

Coola Post Primary School

Special Education Needs Policy



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Section 1: Introduction & Background

1.1. Working Definition of Special Needs:

“Special educational needs” means, in relation to a person, a restriction in the capacity of a person to participate in and benefit fully from education on account of requiring additional or specialised services or accommodations, or any other condition, which results in a person learning differently from a person without that condition. While the definition in the act does not refer to students with Emotional Behaviour Difficulties (EBD), section 7 (4) (B) of the Equal Status Act 2000 does indicate a category of Special Needs in this case and the school will be mindful of these students when allocating Special Education Teaching Supports (SETS).

The Inclusive School:

“The process by which a school attempts to respond to all pupils as individuals by reconsidering its curricula, organisation and provision” (Sebba 1996, IN Florian et al 1998. p.16).

Coola Post Primary school aims to create a framework where differences between individuals are accommodated and celebrated. All teachers are to assume a SEN role within their classes; collegiality and the sense of a shared responsibility is promoted. Policy development has an input from all staff and other partners within the school community

1.2. School Description:

The staff of Coola Post Primary school are committed to the holistic development of each student entrusted to their care. Students are supported in their studies and in their search for meaning and identity. All teachers fulfil a pastoral role in helping students to realise their potential. Coola Post Primary school provides a strong SEN provision for students who require extra resources and support. Provision is provided for all pupil's academic, social and personal development.

Rationale for Developing this Policy

The rationale for this policy is to provide a clear and structured framework for SEN provision within Coola Post Primary School. This policy in line with Circular 0014/2017 will help to ensure that all resources and supports available to the school will be utilised to their optimum by the whole school community, pupils, parents/guardians and teachers. This policy will comply with current legislation and provide an inclusive education for all pupils in this school.

- Large numbers of children present with Special Educational Needs (SEN) within the school.
- It is considered necessary to develop a school SEN policy to comply with legislation and Department of Education and Skills circulars.
- To assist parents/guardians in making an informed decision in relation to the enrolment of their child in our school. Coola Post Primary school aims to serve all the students in our community without prejudice. We welcome all students and acknowledge that diversity will enrich our school.

1.3 Mission Statement

In Coola Post Primary School, we encourage our students to achieve their maximum individual potential in an environment of fairness and mutual respect.

Aims:

- To enable students to gain access to, participate in and to have a positive educational experience.
- To involve parents/guardians in this process.
- To enable students to monitor their own learning and become independent learners.
- To provide supplementary teaching.

Objectives:

- To ensure all pupils are empowered to participate in school life on an academic, social & personal level.
- To provide equal access to the curriculum for all pupils.
- To promote effective strategies for teaching students with SEN in resource, learning support and mainstream classes.
- To make every teacher aware of their responsibility to differentiate their subject's curriculum to allow all pupils to experience success in their learning.
- To utilise Special Education Teaching Supports (SETS) in the optimum manner to improve learning experiences and educational outcomes for students with SEN.
- To ensure the inclusion of students with SEN wherever possible.
- To emphasise the importance of a collective, collaborative and community-based approach for SEN provision within the school.

1.4 The Legal Context

This policy is prepared with reference to the following legislation:

- The Education Act 1998 (EA)
- The Education (Welfare) Act 2000 (EWA)
- The Equal Status Act 2000 (ESA)
- The Education for Persons with Special Educational Needs Act 2004 (EPSEN)
- Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools
- Circular 0014/2017 – Special Education Teaching Allocation

1.5 The Context of the Schools Admissions Policy

- The identification of SEN is an integral part of the admissions process in Coola Post Primary School. It ensures that the principles of inclusivity and integration underpin the transition of students with Special Educational Needs to Coola Post Primary School.
- Coola Post Primary school operates an open admissions policy; promoting equality of access, participation and benefit for all in as far as, the school can fulfil the needs of an individual student. The Board of Management is committed to ensuring full entitlement and access for pupils with special educational needs to a high-quality education with a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem and self-efficacy. This is consistent with the provisions of EPSEN 2004, Section 2, which states that “a child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or the degree of those needs of the child is such that to do so would be inconsistent with (a) the best interests of the child in accordance with any assessment carried out under this act or (b) the effective provision of education with whom the child is to be educated”.

