

Whole School Inclusion Policy



St Aidan's Comprehensive School

Approved: _____

Chairperson Board of Management

Date: _____

Contents

	Pages
Cover	1
Contents	2
Policy	3-25 Total 25 (Including cover, contents & appendices list)

Appendices

1. Mission Statement, Ethos and Aims of the School
- 2 SEN Referral form
- 3 Circular CLM 10/94/96-Exemption from Irish
4. Admissions Policy
5. Anti-Bullying Policy
6. Assessment Policy
7. Code of Behaviour
8. Child Protection
9. Induction Programme for incoming 1st years
- 10 Cultural Diversity Policy
11. Student Support Policy
12. SPHE Policy
- 13 Terminology
- 14 Circular CLM 02/05

Whole School Inclusion Policy

This policy document aims to outline the form that additional educational support for students with Special Educational Needs (SEN) takes in our school and the philosophy which underpins it. It is written in the context of The Education Act (1998) and takes cognisance of The Equal Status Act (2000), The Equality Act (2004), The Education Welfare Act (2000), The Data Protection Acts (1988, 1998 and 2003 GDPR 2018)) and The Education for Persons with Special Educational Needs Act (2004). Two further publications have informed the content of this policy-“Inclusion of Students with Special Educational Needs-Post Primary Guidelines (Department of Education & Science (DES) Inspectorate: 2007) and “Exceptionally Able Students- Draft Guidelines for Teachers” (NCCA: 2007).

The policy is a revision of the existing policy and is a ‘work in progress’ involving a consultative process with staff, students, parents and Board of Management.

Our school aim is to provide an education, which will prepare students for the opportunities, responsibilities and experiences of life; promote an active partnership between the school, the home and the community. (*Appendix 1*)

Rationale

St Aidan's is an inclusive educational establishment embracing equal opportunities for all .The school strives to promote the holistic development of each student. The aim of this Inclusion Policy is to enable students who require support for their learning to enjoy equal access to the curriculum as far as is reasonably possible. The promotion of self-esteem is an integral part of the students learning experience. The Special Educational Needs Coordinator should have been appraised of any specific learning, emotional and disciplinary challenges of any applicant and may have, if deemed necessary, requested further information including educational, psychological and medical reports. Special Educational Needs Coordinator will have established the status of Irish Exemptions in accordance with CL M 10/94. (*Appendix 3*)

MISSION STATEMENT

St. Aidan's Comprehensive School is a community based on respect involving the Board of Management, school management, teachers, non-teaching staff, parents/guardians, students and the local community. We endeavour to foster a spirit of co-operation, equality and respect for all.

St. Aidan's Comprehensive School is dedicated to promoting, in cooperation with parents and guardians, the religious, spiritual, moral, academic, aesthetic, cultural, physical, emotional and social development of all the students committed to its care.

The principal means of achieving this aim is through the collaborative participation of students and staff in both curricular and extra-curricular programmes/activities, having regard to each individual's unique set of needs and aspirations. Students are encouraged to achieve the highest academic standards based on their own individual abilities. While the school understands its responsibility for academic achievement and examination results, it seeks to develop in all its students the skills, attitudes and sensibilities that will enable them to contribute fully to society.

Our school aim is to provide an education, which will prepare students for the opportunities, responsibilities and experiences of life; promote an active partnership between the school, the home and the community.

Definitions:

- **Students with particular educational needs are those who are restricted from participating in and benefiting from education because 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).**
- **Exceptionally able students are those understood to require opportunities for enrichment and extension that go beyond those provided for in the general cohort of students.**

Access to Support Teaching:

A student may be selected for Support Teaching in our school in the following circumstances:

- A student who has had an educational psychological assessment which recommends Learning Support.
- A student who has a Specific Learning Difficulty (SLD) or a General Learning Difficulty (GLD).
- A student who has a language exemption and/or a reduced timetable.
- A student identified by a subject teacher / teachers as having difficulty with one or more of their subjects will complete an SEN referral form. (Appendix 2)
- A student with emotional or behavioral difficulties may be given links to relevant support both school based and external agencies as is appropriate.
- A student with physical difficulties.
- A student with English as an Additional Language (EAL) needs.
- A student identified as Exceptionally Able through a full educational psychological assessment.
- Students who were previously in receipt of supplementary teaching from a learning support teacher and who continue to experience significant learning difficulties.
- Students who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES, 2010).
- Students with mild or transient educational needs and students who have specific learning disabilities.
- Priority will be given to students who have the most need as identified under the guidance of the National Council for Special Education (NCSE)

