs assessments for students
- Referrals where appropriate to external support agencies for example Jigsaw, CAMHs etc
- Review of 1st to 6th year Christmas and summer tests to monitor students most at risk of academic failure. Students can then be identified as having potential support needs. Results are given to Year heads and school management.

Staff Training and Development:

- Dissemination of SEN information to all staff at beginning of the school year and regular updates as needs arise
- Register of all pupils with SEN available to all staff
- Staff induction
- Organisation of staff in services and training in relation to Special Educational Needs
- Ongoing support and advice to school management, year heads, tutors and teachers regarding the progress and difficulties of students with special needs. Attendance at meetings with parents if required.

Communication and Advocacy:

- Coordination of regular SEN teams meetings and collaborative work with school management, parents, colleagues about individual special priority cases.
- Coordination of contact with school psychologist
- Collaboration with guidance and management team on the class placements of students in first year in particular with regard to students with SEN
- Liaising with parents of incoming first years with special needs and primary schools regards accommodation and support at second level
- Attendance at the weekly Pastoral Care team meetings

- Referrals from staff, pastoral care team about students and follow up with students and parents.
- Collaboration with the relevant teams in the school to help implement best practice for inclusion of students with SEN
- Attendance at first year parents' night - a short talk and leaflet given to the parents on the night to outline how learning support works in the school.
- Regular consultation and collaboration with school management regarding the allocation of hours and resources to the SEN Department.

Special Needs Assistants:

- Management of SNA provision
- Bi-weekly meetings with the SNA team to discuss and monitor student progress. (Suggestion)

The Role of the Class Teacher

It is the responsibility of the classroom teacher to ensure that each pupil is taught in a stimulating and supportive classroom environment where all pupils feel equal and valued. The teacher will have access to all information that is likely to be relevant to teaching or supervising a pupil with special educational needs. The classroom teacher also has a central role in identifying and responding to pupils with additional needs. These responses will be informed and assisted by collaboration with colleagues, parents/guardians and others such as the school's NEPs psychologist and the local SENO. The classroom teacher will also make specific accommodations for a pupil within the class as a result of concerns about a pupil's progress, application, communication, behaviour or interaction with peers.

The Role of the Special Needs Assistant:

The following information regarding the role of the SNA is taken from Circular 0030/2014

(<https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl00302014.pdf>)

- **Background to the SNA Scheme**

The SNA scheme is designed to provide schools with additional adult support staff who can assist children with special educational needs who also have additional and significant care needs. The purpose of the SNA scheme is to provide for the significant additional care needs which some pupils with special educational needs may have.

SNA support will be provided to post primary schools when required. In general, only pupils with chronic and serious care needs will be allocated SNA support in post primary schools. It should not be assumed that all children who have special educational needs or who have been diagnosed as having a disability, require access to SNA support.

- **Emphasis on Developing Independent Living Skills**

A key aspiration for pupils with special educational needs is that they will, on completion of their school based education, be able to graduate as young independent adults in so far as is possible. There is a need to balance the support provided in schools with each pupil's right to acquire personal independence skills. As such, in order to give those pupils every opportunity possible to develop independent living skills, the assistive SNA support which is given to the pupil should always be at a minimum level required to meet the care needs of the pupil.

A key factor in the development of these independent living skills will be the effective communication and collaboration between parents, teachers and the SNA. We aim to foster these relationships and to cultivate the collaborative atmosphere essential for the progress and development of the student.

- **The Role of the SNA**

Once allocated to schools , SNAs are important and valued members of the school and may therefore also assist other children in the school, who from time to time need assistance, or who have intermittent care needs, but who may not have been assessed as requiring SNA support on a permanent basis. SNA duties are assigned at the discretion of the Principal, or another person acting on behalf of the Principal, and/or the Board of Management of a school or VEC in accordance with Circular 0071/2011.

Their role is not to act as a constant personal assistant to individual children, who need to be able to develop independent living skills and to associate independently with their classmates. Neither is the role of and SNA to act as an alternative teacher for children with special educational needs, who are required to be taught by the class teacher with additional support from resource/ learning support teachers in schools.

- **Level and Duration of SNA Support**

Pupils will access the support of an SNA based upon their level of need, which can range from a requirement for brief periods during the day to most of the school day in some instances.

In deciding the level and extent of access to SNA support which should be provided to a child, the best interests of the child should be the paramount consideration. As far as practicable, the views of a child capable of forming his/her own views should be obtained and given due weight, having regard to the age and maturity of the child. The views of the child where possible, should therefore be taken into account in reviewing the extent of access to SNA support required.

It is neither appropriate nor beneficial for a child to have permanent allocation of SNA support which would follow them throughout their school career without

recourse to a consideration of changing needs. This could impede that child's development of independent living skills, interaction with peers, or stigmatise the child through association with a permanent allocation of adult support, at a point of their development where this support may no longer be required.

- **Guidelines for Special Needs Assistants in Presentation Kilkenny**

1. The Special needs assistant is to be known by his/her first name with both students and teachers.
2. Confidentiality is required in relation to all matters that arise within the classroom.
3. This also pertains to the whole school environment, with particular reference to students, teachers and parents. Any relevant and specific information the SNA may have can be communicated to the school principal.
4. The class teacher is responsible for the teaching, direction and management of all activities in the classroom. Any request for information regarding a student's progress or behaviour must be referred to the class teacher.
5. If the student to whom the SNA is assigned does not require assistance at that time, the teacher/ Principal will determine what the SNA can help with and show how this is to be done.
6. Judgement of student progress and quality of student work is the sole responsibility of the class teacher, as is the implementation of classroom discipline.
7. The student with special needs should be encouraged to complete tasks independently at all times.
8. The SNA should have access to any relevant staff training and attend that portion of any staff meeting pertaining to his/her role as determined by the Principal.
9. If an SNA has a query or wishes to communicate relevant information and does not wish to do so through the class teacher, s/he can raise this with the Principal.