Section 2: Aims of the Special Educational Needs Department

1. To ensure full entitlement and access for pupils with special educational needs to a high-quality education with a broad, balanced and relevant curriculum, so that they can reach their full potential and enhance their self-esteem.
2. To educate pupils with learning difficulties, wherever possible, alongside their peers within the normal curriculum after giving due consideration to the appropriate wishes of their parents/guardians and the necessity to meet individual needs.
3. To identify and assess pupils as early and thoroughly as is possible and necessary to ensure that we can meet those needs.
4. To work closely with parents/guardians and pupils to identify needs, set targets and assess progress. This will require close co-operation and communication between all concerned.
5. To meet the needs of all pupils who have learning difficulties, by offering appropriate SETS by the most efficient use of all available resources.
6. The provision for pupils with SEN is a matter for the whole school and we strive to enable all staff to play a part in identifying students with Special Educational Needs and to take responsibility for recognising and addressing their individual needs through appropriate supports which are deemed fitting to the student's needs. We will ensure that consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
7. Some whole staff training has been undertaken in the area of assessment for learning. Staff have developed plans in the areas of Literacy and Numeracy.
8. This SEN policy is also fully focused on assisting the development of Literacy and Numeracy as a whole school goal. To enable pupils with learning difficulties/disabilities to be familiar with Literacy, Numeracy and basic skills, in order for them to lead full and productive lives.
9. To stimulate and maintain pupil curiosity, interest and enjoyment in their education.
10. We recognise that many pupils will have a Special Educational Need(s) at some time during their school life. In implementing this policy, we will strive to find strategies that will help them to participate fully in the school community. Whilst many factors contribute to the range of difficulties experienced by some children we believe that much can be done to overcome them by parents/guardians, teachers and pupils working together.

Section 3: School Procedures

3.1 The Transition Process from Primary School to Coola Post Primary School

We seek to identify and assess pupils with learning difficulties as early and thoroughly as is possible and necessary to ensure that we can properly address those needs.

- (a) This process begins with a visit by members of staff to all feeder schools. Primary schools are informed of our Enrolment Night, which occurs each year. On Enrolment Night, staff trained in SEN are available to consult with parents/guardians and to advise of the school provision. Parents/guardians of a student with special needs are advised to present documentation once enrolment is confirmed to ease the transition process. Experience Days are arranged to allow incoming students experience the school environment at an early stage. SEN visit primary schools to link with SEN personnel and to ease the transition process.

The ability of the school to respond to the educational needs of any student applying for admission is dependent on the Department of Education supplying the appropriate facilities and resources to allow the school to meet that need. It may therefore be necessary for the Board of Management to defer enrolment of a student pending provision of appropriate resources by the NCSE.

3.2. The Identification Process

Further to the procedures outlined above and in accordance with Section 14.1(e) of the EPSEN Act 2004, the school shall ensure that ‘teachers and other relevant employees of the school are aware of the importance of identifying children and students who have special educational needs.’

3.3. Access to Learning Support

The following groups of students qualify for learning support in the school:

- Students who have had a psychological assessment, which recommends Learning Support.
- Students who have not been assessed but who display profound difficulties in the GAP and Cloze reading tests and/or Maths Competency Tests may be offered Learning Support. Parents/guardians of these students will be consulted with a view to accommodating their child in a Learning/Subject Support Group.
- Traveller and Non-National Students.
- During the school year, students who are identified by teachers, parents/guardians, or who request it themselves can be accommodated within existing groupings if deemed appropriate.
- Results of end of term assessments given by subject teachers are shared with the Learning Support team.

