



Additional Educational Needs Policy

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Abbreviations Used in This Policy

AEN	Additional Education Needs
ASD	Autism Spectrum Disorder
BOM	Board of Management
DARE	Direct Access Route to Education
DES	Department of Education and Skills
EAL	English as an Additional Language
ESPEN	Education Provision for Students with Education Needs
GDPR	General Data Protection Regulation
NCCA	National Council for Curriculum and Assessment
NCSE	National Council For Special Education
NEPS	National Educational Psychological Service
RACE	Reasonable Accommodations in State Exams
SET	Special Education Teaching
SLT	Senior Leadership Team
SNA	Special Needs Assistant
SSF	Student Support Files

1. INTRODUCTION

We, the trustees, management, staff, parents, guardians and students of Salesian College, following the ideals of Don Bosco, are committed to creating and maintaining a caring Christian environment, which fosters respect for self, for each individual, especially the disadvantaged, for all creation and for truth, and in which all our students can develop to their full potential and become responsible citizens, equipped with the skills that they need to successfully meet life's challenges.

The Characteristic Spirit of the school was passed on by St. John Bosco, the founder of the Salesian congregation. In short, the essence of this Spirit is to create Good Christians and Honest Citizens. The aim of Salesian Education is to create an environment which is warm and hospitable within which young people can experience a fully human, spiritual, and educational formation.

The Mission Statement and Educational Philosophy of Salesian College embody the principles and values which underpin Additional Educational Needs (AEN) practices within the school. Salesian College aims to have an AEN Policy that is underpinned by respect, personal responsibility and that we cultivate a caring community, creating an environment that is healthy and safe, helping each member of the school community to develop fully, and to providing students with the skills that they need to meet life's challenges with confidence.

2. RATIONALE

Salesian College welcomes students with AEN. This policy document aims to outline the form that additional educational support for students with AEN. The purpose of the formation and implementation of this AEN policy, which is regarded as a reflection of current practice, is to comply with legislation and provide a set of guidelines for the use of additional teaching resources provided by the Department of Education and Skills to support students with special educational needs.

This policy is written in context of a revised model introduced in September 2017 for allocating the allocation of Special Education Teaching (SET) resources.

https://www.education.ie/en/Circulars-andForms/Active-Circulars/cl0014_2017.pdf

2.1 Legislative Context

Education for Persons with Special Educational Needs Act 2004

Special Education Needs means a restriction in the capacity of the person to participate and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without the condition”

Education (Welfare) Act 2001

Aims to provide accessible education for all students as an integral part of their welfare. The State acknowledges the rights and responsibilities of parents as the prime educators of the students.

Education Act 1998

This Act makes provision, in the interests of the common good, for the education of every person in the state, including any person with a disability or who has other special educational needs

The Equal Status Act (2000)

The Equality Act (2004)

The Data Protection Acts (1988, 1998 and 2003)

Department of Education & Science Circulars, specific reference to https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0014_2017.pdf

2.2 Supporting publications

- Guidelines for Post-Primary Schools Supporting Students with Special Educational Needs in Mainstream Schools (DES 2017)
- Special Educational Needs: A Continuum of Support for Post Primary (NEPS 2007)
- Special Educational Needs: A Continuum of Support for Post Primary Resource Pack for Teachers (NEPS 2007)
- Behavioural, Emotional and Social Difficulties: A Continuum of Support Guidelines for Teachers (NEPS 2007) NCSE Toolkit New Teacher Allocation Model (NCSE 2017)
- “Exceptionally Able Students- Draft Guidelines for Teachers” (NCCA 2007)
- The Special Education Teaching Allocation (Circular No. 0014/2017).
- Contract of Employment SNA 12/05
- Exemption from the Study of Irish – Revising Circular 0053/2019 (Circular No 0055/2022)

This policy should also be read in conjunction with our Admissions Policy, Code of Behaviour and other relevant school policies.

2.3 Inclusion

Salesian College recognises the right of students with AEN to access, participate in and benefit from an appropriate education. Support is provided for students with AEN in line with the NCSE Continuum of Support Model.

The College recognises the importance of genuine communication and partnership with parents and students in planning, delivering and evaluating this support. The provision of support for students with AEN is an integral part of the College's overall aim to raise the achievement of all students.

Some students will permanently, or from time to time, have a greater difficulty in learning than the majority of children of their age. Some may have additional needs that prevent or hinder them from making use of the general facilities provided. We will support these students and work together, in partnership with parents and outside agencies, as necessary.

All students have access to the full curriculum of the College and all activities. All students are encouraged to become independent and take responsibility for their own learning as much as possible.

3. SCHOOL CONTEXT

3.1 Salesian College Mission Statement

“We care, we develop, we believe – together we achieve”

3.2 Salesian College Ethos

Don Bosco, the founder of the Salesian Order, and his co-workers strove to create an environment and a way of educating that would bring out the best in young people, especially those most estranged from the educational process, and to meet the social needs of their times. This legacy has become known as the Preventive System and it grew out of the experience of the Oratory, his first educational centre for the young street people of Turin. The Oratory was to be a home that welcomed, a parish that evangelised, a school that prepared for life, and a playground where friends could meet and enjoy themselves. At the heart of all that went on at the Oratory was the development of a positive and respectful relationship between educator and young person based on the three Salesian educational principles of reasonableness, religion, and loving-kindness.

All students have access to a broad, balanced, relevant and appropriately differentiated curriculum development of self-esteem and of values such as respect for all individuals are paramount. Students are encouraged to participate in extracurricular activities.

The staff of Salesian College is committed to creating a caring environment, to fostering respect for self, for others, for all creation and for truth, to helping each member of the school community to develop fully and to providing students with the skills that they need to meet life's challenges with confidence.

The Resource Department bears witness to the Salesian Educative approach known as the “Preventative System”. We believe as educators that we have a particular responsibility for the relationship that is established with the young person and for the learning environment. This relationship is built upon mutual respect and draws on the Salesian principles of Reasonableness, Religion and Loving-kindness.