Priority will also be given to students whose achievement is at or below the tenth percentile on standardised tests of reading or mathematics according

to Circular 02/05 DES. (Appendix 14) These students fall within the general allocation laid down by the NCSE.

PROVISION OF SUPPORT

Students with Special Educational Needs

Students with Special Educational Needs given the necessary resources will be provided for according to the National Education Psychological Services (NEPS) continuum of support model.

The continuum of support encompasses a graduated solution orientated framework of assessment and intervention in schools, comprised of three distinct school based processes which are summarised below:

1. Support for all is a process of prevention, effective mainstream teaching and early identification. These systems are available to all students and effectively meet the needs of most students.
2. School Support (for some) is an assessment and intervention process which is directed to some students, or groups of students who require some additional input. (High incidence) e.g. Autism, Emotional Disturbance, Physical Disabilities etc.

This support will be provided by a combination of in-class support and withdrawal.

3. School support plus (for few) applies to those students whose needs are enduring and/or severe and complex and whose progress is considered inadequate despite previous intervention.

This support will be provided by a combination of in-class support and withdrawal.

Exceptionally Able Students

The Report of the Special Education Review Committee (SERC 1993) defines students who are exceptionally gifted or talented as those who have demonstrated their capacity to achieve high performance in one or more of the following areas:

- General intellectual ability
- Specific academic aptitude

- Creative or productive thinking
- Leadership ability
- Visual and performing arts
- Mechanical aptitude
- Psychomotor ability (e.g. athletics, gymnastics)

These students are provided for using strategies such as:

Differentiated teaching,
 Project based learning,
 Access to activities that enrich and extend them,
 Accelerated learning,
 Co-curricular activities,
 Use of information and communication technology,
 Co-operative learning and
 Supplementary reading on selected topics.
 Hearing Impaired class.

HEARING IMPAIRED CLASS

St Aidan's Comprehensive makes provision for children with hearing disability circ.

Special education (02/05), section II

"Such students have a hearing disability that is so serious to impair significantly their capacity to hear and understand human speech, thus preventing them from participating fully in classroom interaction and from benefitting adequately from school instruction" (This category is not intended to include students with mild hearing loss.)

To gain admission to this class in St Aidan's hearing impairment must be the student's pre-dominant barrier to accessing the curriculum. The maximum number of places available in this class is 6.

An Admissions committee comprised of the Visiting teacher for the Deaf, the SEN co-ordinator, the Hearing Impaired class co-ordinator, and external Board of Management representative and the Principal shall consider all valid applications.

Decisions of the committee will be informed by Circular SP ED 02/05 (Appendix 14) and the school admissions policy. (Appendix 4)

St Aidan's is an organisation committed to equality of opportunity, working to remove bias, prejudice, stereotyping and discrimination.

Once a place has been provided to a student, the visiting teacher for the deaf, the SEN co-ordinator and the parents will meet and discuss the needs of the students.

The NS passport, incoming tests and any other relevant reports will also be received at this time.

From these meetings, a plan will be developed that best meets the needs of the student. Plans will be reviewed on an ongoing basis

Roles:

The following have responsibility for managing the school response for students with Special Educational Needs.

Board of Management:

- Oversees the development, implementation and review of a Whole School Inclusion Policy.
- Enables a periodic review of the range of curriculum provision within the school.
- Provides resources for the professional development of staff in supporting students with special educational needs.
- Ensures adequate accommodation and resources.
- Provides a secure facility for the storage of records.
- Ensures that the rights of parents as prescribed in legislation are upheld in the school.

Principal:

Has overall responsibility for ensuring that the special educational needs of students are met.

- Works with the Board, Staff and Parents/ Guardians in the development of Whole School Inclusion.
- Ensures that mainstream teachers are aware of their responsibilities in relation to the education of students with special needs.