3.4. Informing Staff

All teachers have access to assessment results and individual student targets on the SEN register on SharePoint.

Section 4: Organisation of Class Groupings and Learning Support

4.1 Class Groupings

- The majority of classes in Junior Cycle are of mixed ability. There is generally blocking of Irish and Maths classes.
- In Senior Cycle mixed ability also exists for optional subjects and English, Irish and Maths are streamed.

4.2 Modes of Provision of Learning Support

- Provision for all students is based on NEPS continuum of support (see Appendix 1).
- Individual withdrawal is used only where a student requires specialised individual support.
- Co-teaching is the primary method of provision with most students in resource and learning support getting their allocation when the learning support teacher goes into the classroom and reinforces what the class teacher is teaching.
- Withdrawal for small groups usually occurs during Irish/French for those students who are exempt. The organisation of these groupings is the role of the SEN Co-ordinator. Groups are arranged based on similar need profiles and the capacity to withdraw students at the same time.
- Reduced Timetable. A small number of students whom it is deemed, after consultation with the NEPS psychologist, parents/guardians and teachers, cannot sustain a full curriculum, have their timetable reduced. In as far as possible, extra learning support or more classes in remaining subjects are provided at the time of the dropped subjects. If, however this is not possible due to inadequate teaching resources, the student must stay in the timetabled classroom and study.

4.3 Approaches to Learning in the SEN Department

Staff provide a variety of experiences/activities during a course of study and during a lesson if possible. Staff identify the learning style of the individual (based on individual targets) and use suitable methodologies to appeal to the kinaesthetic, auditory, sensory, linguistic, visual and interpersonal intelligences. There are opportunities for individual and group activities.

4.4 Assessment Exam Procedures

Students availing of SETS will sit house exams in accordance with school procedures.

4.5 Professional Development

The school is supportive of staff availing of professional development. The school pays for teachers' membership to ILSA and provides cover for attending the conference. The Special Education Support Service offers ongoing courses for which teachers are encouraged to attend.

Section 5: Practicalities

5.1 Roles and Responsibilities

Principal

Deputy Principal

SEN Coordinator

Guidance Counsellor

Special Needs Assistants

Special Education Teachers

5.2 Access to Psychological Reports and IEPs

Individual files are kept on each student in our caseload. Information in the files includes psychological reports, assessment results, correspondence between the school, parents/guardians and other relevant agencies, and applications for support and concessions.

Files are stored in a locked cabinet in the Principal's office. Access to these files is granted to relevant parties.

Beyond these individuals, information regarding special needs is communicated to school staff on a 'need to know' basis. In accordance with section 14. (1.d) of the EPSEN Act 2004, the school 'shall ensure that all relevant teachers and other relevant employees of the schools are aware of the special educational needs of students'.

Relevant information is provided to teachers at the first staff meeting of the school year, as previously outlined under Section 3.4. Students identified as having SEN requiring SETS will be brought to the attention of the relevant personnel as it arises during the school year. This is the responsibility of the Deputy Principal and the SEN coordinator.

5.3 Record Keeping

Each SEN teacher keeps his or her own attendance and progress records. This information is used in creating, evaluating, adjusting and planning IEPs or Educational Profiles. The SEN team records all meetings and information on students from subject teachers and parent's/guardian's requests. Student records are stored in a locked filing cabinet in the Principal's office.

5.4 Homework Procedures

Where homework is given, the same procedures as per the Homework Policy apply. Special emphasis is placed on positive feedback. Homework is recorded in the student's journal; this facilitates communication with parents/guardians and the keeping of class records.

5.5 Yearly SEN Timetable

The following timetable will be implemented in as far as possible each year in providing for the needs of SEN students in the school.

September:

- (a) Finalisation of allocation of hours to students and timetables for teachers and students for SEN provision.
- (b) Finalisation of list of students exempt from Irish.