As a department we aspire to these Salesian principles and choose to prioritise those within our school community who are most marginalised and most in need in keeping with our Salesian ethos.

**“One educates a lot by what one says
and still more by what one does and more still by what one is.”**

DON BOSCO

In Salesian College, we recognise that all students have common needs, which include a sense of belonging, being respected as an individual and being challenged as a learner.

Our experience does show that some students, however, may have particular individual needs that arise from characteristics that are different from all others.

The Board of Management, staff, parents/guardians and students of Salesian College working in partnership are committed to the creation of an inclusive, supportive learning environment for all students where differences between individuals are accommodated and celebrated.

In line with the Department of Education and Skills’ post-primary guidelines for the Inclusion of Students with Special Educational Needs (2007), the College understands that inclusion in education “relates not only to students with special educational needs, but also to a welcome for and an acceptance within the school of all students who have learning difficulties – for example those who are members of the Traveller community, those living in areas of social or economic deprivation, and those whose first language may not be English or Irish” (p.39).

In accordance with the Education Act (1998), Salesian College strives to “ensure that the needs of all students, including those with special educational needs are identified and provided for”.

Salesian College believes that inclusion can have a favourable impact on students with, as well as students without, special educational needs. By adopting such an approach, students are encouraged to accept and value individual difference and to bring this attitude with them into the wider society.

Each student has a right to an education free from fear and intimidation, irrespective of gender, race, ethnic background, family status, religion, sexual orientation, aptitude, marital status, age (Equal Status Act, 2000).

We uphold high standards of behaviour, as detailed in our Code of Behaviour and Anti-bullying Policy, among other relevant school policies. Our aim is to promote positive behaviour and ensure a safe, welcoming learning environment for all.

3.3 Resource Department Aims and Objectives

- Give practical effect to the constitutional rights of children who have a disability or who have other additional needs, as they relate to education.
- Ensure that students with additional educational needs are educated in an inclusive environment as far as possible.
- Co-operate and work closely with the NCSE and other agencies with regard to the education of students with additional needs.
- Develop a whole school approach and shared responsibility for helping students cope with their difficulties.
- Ensure that all members of staff are aware of the additional educational needs of students and of the contribution they can make in this area.
- Develop staff expertise in supporting students with additional educational needs.
- To create a happy, healthy and inclusive environment in which all students may develop their own personal gifts and interests and be valued for who they are.
- To enable pupils to participate in a broad and balanced curriculum so that they can reach their full potential.
- To develop positive self-esteem and a positive attitude to school and learning to encourage good attendance.
- To enable pupils to become independent learners.
- To create a supportive learning community by fostering a whole-school approach.
- To provide students with AEN strategies to enable them to fulfil their academic potential.
- To identify students for support, subject to school resources.
- To assess, monitor and review the progress of pupils receiving support and adapt individual allocations accordingly.
- To involve parents in supporting their child's learning.

3.4 Admission

Salesian College Celbridge's Admission Policy welcomes the full participation of students with additional educational needs and undertakes to avail of both financial and personnel resources, provided by the Department of Education and Skills to make reasonable accommodation for students with additional needs in order that these students, insofar as is

reasonable and practicable, may participate fully in the educational and social opportunities provided within the College.

3.5 Application and Registration for Special Class for students with ASD

- Salesian College has two special classes for students on the Autistic Spectrum, whose cognitive functioning has been established to be in the moderate to average range.
- Parents/Guardians are asked to indicate that they are applying for a place in the Special Class for students with Autistic Spectrum Disorder (ASD) on the application form along with the Criteria A – E (as detailed above) which applies.
- When making an application to the ASD class, it is understood and accepted that the parent/applicant understands that they are applying for a special designated class **only. This is not an application for a mainstream place.**
- An application to our ASD class is an application for this specific educational setting only.
- Whilst registered in the ASD class it is the school's educational approach to integrate students into mainstream classes where appropriate.
- Students in the ASD class will participate in all school activities.
- Salesian College ASD classes are not high dependency unit/ classes/ settings and students will not be in a restricted environment.
- Students who are registered in the ASD class will follow a five-year programme.
- Students will be registered with the relevant year group, 1st – 6th year.
- Students registered in the ASD class subject to fulfilling the application criteria may apply for the optional Transition Year Programme.
- This Transition Year Programme is within the mainstream school and not part of the ASD class programme.
- Each class has a maximum of **six students** for all years. This is the total number of students in the class.
- Two ASD classes = twelve students.
- **The school will not exceed this number.**
- Any form of communication i.e., phone call, conversation with members of the Resource Department, discussion with Special Education Needs Officer (SENO), meeting with any members of staff, visit to the school, or recommendation from any external agency or person does not equate to "a reasonable expectation" that a place in our ASD class will be offered to an applicant. Such scenarios do not equate to an application to the school

3.6 Required Criteria for Consideration for Application for our ASD Class

- The school has referred to the *NCSE "Guidelines for Setting Up and Organising Special Classes for Boards of Management and Principals of Primary and Post-Primary Schools 2016. Page 3"* when considering applications for the ASD class.
- Only those students with a diagnosis of Autism, whose cognitive functioning has been established to be in the moderate to average range

AND

who has a formal recommendation from an educational psychologist i.e National Educational Psychological services (NEPS) or relevant recognised psychological services for a post-primary special class.

will be considered.