- Monitors implementation of learning support programmes and selection of students for learning support.
 - Consults and liaises with outside bodies and agencies.
 - Provides for in-service for staff.
 - Promotes the involvement of parents of students with special educational needs.
 - Is a member of the Student Support Team and attends a weekly timetabled meeting as part of that team

The following work on a day-to-day basis with students with Special Educational Needs:

Special Educational Needs (SEN) Co-ordinator:

- Co-ordinates the work of the SEN team.
- Is a member of the Student Support Team and attend a weekly timetabled meeting as part of that team.
- Co-ordinates Individual Learning Plans (ILP's) / Group Learning Plans (GLP's)/Student Support Plans (SSP) and Student Support Files (SSF) for students with Special Educational Needs in consultation with parents, student, SEN team and teachers.
- Liaises with guidance counsellor(s) and other staff members in relation to the selection and implementation of tests and other means for assessing students' achievement and progress.
- Co-ordinates the gathering of information for SSPs for students with special educational needs from assessment reports by outside professionals and in-school assessment.
- Co-ordinates Reasonable Accommodations at Examinations in consultation with the Guidance and Counselling Department.
- Makes application to the National Council for Special Education (NCSE) Assistive Technology for incoming students with special needs.
- Organises for the purchasing of resources for the SEN department.
- Facilitates communication with the general staff on SEN issues.
- Provides advice to subject teachers as required.

- Communicates with parents/guardians if it is deemed that their child is in need of Support Teaching.
- Meets and advises parents as required.
- Liaises with the feeder primary schools and gathers information about the learning needs of students with SEN

Support Teacher:

- Works with the SEN Coordinator and teachers.
- Prepares Student Support Plans (SSPs)
- Supports the literacy and numerical needs of students.
- May be involved in co-operative teaching in mainstream classes with mainstream teachers.
- May withdraw students for additional classes in particular subjects.
- Provides specific support for students with special educational needs in social skills etc.
- Assists the SEN Coordinator in the gathering of information for ILP's or GLP's for students with special educational needs from assessment reports by outside professionals and in-school assessment.
- Prepare the SSF and SSP for the students in their care and identifies priority learning needs.
- Is involved in the administration of standardised and diagnostic tests.
- Advises on Reasonable Accommodations in the Certificate Examinations.

Guidance Counsellor:

- Administers diagnostic assessment tests to incoming 1st Year students.
- Counsels in personal, educational and career development.
- Provides career information management.
- Consults with the SEN team, staff and parents.
- Provides referrals to other professionals and agencies.
- Is a member of the Student Support Team and attend a weekly timetabled meeting as part of that team
-

Chaplain

- Provides counselling support to all students
- Specifically works with 1st, 2nd, 3rd year students, meeting all of the year groups.
- Provides counselling support to SEN team.
- Is a member of the Student Support Team and attends a weekly timetabled meeting as part of that team.
- Provides referrals to other professionals and agencies.

Subject Teacher:

- Has primary responsibility for the progress of all students in his/ her class.
- Collaborates with the SEN Coordinator and/or LS teacher in identifying students who may have general or specific learning difficulties.
- Attempts, as far as possible, to differentiate the curriculum appropriately to meet the needs of all students, e.g. setting objectives at appropriate levels, modifying presentations, questioning appropriately.
- Targets sets for individual students
- Provides learning activities and materials that will enable success.
- May be involved in providing Curricular Support to students identified in the identification procedures outlined in Section 6 of this policy.
- Work with co-teacher to support students with additional learning needs in the classroom

Special Needs Assistant (SNA):

- Special Needs Assistants make a valuable contribution to the capacity of the school to provide inclusive education for students with Special Educational Needs. The duties of the SNA are assigned by the Principal acting on behalf of the Board of Management and are outlined in Circular SNA 12/05.
- When the SNA is engaged in assisting a student or a group of students in relation to a particular learning task, this should always take place in accordance with the directions of the teacher who has assigned the task.

- An SNA is expected to treat all matters relating to school business and their work in the school as strictly confidential.