Run the first year induction programme along with the 1st year year head.

Gap B Comprehension tests, Cloze 3 Reading Tests, Norman France Math are administered by the learning support teachers.

September/October:

Draw up a new register of all SEN students in the school, which is made available on SharePoint.

Share the 1st year assessment results with staff on SharePoint.

Begin the development of the detail of IEPs/School Support Plus Plan with the teachers allocated to specific students, beginning with low incident pupils. Adjustment of IEPs based on consultation with parents/guardians and teachers. Gathering of information for the IEP.

Gather information about incoming 1st years with SEN on enrolment night.

Look up the Sen Register and in consultation with staff members, decide on whom we test using the WRAT 4 for RACE for Leaving Cert. Contact parents of selected students to inform them why their son/daughter is being tested for RACE. Get copies of their summer scripts and test for errors for RACE. Get reading samples on selected students for RACE. Make RACE applications to SEC for students who meet the criteria.

Put all relevant information on SharePoint.

November:

(a) Identification of pupils requiring psychological assessment following consultation with teachers, parents/guardians and management.

(b) Application to Reasonable Accommodation State Examinations Sector for SEN students for Junior Cycle.

January:

Review of students' progress based on Christmas exams.

Apply to SEC for electronic booklets for assessment tasks and projects for students using a word processor in the exams.

Assist with DARE applications/

February:

Application for continual additional teaching and/or SNA support for the next year to SENO. NCSE forms.

Continue to gather information from primary schools and parents for incoming 1st years.

March/April:

Application for new teaching support /SNAs and Assistive Technology. NCSE forms to be processed after assessments have been received from incoming students.

Complete any late RACE applications.

May:

Re test current 1st years using the GAP R tests to assess progress.

Liaise with state exam co-ordinator for allocation of special centres.

As per guidelines from the Department of Education:

Consultation with Principal and Deputy Principal following the finalisation of the allocation of hours by the SENO for the coming year.

5.6 IEP Individual Education Plans / Student Profiles

Coola PPS will follow the “*Guidelines on the Individual Education Plan Process*” by the NCSE in formulating IEP’s for students.

http://ncse.ie/wp-content/uploads/2014/10/final_report.pdf

Section 6: Involvement of Educational Partners

6.1 Role of the Board of Management

- To ensure that a policy is in place and that it is reviewed every three years or whenever it is deemed necessary by the Board.
- To consider recommendations for improvement where appropriate.
- To ensure that the school meets its requirements in relation to inclusion under the Education Act (1998) & the EPSEN Act (2004).

6.2 Role of Principal

- Assumes overall responsibility for the development and implementation of the school’s policies on Special Needs and Learning Support.
- To sanction exemption from certain subjects as requested.
- To ensure adequate timetabling of hours for learning support, resource, traveller and non-national support.
- To allocate time for staff to reflect, review and plan curricular arrangements, for planning of individual programmes (IEPs), for consulting with support personnel and other professionals regarding the needs, progress, and review of individual students. The principal shall provide adequate time for review of policy by SEN teachers as required.
- To facilitate the in-service training in special needs for staff.
- To allocate some time on teachers timetables to facilitate starting the IEP process.

6.3 Role of SENO

The SENO's role involves working with the Principal and the Board of Management to determine the strategic development of the policy. Other responsibilities include coordinating the provision for pupils with SEN, liaising with and giving advice to teachers, managing SNAs, dealing with Assistive Technology applications, overseeing pupils' records, liaising with parents/guardians, participating in-service, linking with external agencies in order to raise the achievement of children with SEN.