- Applicants to the ASD class must have a definitive diagnosis of autism whose cognitive functioning has been established in the moderate to average range at the time of their application.
- Applicants to the ASD class must have a definitive formal recommendation for a post-primary special class setting at the time of their application.
- Salesian College will not accept formal educational psychological assessments and reports which recommend multiple educational settings for a student with a diagnosis of ASD.
- The school will only consider applications for the ASD class that includes a clear and definitive statement advising / recommending / supporting a special class setting at post-primary level.
- The Board of Management reserves the right to refuse the consideration of an application for the ASD class without this formal report.
- Salesian College requests that such reports with a definitive and formal recommendation for a specialized post-primary ASD class must have been conducted within the last two years.
- The applicant will be contacted by the school following their application and will be requested to send in the required reports/assessments to support/verify the application.
- This request is in keeping with the school's obligation to adhere to the NCSE guidelines on Special classes (*Guidelines for Setting Up and Organising Special Classes for Boards of Management and Principals of Primary and Post-Primary Schools 2016*).
- By applying for a place in the ASD class parents & guardians authorise Salesian College to contact the stated present primary school in advance of any consideration of the application to confirm and assess the information in the submitted educational/psychological reports from the parents/guardians presented to the school following their application. This is in keeping with the NCSE "*Guidelines for Setting Up and Organising Special Classes for Boards of Management and Principals of Primary and Post-Primary Schools 2016. Page 4*".
- The school must verify for the NCSE for its Department of Education allocation and resources that students who may be considered for application in this class are eligible for registration in the class hence the request for this information on application.
- Salesian College cannot consider applications to the ASD class who do not have a formal and definitive recommendation for a post primary special class.
- This recommendation must have been made within the last two years.
- Failure to fulfill the requirements or present evidence of a formal recommendation for a post-primary special class and a formal diagnosis of autism will result in the refusal of an application.
- Refusal of an application means refusal to consider an application.
- Refusal to consider an application will result in a refusal to enrol.
- Because of the particular requirements in the running of the ASD class, and as a result of the lack of available places in the Celbridge, Ardclough & Straffan area, in the event of oversubscription for available places from any criteria category (A-E as listed above) for

our ASD class, a lottery will be conducted under the supervision on an Independent Assessor i.e. A Peace Commissioner or a local Solicitor or a Public Notary to draw up a waiting list for our ASD class. In attendance at this lottery will be the Principal or Deputy Principal(s), a member of the Board of Management and a representative from the Parents Association.

- As a place in our ASD class becomes available the school will offer this place to the student on the waiting list.
- **This waiting list is for the ASD class only.**
- The available places will be offered and allocated in the waiting list order starting with Criteria A, B, C, D, E and so on until all available places have been allocated.
- Late applications (F) from any criteria category will be processed at the end of this process.

3.7 Transition to Post-Primary School

There is a formal and well-functioning communication structure between the College and its feeder primary schools.

Salesian College Celbridge believes that the quality of a students' experience in making the transition to post-primary education can be a determinant of how well they settle in school. Extra provisions made to smooth the transfer process of students with AEN are as follows:

- Parents complete school registration form which gives details of supports students have received in Primary school as well as any diagnosis or assessments of AEN.
- Contact is made with the feeder primary schools to gather information on students with AEN.
- Students who have Irish exemptions are identified.
- Copies of exemption certificates must be presented to the school on registration.
- Parents/guardians are welcome to contact the school office to schedule a meeting with the learning support team prior to entry, either in person or by telephone to discuss concerns.
- When required, if a student is particularly anxious about transfer, a one-to-one meeting maybe set up between the Resource Department and parents/guardians and students to alleviate any concerns.

3.8 Identifying Students with Additional Needs

- Incoming First Year students are screened by information supplied on the enrolment form, information from Feeder schools and the Assessment Tests (CAT 4) and The Post-Primary Assessment and Diagnosis – English PPADE.
- A subject teacher or Year Head can refer any student they are concerned about to the AEN department.
- Student information is gathered by formal and informal assessment: Observations from mainstream teachers, consultation with parents, interviews with students, review of assessments, review of house exams and reports, behavioural record if appropriate and consultation with the Guidance Department.
- Following this profiling stage, decisions are made as to appropriate support necessary. This is done in consultation with parents.

The decisions made may be as follows:

1. No need for further action.
2. Need for monitoring/support in mainstream setting
3. Targeted, individualised intervention.
4. Mentoring.
5. Referral to Guidance Counsellor/ Chaplain.
6. Suggest referral to outside agencies.

4. AN INCLUSIVE ENVIRONMENT

4.1 Continuum of Support

Salesian College implements the Continuum of Support Framework set out by the Department of Education to identify and support students with additional needs. Salesian College Celbridge recognises that additional 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 additional needs.

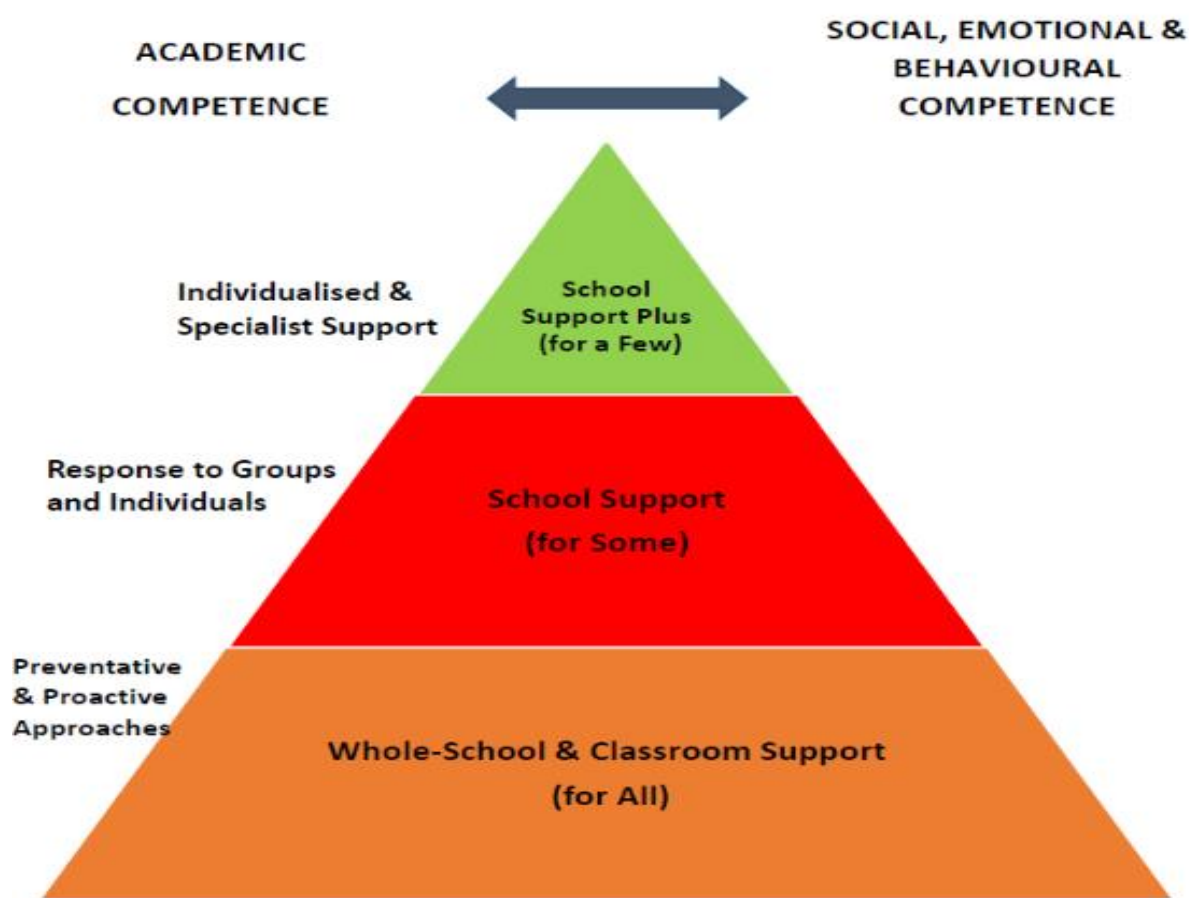
By implementing this framework, it allows for a staged approach to ensure that support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