-

Parents/Guardians:

- St Aidan's Comprehensive recognises the right of parents / guardians of students with Special Educational Needs to be involved in and consulted about the programme of education available to their child.
- Parents are encouraged to actively communicate with the school if they observe any learning or related difficulties at home.
- In all cases where screening, assessment and profiling are conducted, parents are consulted and their permission sought.
- When an Individual or Group Learning Plan is being developed, parents will be consulted.

Student:

- An SSP is student-centred.
- A student for whom a SSP is being developed is consulted as an essential part of the development process.
- Students are encouraged to approach the SEN Coordinator if they have concerns about their learning.
- Students are encouraged to contribute to the learning targets as set out in a SSP.

Identification Procedures for identifying students with SEN.

(a) Parents may indicate on the student information form on enrolling in the school of special needs that were identified in Primary school. The Principal meets parents on open and enrolment evening where they are asked to provide information regarding any special educational needs e.g. access to SNA, Learning Support, Psychological Assessment, Physical / Emotional issues etc.

(b) The Learning Support Coordinator and the Guidance Counsellor consult with Primary teachers when visiting feeder Primary schools in the spring.

(c) A class teacher, tutor and /or Year Head can refer any student they are concerned about to the Student Support Team (SEN and Guidance Departments). Referral forms are available on the stand in the staff room, and on the Teacher drive on the server. (Appendix 2)

When a parent notifies the Principal/ Year Head/ Tutor or Subject Teacher that a student is not benefiting from the regular education programme provided by the school, the Principal/ Year Head/ Tutor/ Subject Teacher initiates a process of formal and informal assessment to be conducted by the SEN team.

Informal assessment may involve all or some of the following:

- Observations from mainstream teachers.
- Consultations with parents.
- Meeting with student.

Formal assessment may involve some or all of the following:

- Review of entrance tests.
- Review of in-house exams and reports.
- Standardised assessment.
- Behavioural record if appropriate.
- Consultation with Guidance Counsellors.
- Referral to outside agency/ agencies.

Following this profiling stage, decisions are made as to the appropriate support warranted:

- There is no need for further action.
- There is a need for monitoring and support in a mainstream setting.
- Purposeful withdrawal is desirable.
- It may be decided that further investigation is required and parents will be advised in relation to assessments.

When a student is identified with Special Educational Needs:

(a) Once a student is referred to the SEN department a Student Support File will be opened.

- (b) In a situation where a student is identified as needing additional support, A Student Support Plan is drawn up in consultation with stakeholders. Priority learning needs are identified and a time frame for the attainment of targets is included. Targets are set for each priority learning need and strategies and resources required are identified. An ILP or GLP is a working document and may change according to needs, resources and/or other unforeseen circumstances.
- (c) A SSP is developed and reviewed periodically. This review may take into account the perspectives of both parents and staff.
- (d) All records pertaining to the student will be retained on the student support file (SSF).

Organisation of Class Groups:

In First Year, classes are mixed ability. In Second and Third Year, classes are banded for Irish and Maths. Transition Year is mixed ability. Senior Cycle operates a mixed ability for all subjects with the exception of Irish, English and Maths, except where specific needs arise.

Organisation of Support:

Currently, we have a mixed model of Support in operation:

- Co Teaching.
- Small Group Withdrawal.
- Individual Withdrawal

Students may be on a reduced timetable with the agreement of the student and parents/guardians.

Other Issues:

(a) Withdrawals:

The SEN Department may withdraw students from subjects in consultation with the respective teachers and with parents. In some cases, a student with SEN may be on reduced timetables to facilitate their individual needs.

(b) Irish Exemptions

All students must study Irish.

It is acknowledged that, despite support and access to targeted intervention over time from a schools SET team at primary and/or post-primary level there may be exceptional circumstances in which a student continues to struggle to make adequate progress in acquiring English. Some students will already hold a Certificate of Exemption when transferring to post-primary school. However, there may be other students whose exceptional needs are identified at post-primary level.

Irish exemptions will only be granted in line with the aims of circular 0052/2019.