6.4 Role of Special Education Needs Coordinator

- Assume an overall responsibility for co-ordinating the school's provision for the inclusion of students with special educational needs
- Take a leading role in making arrangements for the planning, implementation and review of individual education plans for students with special educational needs when the relevant provisions of the Education for Persons with Special Educational Needs Act (2004) are implemented

Assist in programme planning for individual students with special educational needs and, as appropriate, provide advice to teacher colleagues on curriculum, teaching and learning strategies, textbooks, and other teaching and learning resources

- Liaise with others, within and outside the school, to ensure that appropriate curricular programmes are available for students with special educational needs and in this regard to research new programmes and options that may need to be added to the school's range of curricular provision
- Consult and collaborate with programme co-ordinators in relation to students with special educational needs and provide advice to teacher colleagues, as appropriate
- Facilitate the making of applications for reasonable accommodations in certificate examinations (RACE) for students with special educational needs and in-school arrangements for providing the appropriate accommodations for these students in school and State Examinations
- Liaise with support personnel and external professionals and agencies, including the coordination of applications to the Department of Education and Science, NCSE, NEPS, SESS, HSE and other education and health agencies, as appropriate, for resources and support services for students with special educational needs
- Facilitate the arrangement of psychological or other assessment, as appropriate, of students who have special educational needs or students who are suspected of having special educational needs
- Manage a tracking system for all students with special educational needs who are receiving additional special education support and maintain records of progress relating to these students
- The principal may also delegate other functions, such as the management of an official school file on each student with special educational needs and the filing and storage of confidential reports
- Works with the Principal in the allocation of students to classes and the allocation of students to individual Learning Support teachers.

6.5 Role of Special Education Teachers

- Teach individual and small groups of students requiring learning support.
- Write an IEP for each student receiving learning support.
- Offer advice to subject teachers and other departments on employing differentiated teaching methods and resources in their subject teaching
- Liaise with certain professionals when requested by management
- Various numeracy/literacy initiatives

6.6 Role of Subject Teachers

- Section 22 (1) of the Education Act 1998 states the primacy of the teacher in the education and personal development of students in schools. The classroom teacher is responsible for educating all students in his/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.
- It is the responsibility of the teacher to ensure that each student is taught in a stimulating and supportive classroom environment where all students feel equal and valued. The class teacher may gather information through formal and informal means, with a view to informing interventions. The classroom teacher also has a significant role in identifying and responding to students with additional needs, including differentiating the curriculum as appropriate. These responses will be informed and assisted by collaboration with colleagues, parents/guardians and others such as the school's NEPS psychologist.
- The classroom teacher will also make specific accommodations for students within the class because of concerns about a student's progress, application, communication, behaviour or interaction with peers and the development of a programme of differentiated instruction for that student.
- To implement the Special Needs Policy by considering the needs, targets and learning styles of all their students and to employ suitable teaching methods so that all students can access the curriculum at an appropriate level.
- To take steps to inform themselves of the special needs of any student in their class and to bring any concerns regarding such a student to the relevant personnel.

6.7 Parental/Guardian Involvement

- The school believes that effectiveness of any assessment or intervention will be influenced by the involvement and interest of the child and his/her parents/guardians. Both the parents/guardians and the students have important and relevant information to offer.
- On Open Night, information on special needs provision in the school is passed on to parents/guardians.
- Parents/guardians are invited to contact the SEN Department during the year in addition to meeting the Learning Support teachers at Parent/Teacher Meetings.
- Parents/guardians will be contacted if a student is to be referred for assessment and afterwards to discuss the outcome of the assessment, the development of an IEP and the review of the IEP.

- Parents/guardians are expected to support the work of the school with the student and to ensure the correct use and maintenance of any aids or equipment that are provided for the student.
- Parents/guardians are always contacted if support staff are concerned for the welfare of the student.

6.8 Student Involvement

- To contribute to the drawing up of learning programmes and the setting of learning targets for themselves.
- To contribute to the selection of texts and other materials that may help to reach these targets.
- To contribute to the review of learning programmes.
- To co-operate with the agreed programme and its evaluation by participation in appropriate tests and assessments.