The Continuum of Support suggest the following levels of support:

Support For All: Classroom Support is the most common, and typically the first response to emerging needs. It is a response for students who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other students in their class. The AEN co-ordinator will discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

Support for Some: For some students, interventions at classroom support level are not enough to fully meet the student's special educational needs. The class teacher will submit a referral to involve the Whole School Intervention Team, which will subsequently involve more systematic gathering of information, development, implementation and monitoring of a School Support Plan to support the student.

Support for Few: Some student' additional educational needs may require individualised targeted interventions based on professional recommendations from external agencies



A Continuum of Support

National Educational Psychological Service (NEPS) Continuum of Support

The period of intervention recommended to each student is dependent on the nature and extent of their individual needs. The duration of provision is kept under review. Personal Pupil Plans are drawn up by the AEN Core Team in September for all students who have been officially granted SNA access by the DES. All decisions in this regard are discussed with parents/guardians, class teachers, the relevant Year Head and the student.

4.2 Facilities and Resources

The Resource Department is responsible for the coordination of teaching and learning of students with AEN.

Students with AEN are allocated support based on the NCSE Continuum of Support model. Additional funding will be used to purchases suitable for the department which will enhance the learning of all students.

Within this department, the AEN Core Team promotes the use of a variety of resources to aid student learning. These resources include:

- ICT resources for enhanced learning experiences,
- Suitable Junior Cycle and Leaving Certificate texts,
- Exam preparation materials,

- Educational games for interactive learning,
- Age-appropriate reading materials covering all subject levels.

4.3 Wellbeing

Wellbeing is central to the Salesian College and AEN department ethos. Our aim is to enable young people to achieve their full potential and contribute to Ireland's social, cultural and economic development.

In the school environment social and emotional skills do not exist in isolation but interact with cognitive skills development. The role of the school is now understood as a place which develops the 'whole students', who should leave school with a balanced set of cognitive, social and emotional skills to face the challenges of the 21st century (OECD 2014).

In line with best practice, the Continuum of Support offers a flexible framework within which Salesian College address educational needs, including wellbeing needs (DES & NEPS, 2007, 2010a, 2010b).

Young people with additional needs and vulnerable groups are particularly at risk in the area of wellbeing (NCSE, 2014).

Salesian College supports young people with additional educational needs through a range of measures to meet the needs of these young people through group or individualised interventions.

The AEN Team help teachers to support young people with the highest level of need in the education system. While working in partnership with support services to support the wellbeing of students.

Success Criteria:

'Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community' (NCCA, 2021, p.5).

Key Areas Our Aims and Practice Indicators of Success (NCCA, 2021, p.21)



1. Aspects of Wellbeing in Salesian College		
<p>Culture & Environment</p> <p>School mission and ethos, Physical and Social Environment, Classroom Culture, Teaching, learning and assessment</p>	<p>The culture of Salesian College grows from a full and complete awareness of our school ethos and our mission statement: “We Care, we develop, we believe – together we achieve”.</p> <p>This culture and ethos permeate every aspect of our interactions with parents, teachers, students, Trustees, Board of Management and wider community.</p> <p>Always endeavour to provide a physical and social environment that is inclusive, safe and health promoting through all school activities and through our classroom culture, teaching, learning and assessment</p>	<p>Students, young people and staff experience a sense of belonging and feel safe, connected and supported.</p> <p>Systems are in place so that the voice of the students/young person, teacher and parent are heard and lead to improvements in school culture and ethos.</p>
<p>Curriculum (Teaching & Learning)</p> <p>CSPE, PE, Digital Wellbeing, SPHE and Guidance</p> <p>Other subjects and learning experiences</p> <p>Extra-curricular and co-curricular learning</p>	<p>Develop our student’s wellbeing through our SPHE, CSPE, Digital Wellbeing & PE curriculum</p> <p>Guidance and Counselling programme</p>	<p>Young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all.</p> <p>Young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.</p>
<p>Relationships & Partnerships</p> <p>Student/teacher relationships</p> <p>Peer relationships</p> <p>Student Voice</p> <p>Partnerships with parents/guardians/community</p>	<p>Positive Student /Teacher relationships</p> <p>Promotion and opportunities to develop positive and healthy peer relationships</p> <p>Comprehensive leadership programme</p> <p>Ceangail & Cinnirí with whom we work collaboratively</p> <p>Active Student Council</p> <p>Positive, regular communication and partnership with parents/ guardians,</p>	<p>Young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.</p> <p>All adults in Salesian College have an increased awareness of the importance of wellbeing promotion, including listening to young people, and sign- posting</p>

and wider supports	Parents Association, Board of Management and Trustees Involvement with community and wider supports	them to internal or external pathways for support when needed.
Policy & Planning School Policies School self-evaluation Subject and whole-school planning CPD planning	Salesian College ensure Wellbeing is embedded into all policies and plans. <ul style="list-style-type: none"> • School policies • School Self-Evaluation • Subject and whole-school planning • CPD planning 	Salesian College implement a Self-Evaluation of Wellbeing Promotion Process to develop, implement and re-view wellbeing promotion. Schools incorporate well-being promotion into whole school policies and practices.