10. In cases of misbehaviour involving his/her own students, the SNA must inform the class teacher who will then deal with the matter. If the incident occurs outside the classroom and involves another student, s/he may intervene and request the pupil involved go to the Principal's office. The matter may be referred to the teacher on duty.

School Trips

Teachers will make themselves aware of any special requirements of their students before planning a trip. These requirements may be physical (i.e. physical disabilities, health) or otherwise (e.g. unable to travel unaccompanied on buses, public transport, social anxiety, etc.)

- If there are students in the group who have extra needs it is imperative that these are catered for in the planning of the outing.
- If there are students present on the trip with physical disabilities it is necessary to ensure that the destination is suitable for the pupil's needs. It is not appropriate to exclude any pupil from an outing due to their additional needs.
- Teachers will ensure that any pupils with additional needs have the school phone number or school mobile phone number stored in their phones, as they may need to contact reception if they are lost.

Parental Engagement:

Parental engagement is a critical factor in ensuring both the academic success and successful participation in all aspects of school life for all students, but in particular for those students with a Special Educational Need. A key aim of the

Special Educational needs team is to provide as many opportunities as possible "to engage with parents and to build a collaborative approach to identifying and responding to the needs of students with special educational needs" (DES, 2017).

Outlined below are our current practices in the promotion of parental engagement:

Transition to Post Primary:

- Enrolment Form (Parents are asked to inform the school of their daughter's additional support needs prior to enrolment so that provision can be made for them)
- SEN team liaise with Transition and Transfer Coordinator and support her in her role.
- A member of the SEN team accompanies the Guidance Counsellor to the feeder schools to gather information.

Identification of Needs

- Parents are contacted following the Entrance Examination Screening test and further testing in September if any concerns are raised by low performance scores (standard score below 85)
- If a student's needs merit further investigation or referral to outside agencies (educational psychologist, occupational therapist, CAMHS, etc.) parents are supported and provided with detailed information on possible referral routes.
- Parents are encouraged to contact the SEN Department and the school, if concerns arise at any stage in their daughter's academic journey through Presentation Kilkenny.

Provision of Support (Additional Support Needs- Literacy, Numeracy, Curricular support)

- The SEN department maintain regular, informal contact with parents regarding the progress of their child. Parents are encouraged to share any relevant information and to contact the department if they have any concerns regarding their child's progress.

Provision of Support (Complex Needs)

- The parents of students with the most complex needs are in regular contact with members of the SEN team including the SNAs. The parents are asked to support and assist the student in terms of helping her and checking the work at home, to oversee the preparations for school to ensure that the girls are organised, bring the right books, etc. and come to school on time.

Special Educational Needs Organisers (SENO)

- Presentation Kilkenny is assigned a SENO by the NCSE. SENOs provide a direct service to the parents of children with special educational needs. Each SENO has responsibility for a list of schools (primary, Post-primary and special schools), within the particular area they serve. At present, SENOs 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. A key role of the SENO is to identify the level of resources that may be sanctioned for a school to support a particular student with special educational needs and what kinds of supports the student needs to benefit from school. In doing this, SENOs must take into account professional reports and recommendations in relation to the student. They must also operate within the policies set down on these matters by the Department of Education and Skills. **SENOs have a role in supporting and advising parents of children with special educational needs.**
- Contact details are available on the NCSE website (www.ncse.ie), and the SENO can be contacted by email or phone.

Section 4: External Agencies

As the needs of some students span both the health and education services, the SEN Department liaises with the following agencies, as they play an important role in the assessment, diagnosis, intervention and review for students with complex educational needs.

- NCSE/ NBSS
- SESS
- HSE - Social workers/ Case referrals
- CAMHS - Child and Adolescent Mental Health Service
- NEWB - National Educational Welfare Board
- Occupational Therapists
- Speech and Language Therapists
- Enable Ireland
- National Learning Network

National Educational Psychological Service (NEPS)

The SEN Department is in regular contact with a range of external bodies such as the National Educational Psychological Service (NEPS) psychologist whose support is almost exclusively aimed at students with special needs.

The Psychologist supports these students:

- When the school applies for additional resources for them
- By offering advice to students and to their parents as well as to teachers
- By counselling students
- By supporting and giving guidance and to their parents as well as to teachers
- By supporting and giving guidance on good professional conduct within the Special Education Needs Department
- By carrying out psychological assessments
- Parents may choose to have their child privately assessed

Section 5:

Grievance Procedure

Parents/ Students who are concerned and who wish to discuss or make suggestions about any aspect of educational provision should approach the relevant teacher, tutor, yearhead or a member of the Special Educational Needs Department. If necessary, an issue can be dealt with by the Principal, Deputy Principal or Board of Management.

Ratification:

The Presentation Kilkenny Whole School Policy on supporting Pupils with Additional Educational Needs was ratified by the Board of Management at its meeting on _____ .

Review/ Evaluation

A review of this policy will take place on a regular basis and may include feedback from pupils, staff, parents and representatives from the BOM. It is our intention, as part of the submission of the End of Year report to the Board of Management, to use the self-reflective questionnaire "Better Services, Better Outcomes for Students with Special Educational Needs" (Guidelines for Post Primary Schools Supporting Students with Special Educational Needs, Appendix 6)

This policy was adopted by the Board of Management of Presentation Kilkenny on:

Signed: _____

Date: _____



PRESENTATION
SECONDARY SCHOOL
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