6.9 Role of Special Needs Assistants (No SNA in Coola in recent years)

Special Needs Assistants are recruited specifically to assist schools in providing the necessary non-teaching services to pupils with assessed educational needs. Their duties are assigned by the Principal acting on behalf of the Board of Management. Their work is supervised by either the Principal or another teacher as determined by the Principal. Those duties include tasks of a non-teaching nature (see appendix 2)

6.10 Role of Guidance Counsellor

- To participate in the preparation of the Special Educational Needs Policy of the school.
- To work with the SEN Team and other staff in the implementation and review of this policy.
- To liaise on an ongoing basis with the other members of the Special Needs Team and Student Support Team as relevant matters arise.
- To provide a range of services to all students, including careers information, study skills and examination techniques, consultation with parents/guardians, referral services etc. with an awareness of the special educational needs of students.
- To work together with Special Educational Needs Team to conduct assessments of incoming first years and other students new to the school. To advise the Principal of any matters arising from such assessments.
- To support students who have been referred.
- To advise on supports available at third level for SEN students and to assist students in assessing these supports.

6.11 Role of NEPS

The National Psychological Service supports the personal, social and educational development of all children through the application of psychological theory and practice in education.

6.12 Role of the Student Support Team

The Care Team is representative of all the groups caring for pupils in the school. It includes senior management, guidance and teachers. The team meets monthly to discuss pupils and their needs. It is an important support for SEN pupils

Section 7: Evaluating Success

The success of the School's SEN policy and provision is evaluated through:

- Progress of pupils with SEN in our school
- Analysis of pupils' test results
- Feedback from teaching staff, Care team, pupils, parents/guardians, Educational Psychologist.
- Annual review meetings

- SSE evaluations

Section 8: Links with Outside Agencies and Services

The EPSEN Act (2004) assures interlinking provision between the National Council for Special Education Needs (NCSE), The National Education Welfare Board (NEWB), and the Health Executive and school.

In accordance with this act, the school will work with the local SENO, the local NEPS psychologist, the local resource teachers for Travellers, the Blind and the Hearing impaired, psychologists, or psychiatrists from the social welfare Department and the Health Executive and any other relevant professionals in providing an integrated response to the needs of any student.

It will be customary to hold case meetings with relevant professionals with the permission and knowledge of the student's parents/guardians (and their attendance) to determine the best approach and provision for the students in question. The arrangements for such meetings will, at present, be co-ordinated by the Student Support Team and permission sought from the parents/guardians in advance.

Notes from such meetings will be recorded and maintained in the student's file.

Section 9: Health and Safety Issues for Pupils with SEN

Some pupils need one to one supervision during break times, and this is provided by the SNA's, where required. There is no distinct social area for SEN pupils during break time. Social areas are common to all pupils, and integration is promoted. SNA's generally accompany pupils on school outings such as games and tours. Issues relating to Health and Safety of all students are referred to BOM. Students who have special education needs are subject to the Coola PPS Code of Behaviour in the same way as other students. However, NEPS are consulted when misbehaviour of students with special needs threatens the health and safety of other students.

Section 10: Allocation of hours for students with Special Educational Needs

The NCSE have allocated hours to Coola PPS regarding Special Education Teaching Allocation. These hours will be allocated by School Management to respond to the needs of students with Special Educational Needs where teaching resources are available. Supports provided to students with special educational needs are based on identified needs and are informed by regular reviews of progress. Where possible students with the greatest levels of need will have access to the greatest level of support, and whenever possible, these students will be supported by teachers with relevant expertise who can provide continuity of support. All members of the SEN department will have access to continuing professional development to support the diverse needs of students with special educational needs.