2. Pastoral Care (Support for few, support for some, support for all)

Each member in the department liaises with the form teacher, year head or member of the Pastoral Care Team as appropriate to discuss any concerns or issues about students. The In/ Out list is also consulted weekly and appropriate care put in place for any student of concern. Support may involve allowances for time/work missed, extra support to catch up on work, specific care and attention in class etc.

Ensure that positive relationships with our students are fostered in line with the Salesian ethos of “loving kindness”. We are present for all students and ensure that they are aware that we can and will support them in their day to day. We advocate for student needs, and regularly liaise with the pastoral care team, resource department and the student’s parents.

3. AEN and Inclusion (Differentiation/ Supports etc.) (Support for few, support for some, support for all)

The following is outlined in addition to our general AEN Policy

We are aware of the specific need to ensure that students with AEN feel welcomed, safe and supported in the language classroom. We strive to provide the following supports for students with AEN:

Support for all: all students are accepted, regardless of their religious, cultural or medical background.

- All students are taught in a caring manner. We have clear behavioural and learning expectations for students.
- All students are given equal access to materials and their teacher.
- All students are included in a positive and creative environment.
- All students are regularly monitored and assessed.
- All students are given opportunities for success, as differentiated materials, targets, assessments are used. We use regular assessment for learning to guide

our practice and help students to understand their own progress and provide suggestions for improvement, where available.

Support for some: In addition to those supports outlined above, some students require additional collaboration with other subject teachers, the pastoral care team or resource department. This allows us to plan and review their progress on a wider scale. These students may have been identified upon school enrolment or may have emerging needs. The specific supports provided at this stage may be a learning support group, reducing their subject load, making accommodations during assessment.

Support for few: Moreover, few students require more expansive support, including individualised support plans developed in collaboration with our resource department and with the cross-departmental collaboration of all subject teachers. Where advised, we follow any guidance from external or specialist organisation in support of the student.

The measures which we put in place are individualised to the needs of the students we teach, are adapted when necessary and are reviewed regularly

4. Wellbeing Indicators and Specific Modules/Topics that relate to Wellbeing

A poster of the Wellbeing Indicators is on the wall in each Junior Cycle classroom in the school and they are referenced in this subject as appropriate.

The following wellbeing indicators are addressed in AEN classrooms:

Active: students discuss their engagement in varying sports. They engage in active classroom activities which require them to move regularly.

Responsible: specific behaviour and learning expectations are set, which give the students opportunities to learn about their own responsibility for their learning. Students may role-play varying situations and decide the outcomes for the actions of their protagonists.

Resilient: To ensure that students know that mistakes are accepted in the classroom and encouraged as tools for learning. openly acknowledge our own mistakes and model how to self-correct.

Respected: We have a positive and respectful relationship with all students

Aware: To provide students with opportunities to self-assess their own 1) behaviour, 2) skill development, 3) mental, physical or social wellbeing. To provide them with the resources to manage themselves in a positive way

- Calm app, self-assess how they feel using statements

5. Wellbeing a Key Skills Approach

The following key skills are developed in AEN classrooms:

- a. Being literate: There is a numeracy plan in place for our subject, with comprehensively outlines how we aim to actively promote student literacy. This can also be found within this document.
- b. Being numerate: we have a numeracy plan in place for our subject, which aims to ensure students are capable of engaging in an expansive range of activities with confidence. This can be found also within this document.
- c. Being creative: the CBAs are clear expressions of student creativity. All other lessons include autonomous contributions and are geared toward creative outcomes and projects, which are student-led, varied and can be in many formats (video, audio, cartoon, letter-writing, rap etc.)
- d. Managing information and thinking: We teach students how to manage the vast array of online language resources in a meaningful way. Grammar demands that students can organise the structure and semantics of language. As such, we use grammar to enhance student’s critical thinking skills.
- e. Staying well: wellbeing plan is implemented, encouraging group work, pair work, active learning. Ensuring that we remain positive about the learning taking place in the classroom and about the student’s own development. We model kind self-talk.
- f. Working with others: Students work with peers via pair or group activities. Support is given on how students can navigate the social aspects of working with peers and emphasis is place on positive cooperation amongst the students.
- g. Communicating: By nature, the AEN classroom is one which puts communication at the forefront. Students are asked to develop verbal and non-verbal communication skills and are given ample opportunity to perform.

6. Wellbeing and Assessment

Assessment by nature can be a stressful period, which we acknowledge. We ensure student wellbeing by:

1. Preparing the students thoroughly for exams
2. To provide clear guidelines as to the exam’s content
3. To provide sample questions
4. To provide structured revision programmes
5. To provide time for reflection to help the students identify their area of challenge
6. To allow self-correction to help develop student self-awareness
7. To use supportive, wellbeing-centred language when discussing exams, outlining how making errors is an integral part of the learning process.
8. The use negative language around the idea of “failure” is not recommended

5. IDENTIFICATION OF STUDENTS WITH ADDITIONAL NEEDS

5.1 Support for student with additional needs

Students who have been identified with an additional or special educational needs may be supported within the class by a SNA, a special education teacher or a teacher who team teaches with another colleague.