Exempting a student from the study of Irish is an important decision that should be considered only in exceptional circumstances as it has implications for a student's future learning. The decision to exempt a student from the study of Irish also needs to be considered in the context of the school's own policy, if any, on exemption from the study of Irish. Parents or guardians may request the exemption from the study of Irish process to be initiated. Where a student has reached the age of 18 years, he/she may also initiate the application process.

Once it is clear that the parents/ guardians / student intends to apply for a Certificate of Exemption, the principal should ensure that each step of the process, including all necessary documentation, is clearly explained.

The grounds for making an application for exemption from the study of Irish

Section 2.2 of Circular 0053/2019 sets out the exceptional circumstances in which consideration may be given to granting a student an exemption from the study of Irish:

- student whose education up to 12 years of age (or up to the final year of their primary education) was received outside of the state and where they did not have opportunity to engage in the study of Irish.
- Students who were previously enrolled as recognised students in a primary or post-primary school who are being re-enrolled after a period spent abroad, provided that at least three consecutive year have elapsed since the previous enrolment in the State and are at least 12 years of age on re-enrolment
- Students who

- Present with significant learning difficulties that are persistent, despite having had access to a differentiated approach to language and literacy learning in both Irish and English over time. Documentary evidence to this effect, held by the school should include Student Support Plans detailing
 - Regular reviews of learning needs as part of an ongoing cycle of assessment
 - Target – setting
 - Evident-informed intervention and review, including test scores (word reading, reading comprehension, spelling, other scores of language/literacy) at key points review.

and

- At the time of the application for exemption present with a Standardised Score on a discrete test in either Word Reading, Reading Comprehension or Spelling at / below the 10th percentile.

In the case of each of the exceptional circumstances set out above and in Section 2.2 of the Circular, the parents/guardians, on behalf of the student, or the student where he/she has reached 18 years, must make a formal written application to the school for a Certificate of Exemption from the study of Irish. In reaching a decision on whether to grant or refuse an exemption, the principal will, as relevant, consult with the parents/guardians and the student on whose behalf the application is being made, or the student where he/she is the applicant, and relevant school personnel and satisfy himself/herself that all key evidence has been accessed.

The school principal, on behalf of the school’s board of management, processes application received by the school for a certificate of Exemption from the study of Irish. The formal written application submitted by the parents/ guardians/student must indicate the exceptional circumstance that forms the basis for the application accordance with sub-paragraphs 2.2a or 2.2c of Circular 0053/2019.

In considering the application the principal will:

- Ensure that the date of receipt of the application by the school is recorded on the form.
- Acknowledge receipt of the application for exemption from the study of Irish in writing.
- Discuss the written application with the parents/guardians/student and confirm the sub-paragraph on which the application is based (2.2a, 2.2b and 2.2c) as soon as practicable following receipt of a written application.
- Advise the parents/guardians/student of the next steps in processing the application.
- Inform the parents/guardians/student regarding any implication of an exemption from the study of Irish for the student while in post-primary education and in to the future.
- Inform the parents/guardians/student that the application will be processed and the outcome confirmed in writing within 21 school days of receipt of the application.
- Explain to the parents/guardians/student that a signed Certificate of exemption will issue where a decision is reached that an exemption from the study of Irish may be granted.
- Inform the parent(s)/guardians/student that where an application is refused, the reason(s) as to why it was refused; and the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 calendar days from the date the decision of the school was notified in writing to the parent(s) /guardian(s)/student
- Explain to the parent(s)/guardian(s)/student, and the student on whose behalf the application has been made, the arrangements for the student's learning in the case of an exemption being granted.
- Use the provided Quick Guide and Checklists to guide the processing of applications in the case of the relevant sub-paragraph in Section 2.2 of the Circular.
- Convey the outcome of the application in writing to the parent(s)/guardian(s)/student.

- Make arrangements for the retention of the application form and all supporting documentation, including a copy of the Certificate of Exemption where applicable, and the Checklist in accordance with data protection law.

Appeals Procedure

Where an application for an exemption from the study of Irish is refused, the parents/guardians/student, may appeal the school's decision not to grant an exemption to the guidelines for processing the application for exemption as set out in the Circular and these Guidelines

This written appeal should contain the specific reason(s) why the decision is being appealed by the applicant and the circumstances in which it is considered that the process has not been correctly applied.