Section 11: Declaration

This Coola Post Primary School Policy was formed following consultation with all staff, members of the Board of Management, Parents and the Student Council. It is recommended that this policy be reviewed every three years or whenever it is deemed necessary by School Management. It was adopted by the Board of Management of Coola PPS on:

Signed: _____

Date: _____

Name

Chairperson of the Board of Management

Signed: _____

Date: _____

Name

Board Secretary & School Principal

Appendix 1

Provision Mapping based on Continuum and Disability

Area of Need	Support for All where appropriate	Support for Some	Support for Few
<i>Physical Disability</i>	<p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairment</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>Medical support /advice</p> <p>Accessible building</p>	<p>Keyboard skills training</p> <p>Additional fine motor skills practice</p> <p>In class support for supporting access, safety</p>	<p>Individual support in class during appropriate subjects e.g. Science, PE and lunch time</p> <p>Access to PC with switch</p> <p>Advice/ Input from / Physio/OT</p> <p>Use of appropriate resources e.g. radio aids</p> <p>Transition Plan</p> <p>Links with KIDS, NLN, Enable Ireland</p> <p>IEP</p>
<i>Hearing Impairment</i>	<p>Flexible teaching arrangements</p> <p>Staff aware of implications of hearing impairment</p> <p>Carpets in all classrooms</p> <p>Soundfield system fitted (if required)</p>	<p>Keyboard skills training</p> <p>Additional fine motor skills practice</p> <p>In class support for supporting access, safety</p> <p>Literacy and Numeracy support</p>	<p>Individual support in class during appropriate subjects</p> <p>Use of Loop/ soundfield system</p> <p>RT to pre-teach language/ literacy</p> <p>Advice/ Input from VTHI</p> <p>Use of appropriate resources e.g. radio aids</p> <p>Transition Plan</p> <p>IEP</p>
<i>Visual impairment</i>	<p>Flexible teaching arrangements</p> <p>Staff aware of implications of visual impairment</p> <p>Braille machine to convert text</p>	<p>Keyboard skills training</p> <p>Additional fine motor skills practice</p> <p>In class support for supporting access, safety</p> <p>Literacy and Numeracy support</p>	<p>Individual support in class during</p> <p>Textbooks converted to braille</p> <p>Enlarged papers</p> <p>RT to pre-teach language/ literacy</p> <p>Advice/ Input from NCBI</p> <p>Use of appropriate resources e.g. tactile/ audio</p> <p>Transition Plan</p> <p>IEP</p>

<i>Emotional/ Severe Emotional Disturbance</i>	<p>Whole school behaviour policy</p> <p>Whole school / class rules</p> <p>Whole school/ Class reward and sanctions systems</p> <p>Circle Time</p>	<p>Small group Circle Time</p> <p>Social Skills group training</p> <p>Anger management</p> <p>Senior cycle - Work-related learning</p> <p>In class support for supporting behaviour targets, access, safety</p> <p>Involvement of NEPS/ CAMHS/ Counsellors</p>	<p>Individual counselling</p> <p>Individual support</p> <p>Behaviour Support Plan (BSP)</p> <p>Individual reward system</p> <p>Advice from NEPS</p> <p>Home – school record</p> <p>Peer mentoring (as appropriate)</p>
<i>Moderate General Learning disability</i>	<p>Differentiated curriculum planning, activities, delivery and outcome</p> <p>Increased visual aids / modelling etc.</p> <p>Visual timetables</p> <p>Illustrated/ ACE dictionaries</p> <p>Use of writing frames</p> <p>Access to ICT</p> <p>Progress Reports</p>	<p>Literacy and numeracy support from RT</p> <p>In class support from RT- co-teaching</p> <p>Multi-sensory spelling practice groups</p> <p>Reduced/ increasingly individualised timetable at both Junior and Senior cycle</p>	<p>Intense literacy/ numeracy support</p> <p>RACE</p> <p>Advice from EP</p> <p>Transition plans</p> <p>IEP</p>
<i>Autism/ Autism Spectrum Disorders</i>	<p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words</p> <p>Increased visual aids / modelling etc.</p> <p>Visual timetables</p> <p>Use of symbols</p> <p>Structured school and class routines</p> <p>Whole staff in-service</p>	<p>In class support with focus on supporting language and communication and organisational skills</p> <p>Communication skills</p> <p>Social stories</p> <p>Social skills group</p> <p>Life Skills support</p>	<p>Advice and input from / SESS</p> <p>Visual Schedule/ organiser</p> <p>IEP</p> <p>Individual counselling</p> <p>Alternative curriculum if required</p>
<i>Specific Speech and Language Disorder</i>	<p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words</p> <p>Increased visual aids / modelling etc.</p>	<p>In class support with focus on supporting speech and language</p> <p>ICT – Clicker 4, WordBar.</p> <p>Communication skills</p>	<p>Speech and Language support / advice</p> <p>Visual organiser</p> <p>ICT – Writing with Symbols</p>