- Targeted individualised intervention.
- Students who have an exemption from Irish may attend class in literacy or numeracy which is timetabled on the Irish band.
- Students who are struggling to cope with an additional language may attend a learning support class in literacy or numeracy which is timetabled on the language band.
- A Student Support File (SSF) will be devised and implemented for students with SNA access. This will be completed by the AEN dept. in partnership with all interested parties, where possible, depending on the student's needs.
- Regular information and feed-back will be provided to teachers, students and parents with regard to progress being made. The period of intervention recommended to each student is dependent on the nature and extent of their individual needs. The duration of provision is reviewed at every midterm.

There are cases where support is needed on a short-term basis, after which the student is in a position to recommence with the regular curriculum, maintaining support from their class teachers. All decisions in this regard are discussed with parents/guardians, class teachers, relevant Year Head and student.

Allocated AEN resources will be delivered by a core team of teachers. This delivery includes team teaching, withdrawal based on students' needs in a small group setting and 1:1. The use of SET resources includes weekly meeting time and coordination time.

5.2 Junior Cycle

First year students choose all of their subjects, prior to starting First year, via the school registration form. All classes are organised on a mixed ability basis in First year. In Second and Third year, the core subjects of Irish, English and Maths are run concurrently for the class groups, facilitating flexibility and movement of students between levels within these class groups. Special needs students benefit from this arrangement as withdrawal, small groups can occur at these times. All optional subjects in both Junior and senior cycle are mixed ability in nature.

5.3 Senior Cycle

After the Junior Cycle, all 3rd year students in Salesian College have the opportunity to apply to participate in Transition Year, and/or Leaving Certificate Applied (LCA), or the traditional Leaving Cert.

Transition Year programme is optional in Salesian College and all 3rd year students in Salesian College may participate in the Transition Year application process.

LCA programme is based on an annual review and subject to demand or need from student cohort. LCA is modular and practical in nature. Many of the students receiving

resource/learning support at Junior Cycle opt for the LCA as it meets their needs for Senior Cycle. Students are provided with Literacy Support/Task Support in LCA when necessary.

5.4 ASD (Autistic Spectrum Disorder) classes

ASD classes provide a support structure for students with a diagnosis on the autistic spectrum. The aim of the ASD class is to ensure that students with this disorder achieve their potential and enable them to function more effectively in the mainstream classes.

An ASD student may be characterised by the following:

- Social and emotional understanding including impaired theory of mind
- Communication and imagination
- Restricted repertoire of activities and interests

Strategies and methodologies used to support the students include the following:

- TEACH
- Applied behaviour analysis
- Social stories
- Social skills training programme

5.5 Exceptionally Able Students

Bright and gifted students at Salesian College Celbridge are accommodated in a variety of different ways, by providing the necessary interventions and supports as and where appropriate, to support them and encourage the development of their special abilities. These mainly include a combination of differentiated learning and the provision of extra tuition and study outside of school hours and term time.

6. WHOLE SCHOOL INTERVENTION

Whole School Intervention is built on the principles of effective learning for all, with a preventative, early-intervention approach.

It is a systematic way of identifying needs, planning interventions, and reviewing progress. These steps ensure that students are reaching their full potential and that their needs catered for in the classroom.

The approach is student-centred and aims to listen to the student's voice, engaging students in their own learning in order to best meet their needs. It also informs teaching and learning, allowing teachers to provide differentiated and positive learning environments.

Whole School Intervention is a proactive, solution-orientated initiative directed at students who are not already provided for under the Support for Some and Support for Few tiers on the NEPS Continuum of Support.

These students may not have identified additional learning needs, may have AEN but have no access to Resource hours and may be part of the general student population.

They are students who may not be reaching their full academic potential and go somewhat unnoticed in the classroom, as they are well-behaved, cooperative students. Another cohort of students that would fall under the Support for All tier, would be the exceptionally gifted students.

The emphasis is on a whole-school approach to respond to the needs of all students.

The aim is to enhance learning and academic success through preventative measures, which is very much in keeping with our Salesian ethos and encompasses the solution-orientated framework.

6.1 Procedure for Whole School Intervention

- Referrals are made to the WSI team via a referral form.
- Subject teachers, form teachers and Year Heads can make a referral.
- Students whose parents may have contacted the school/AENCO with particular concerns.

6.2 Supports

In some cases, our interventions may lead to a diagnosis of an additional learning need (through standardised and diagnostic testing – recommendation of further testing by outside agency). In other cases, the student may benefit through other interventions such as an informal check-in, help to formulate a study plan, discussion of practical ideas to maintain focus in class, target setting.

Details of all interventions under the WSI initiative are noted on the student's SSF.

Parents are always informed prior to any work with the student.

7. ALLOCATION OF HOURS AND STAFF

Our role is to provide a proficient and responsive learning support service, which keeps up to date with changes in curriculum, syllabi, teaching and support methods. Within an appropriate framework of support, we assist students to function as independent, autonomous learners. We are committed to the principles of equal opportunities for all.

The Resource Department function mainly on a withdrawal basis.

The majority of our support is provided on a 'withdrawal basis.' This means that students attend support sessions either one-to-one or in small groups with their assigned teacher, separate from their regular class setting. This approach allows for more individualised attention and tailored instruction

The use of Team Teaching as a method of providing learning support is facilitated and encouraged in the College.

7.1 Students protection protocols for one-to-one teaching

One-to-one teaching is an integral part of our staged approach to support students with special educational needs. The Resource Department adhere to Salesian College Meetings & Teaching with Students One-to One Protocols.

These include:

- Parents of the student are informed that their son requires such a high level of support and only those teachers who are timetabled for such work engage in one-to-one teaching.
- One-to-one teaching requires that a student is in a private space where the teacher can teach the student without distractions from either noise or movement of other students.
- It is also important to note that students who require one to one teaching are deserving of a discreet, private setting, respecting their own personal dignity.

With respect to the Child Protection Policy:

- Teachers who teach in a one-to-one setting do so in a classroom that has a door with a window leading out to a main public corridor. Teachers are at all times visible from the corridor.
- A Special Needs Assistant may also be required to support a student in a one-to-one setting, and this is always done in a public space, either in a classroom where other students and teachers are present or in our social space where there is open access to all.