A parent/guardian/student who is unhappy with the outcome of the appeal to the Irish Exemptions Appeal Committee will have recourse to the offices of the Ombudsman for Children if the student on whose behalf the application is made is under 18 years of age, or the Ombudsman.

Record Keeping

All documentation concerning the application and processing procedure, including detail of the determination/copy of the Certificate of Exemption where relevant, should be maintained in the Student Support File/Exemption File as relevant, and be available for review by authorised Department officials.

(c) Educational Psychological Assessments

Parental permission is sought in advance for the transfer of any information to subject teachers. If an educational psychological assessment is available, a summary of the needs and recommendations is forwarded to all relevant staff.

The Exceptionally Able Student:

Students who require opportunities for enrichment and extension that go beyond those provided for the general cohort of students are deemed to be exceptionally able.

Students may excel in various areas and the school will do what it can as an inclusive learning community to support them and encourage the development of their special abilities. These include

- general intellectual ability
- specific academic aptitude
- creative or productive thinking
- leadership ability
- visual and performing arts
- mechanical aptitude
- psychomotor ability (e.g. athletics, gymnastics)

These students are provided for using strategies such as:

Differentiated teaching,
 project based learning,
 Access to activities that enrich and extend them,
 accelerated learning,
 Co-curricular activities,
 Use of information and communication technology,
 Co-operative learning and
 supplementary reading on selected topics.

Students with Physical Difficulties:

Students with physical difficulties (permanent or temporary) may require additional support. This support may take the form of:

1. SNA support
2. Assistive Technology
3. Modified assessment procedures
4. Support Teaching

External Liaison:

- National Educational Psychologist Service (NEPS) – where necessary and appropriate
- Special Educational Needs Organiser (SENO) – where necessary and appropriate
- Health Service Executive (HSE) – where necessary and appropriate
- Visiting Teacher for the Deaf- where necessary and appropriate

- Visiting Teacher for the Visually Impaired –where necessary and appropriate
- Social Services – where necessary and appropriate
- Irish Society for Prevention of Cruelty to Children (ISPCC) – where necessary and appropriate
- National Education Welfare Board (NEWB) – where necessary and appropriate.

Liaison with Parents:

- The SEN co-ordinator is available, by appointment, to meet parents who wish to discuss the progress of their son or daughter.
- Parents are invited to provide copies of all available information relating to their child's SEN prior to entering the school.

General Provisions

Neither the issue of the application form nor its completion guarantees an applicant a place in this school.

All applications will be reviewed by the key stake holders in light of the admissions criteria.

Confidentiality

One Drive

Information about students is saved on a secure database. Only information pertaining to student learning needs, the learning targets set for them and how a teacher may support these students further is shared.

All information is held by the Special Needs Co-ordinator and is stored securely in locked cabinets in the Special Needs Office. General information is shared with staff at the beginning of each school year and more detailed and sensitive information is shared with individual teachers 'on a need to know' basis.

St Aidan's has a Code of Behaviour Policy (*Appendix 7*) and all students and parents are expected to agree to abide by this policy.

The school has an Anti-bullying Policy (*Appendix 4*) and all students and parents are expected to agree to abide by this policy.

Our School mission and Ethos is focused on providing a broad and positive educational experience for all students. (*Appendix 1*) There is a Student Support Policy (*Appendix 11*) and every student is allocated to a Class Tutor who they meet

every morning for registration. There is a Year Head appointed to oversee each Year Group. There is a specific induction programme for 1st years (*Appendix 9*). Every Junior Cycle student has a Social, Political, Health Educational –SPHE class (*Appendix 12*) where relevant well-being issues are discussed. The school has a Cultural Diversity Policy in place (*Appendix 10*)

Every student is involved in formative and summative assessments i.e. Class tests/assignments, end of term tests. Reports are sent home at Halloween, Christmas and Summer (*Appendix 6*)

All information is held by the Special Needs Co-ordinator and is stored securely in locked cabinets in the Special Needs Office. General information is shared with staff at the beginning of each school year and more detailed and sensitive information is shared with individual teachers when and if necessary.