Appendix 2

Role of the Special Needs Assistant

Note: This information is an Appendix attached to Circular 07/02 and Circular30/14, and as such is the most recent clearly defined role of the Special Needs Assistant.

Duties are assigned by the Principal Teacher in accordance with circular 10/76: "Duties and responsibilities of Principal Teachers" and sanctioned by the Board of Management.

Their work should be supervised either by the Principal or by a class teacher.

Those duties involve tasks of a non- teaching nature such as:

1. Preparation and tidying up of the classroom(s) in which the pupil(s) with special needs is/are being taught.
2. Assisting children to board and alight from school buses. Where necessary travel as escort on school buses may be required.
3. Special assistance as necessary for pupils with difficulties e.g. helping with physically disabled pupils with typing or writing.
4. Assistance with clothing, feeding, toileting and general hygiene.
5. Assisting on out-of-school visits, walks and similar activities.
6. Assisting the teachers in the supervision of pupils with special needs during assembly, recreational and dispersal periods.
7. Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom.
8. General assistance to the class teachers, under the direction of the Principal, with duties of a non- teaching nature. (Special Needs Assistants may not act either as substitute or temporary teachers. In no circumstances may they be left in sole charge of a class).
9. Where a Special Needs Assistant has been appointed to assist a school in catering for a specific pupil, duties should be modified to support the needs of the pupil concerned.
10. This list is not exhaustive and additional duties may be added as requested by the Principal.

Appendix 3 - Abbreviations

Below is a list of abbreviations used across several **Coola** policies and documents.

ASC	Autistic Spectrum Condition
BOM	Board of Management
BSP	Behaviour Support Plan
CAMHS	<i>Child and Adolescent Mental Health Services</i>
CPNS	Child Protection Notification System
CSPE	Civic, Social and Political Education
DDLDP	Deputy Designated Liaison Person
DEIS	Delivering Equality of Education in Schools
DES	Department of Education and Science
DLP	Designated Liaison Person
EP	Education Plan
EPSEN	Education for Persons with Special Educational Needs
ETB	Education and Training Board
GRT	Group Reading Test
HSE	Health Service Executive
ICT	Information and Communication Technology
IEP	Individual Education Plan
LCVP	Leaving Certificate Vocational Programme
LGBT	Lesbian, Gay, Bisexual, Transgender
MUGA	Multi Use Games Area

NBSS	National Behaviour Support Service
NCBI	National Centre for the Blind Ireland
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
NEWB	National Education and Welfare Board
NLN	National Learning Network
OT	Occupational Therapy
PC	Pastoral Care
PE	Physical Education
RACE	Reasonable Accommodations at Certificate Examinations
RE	Religious Education
RSE	Relationships and Sexuality Education
SEN	Special Educational Needs
SENO	Special Educational Needs Officer
SESS	Special Education Support Service
SETS	Special Education Teacher Support
SNA	Special Needs Assistant
SPHE	Social, Personal and Health Education
SSE	School Self Evaluation
TUSLA	Child and Family Agency
TY	Transition Year