8. ASSESSMENT

The importance of assessment to inform and support good teaching and learning is widely recognised. It plays a vital role in the identification of students who may have additional needs. Assessment is an integral part of good teaching:

- Assessment involves identifying the strengths and weaknesses of a student.
- Testing is only one component of the assessment process.
- Assessment is about drawing evidence of skills out of students, while teaching is about imparting knowledge.
- The results of assessments, including tests, should inform teaching & learning.

8.1 The purpose of assessment is to:

- Inform planning for, and coverage of, all areas of the curriculum.
- Gather and interpret data at class/whole school level and in relation to national norms.
- Identify the learning needs of students/groups of students including the exceptionally able.
- Contribute to the school's intervention strategy for students with additional needs.
- Monitor student progress and attainment.
- Enable teachers to modify their programmes in order to ensure that the particular learning needs of individual students/groups are being addressed.

- Compile records of individual students' progress and attainment.
- Facilitate communication between parents and teachers about students' development, progress and learning needs.
- The assumption is that the screening will detect both avoidable cases of potential literacy difficulty and remediable cases of actual literacy difficulty.

Assessment instruments which are appropriate and have a clear and defined purpose. In the case of EAL students their test scores may be adversely affected by their proficiency in the English language rather than reflect their actual ability.

8.2 Standardised testing

Standardised testing can present in the form of ability and attainment tests. Ability tests are designed to establish what a student can know, while achievement tests measure what is known and has been learned or achieved to date. Standardised ability tests are designed to be curriculum-independent and measure more enduring and long-term traits than the attainment of learning. They measure a student's potential rather than their current knowledge.

Standardised attainment tests, also referred to as achievement tests, measure what a student knows and can be used to assess, for example, students' knowledge and skills in literacy and numeracy, and to determine progress in these areas. Following the information garnered from various assessment practices including ability and achievement tests, further information may be gathered through the administration of diagnostic tests to provide a more detailed view of a student's learning strengths and needs.

Schedule of Standardised Assessment carried out by the Resource Department:

- 1st Year –September - PPAD-E (Spelling, Reading Comprehension, Reading Speed, Writing and Word Reading)
- 2nd Year – May – DOTS (Drumcondra Online Testing System) - English and Maths
- 3rd Year – September-December - Testing for Reasonable Accommodation for Certificate Examinations (using Department approved Assessment Instruments)

Role of the AEN team and Assessment

The AEN Team carry out the following functions:

- Liaise with the Guidance Counsellor in relation to the formal and informal assessment of students with AEN.
- The administration of the PPAD-E and DOTS.
- The administration of standardised and diagnostic tests including the WIATT 111, WRAT 5 DRA, DASH.
- Advise on applications for Reasonable Accommodations in the Certificate Exams. (RACE).
- Communicate with staff.

8.3 Record keeping and General Data Protection Regulation (GDPR)

The Resource Department compiles and maintains data on students with additional needs. This data may be received from outside or generated within the school.

Data from outside includes psychological reports and reports from parents and other schools. Data created in the schools includes those in relation to assessment, student progress, state examinations, or planning to transfer inwards from primary school.

Data relating to students is treated in a sensitive and confidential manner. Our school acts in accordance with the Data Protection Acts (1998 and 2003) and GDPR (General Data Protection Regulation 2018) in relation to the management and maintenance of such data. The following stipulations are adhered to:

- Personal data must be processed fairly and lawfully.
- Accuracy: Personal data must be accurate and kept up to date.
- Security: Personal data should be kept secure, including measures such as encryption and restricted accessibility.
- Data should be kept for no longer than is necessary.
- Individuals' rights: These include the right of access to information, the right to rectification, and the Right to be Forgotten.
- Information is only shared with those who need it.

9 IRISH EXEMPTIONS

Irish Exemptions are granted in line with Circular 0055 /2022. Exemptions from the study of Irish are granted “In the case of students with significant and sustained learning difficulties.” Students must meet the qualifying scores and the school must have a record, over time, of continued difficulties with literacy in English for a student to qualify for an Irish exemption.

An exemption should be granted only in exceptional circumstances

Exempting a student from the study of Irish will be considered only in those exceptional circumstances. The decision to exempt a student from the study of Irish is an important decision that has implications for future learning. The decision to grant an exemption from the study of Irish is made by the principal, but it must be made following detailed discussion with the student’s parent(s)/guardian(s), the class teacher/s, special education teachers and the student. A decision to grant an exemption should only be considered in the circumstances set out below.

The circumstances in which a student may be granted an exemption from the study of Irish

1. **A student moving from a different country without previous experience of learning the Irish language**

An exemption from the study of Irish may be granted to a student whose education was received outside the State (for a minimum period of three consecutive years) where he/she did not have opportunity to engage in the study of Irish

AND either (a) or (b)

(a) who is not less than 12 years of age on the day of their enrolment or re-enrolment

OR

(b) who is enrolling following the completion of the full course of primary education recognised by another state.

2. A student who experiences significant literacy difficulties which are an obstacle to their learning across the curriculum

An exemption from the study of Irish may be granted to a student:

(i) who presents with significant literacy difficulties that are persistent despite having had access to a differentiated approach to language and literacy learning in all subjects/across the curriculum and 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 and target-setting
- Evidence-informed intervention and review, including test scores (Word Reading, Reading Comprehension, Spelling, other scores of language/literacy) at key points of review

AND

(ii) who, at the time of the application for exemption presents with a standardised score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.

3. A student who experiences a high level of multiple and persistent needs that are a significant barrier to the student's participation and engagement in their learning and school life

It is recognised that there is a small cohort of students who have a high level of multiple and persistent needs that are a significant barrier to their participation and engagement in their learning and school life. In the case of these students, consideration may need to be given to adjusting the range of learning experiences to ensure that their needs are met and that they may engage purposefully in their learning in school. In very exceptional circumstances, this means that consideration may need to be given to exempting them from the study of Irish.