Extraordinary Requirements

If the provision of an appropriate education to any child requires the establishment of new administrative or teaching structures or the reorganisation of the delivery of the educational services, the Principal will so inform the Board.

The Board will consider whether, in the overall interests of the school and including the viability of the units already established, such structures should be established. The Board will communicate its decision in writing to the parents/guardians of the child in question. If a decision is taken to establish new structures for the educational needs of a particular child, the Principal will, in consultation with teachers make an audit of resource requirements for the Board. The Educational Welfare Officer, Special Education Section of the Department of Education & Skills, the relevant Department of Education & Science local inspectors, any statutory agency with responsibility for students with special educational needs and parents/guardians will be involved in the consultation process.

If a decision is not to enrol due to lack of resources, the Special Education Section of the Department of Education & Skills, the Department of Education & Skills local inspectors and the Educational Welfare Officer and any relevant statutory agency will be accordingly advised. The parents will be informed in writing of the reasons for

the Board's decision in accordance with the Education (Welfare) Act and the Education Act and of the **provisions to appeal available to them**.

Special Arrangements in State Examinations

- Each year in May and October, when the Department of Education informs the school of the special arrangements available for the Junior and Leaving Certificate examinations, parents of students likely to receive reasonable accommodation in Certificate examinations will be notified. In cases where parents wish to avail of the special arrangements, a signed application will be submitted to the DES on their behalf by the SEN coordinator.
- Students who comply with the criteria for the provision of Reasonable Accommodations in the state examinations – correspondence will be issued
- The BOM assesses how needs can be met.
- If further resources are required the DES will be requested to provide the resources.
- The school authorities will meet the parents to discuss the child's needs and the school's capacity to meet these needs.

Child Protection

Insuring that all children enjoy a safe and secure learning environment in school is a key concern for all staff in St Aidan's.

There is a very strong culture of child protection and the school take their responsibilities in relation to child protection and welfare very seriously.

The Children First Act 2015 placed certain statutory obligations on all schools and on all registered teachers. (Mandated persons)

Mandated Persons are required to report concerns of child abuse at or above a threshold of harm directly to TUSLA. The Act came into effect on the 11th December 2017.

St Aidan's Comprehensive implemented the Children First Act (2015) and the Child Protection Procedures for Primary and Post-Primary schools 2017.

A policy was developed based on the above and a Risk Assessment and Child Safeguarding Statement was developed. These documents are on display in the entrance hall and on the school website. Parents, Patrons, Staff, Students have all

been informed of the Policy and procedures. The Designated Liaison Person (DLP) is the Principal and the Deputy Designated Liaison Person (DDLDP) is the Deputy Principal. Where anyone has a concern regarding child protection they should report this to the DLP. (Appendix 8)

Data Protection

A file is created for all incoming student application forms. Students identified in the application forms with any learning / support needs are copied and these are given to the SEN Co-ordinator (who is also the 1st year Year Head).

Files are kept in a locked filing cabinet in the secure SEN office for the duration of the student's time in the school, any supports, test results reports etc. are kept on this file.

When the student leaves the SEN file will be archived with the students file in a secure, locked archive office.

Information is shared on a 'need to know' basis with staff.

- Student Support Team meet once a week and discuss the needs/supports for students. This team consists of the Principal, Deputy Principal, Guidance Counsellor, SEN Co-ordinators, Chaplain and Year Head
- Year Heads and Tutors play a very important role in every students school life as they provide on-going daily support and are an important link with parents / guardians. There is a timetabled weekly meeting and the 1st year Year Head provides the link with the Student Support Team
- Class Teachers are provided with relevant information necessary for the teacher to provide differentiated support for their learning within the class.
- At all times the school policy is to ensure that the information on SEN students remains confidential except to those to whom it is relevant and that it is maintained in a safe and secure location.

Terminology (see Appendix 13)

Monitoring and Evaluation:

The monitoring and evaluation of the programme will be conducted on an ongoing basis throughout the year by the Principal and Deputy Principal, SEN Coordinator and Support Teacher.

This policy was adopted by the Board of Management on _____

Signed: _____

Date: _____