An exemption from the study of Irish may be granted to a student:

(i) who experiences a high level of multiple and persistent needs that are a very significant and continuing barrier to his/her participation and engagement in his/her learning and school life

AND

(ii) whose school has substantial written evidence that these needs persist despite targeted and individualised Student Support Plans to address those needs

AND

(iii) whose school has substantial written evidence that these individualised Student Support Plans have been implemented over not less than two school years, and have been monitored and reviewed by the school in collaboration with the parent(s)/guardian(s) and the student

AND

(iv) who has been given every reasonable opportunity to participate in the learning of Irish in mainstream classes for as long as possible in keeping with the integrated approach to language skills development and the communicative approach underpinning the Specification for Junior Cycle Irish (L2) and the Leaving Certificate Syllabuses for Irish.

AND

(v) the principal is satisfied that the granting of an exemption is in the overall best interests of the student concerned.

4. A student in a recognised special school or class or who was previously enrolled in a recognised special school or class or who has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school

(i) Where a student is currently enrolled in a recognised special school or special class in a mainstream school or who has previously been enrolled in a recognised special school or special class in a mainstream school and who is transitioning to mainstream provision, that student is automatically entitled to an exemption from the study of Irish without an application.

OR

Where a student has a recommendation and has been deemed eligible for a place in a recognised special school and/or in a special class in a mainstream school, an application for an exemption from the study of Irish will be required.

Procedures for granting an exemption from the study of Irish

(a) Steps required for a valid application for an exemption from the study of Irish

1. A parent/guardian on behalf of a student or in the case of a student who has reached the age of 18 years, the student, must make an application in writing to the principal of the school for a Certificate of Exemption from the study of Irish.

2. The school staff shall mark the date of receipt of the application on the application form and issue an acknowledgement to the parent(s)/guardian(s), or the student as relevant, upon receipt of the application.

3. At the earliest opportunity a school official should contact the applicant(s) and:

- discuss the written application with the applicant(s) and confirm the sub-paragraph on which the application is based (as outlined above) N.B. If a parent/guardian, or the student where he/she is the applicant, does not confirm the sub-paragraph under which the application is based then the application is null, and void and no further processing of the application will take place advise the applicant(s) of the steps involved in processing the application.

- inform the parent(s)/guardian(s)/student and the student on whose behalf an application is made of the implications of an exemption from the study of Irish for the student while in post-primary education and into the future.

4. The application should be fully processed, and the outcome confirmed in writing within 21 school days of receipt of the application.

5. Where a decision is reached that an exemption from the study of Irish may be granted a signed Certificate of Exemption will be issued to the parent(s)/guardian(s)/student and a copy will be held by the school in the student's file

Where an application is refused, the principal must inform the applicant(s) in writing outlining the reasons for refusal and notifying the applicant(s) that the school's decision may be appealed to the Irish Exemptions Appeal Committee within 30 calendar days of the date of the written decision.

(b) Considering an application for exemption

In considering an application for exemption from the study of Irish the principal will

1. Review the application and any documentation provided by the applicant(s);
2. Consult with the student's class teacher/s;

3. consult with the special education teacher and the assigned teacher from the Visiting Teacher Service where relevant;

4. review school documentation for the evidence;

Recording the decision

The outcome of the application process will be conveyed by the school in writing to the applicant.

Where an exemption is granted, a Certificate of Exemption, signed and dated by the school principal will be issued.

i. The Certificate of Exemption will state the name and address of the school, the school roll number, the student's name, date of birth and the sub-paragraph under which the exemption is being granted.

ii. The arrangements for the student's learning will be explained to the parent(s)/guardian(s)/student.

iii. Parent(s)/guardian(s) and the student should be informed of the option not to exercise the exemption granted, without any loss of the right to exercise it at a future time.

iv. The application form, all supporting documentation, and a copy of the Certificate of Exemption will be retained by the school in accordance with data protection legislation **and** will be made available for inspection by authorised officers of the Department. In maintaining such documentation, schools should ensure that they have obtained appropriate parental/guardian consent for the retention and use of such records.

v. In addition, where an exemption from the study of Irish is granted, the school will update the student's record on the Post-Primary Online Database (P-POD)

Where an application is refused, a copy of the application form, together with the letter of refusal and all supporting documentation, will be retained by the school in accordance with data protection legislation. The school should maintain the records for at least the duration of the student's enrolment in the school. In maintaining such documentation, schools should ensure that they have obtained appropriate parental/guardian/student consent for the retention and use of such records.

10 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Salesian College endeavours to promote and facilitate the inclusion of all students in our school. It is acknowledged that our students' diverse cultural backgrounds and languages.

Salesian College strives to enable students, whose primary language and language at home is other than English to develop their individual potential.

Salesian College aims to facilitate the integration and inclusion of the students into the mainstream learning setting and to support their access to the curriculum.

Per Circular 0015/2009, EAL support teachers, in collaboration with parents and mainstream class teachers, identify students requiring additional language support. They assess students' proficiency in English using the assessment materials, devise appropriate language programmes, deliver the programmes, and record and monitor students' progress. They also share their expertise with mainstream class teachers and assist in developing and disseminating good practice to support the development of students' English language proficiency.

On arrival an initial assessment will be made of the student's proficiency in the English language. It is important to allow a settling down period before attempting this. The ability of any student to perform in the class will be viewed in relation to the performance of the native speaking peer group.

10.1 Following Assessment

Regular meetings, including formal monthly meetings, will take place between the learning support teacher and the mainstream teacher in order to:

- Plan and evaluate student learning.
- Review, evaluate and assess student integration in mainstream class. For example, the mainstream teacher may provide information about how the students reacting in class and coping with interaction with peers.
- Identify any area of concern regarding progress as an English Language learner.

10.2 Aims of English Language Support

- Enable student to understand and use the functional language of the classroom.
- To equip the student with the knowledge of the rules and procedures of the school.
- Help the student to understand different norms of behaviour within the new school culture.
- Help build the confidence and self-esteem of the student.

10.3 Organisation of English Language Support

- Language support students are assessed regarding their level of proficiency in the English language.
- The ESL teacher, in collaboration with AEN and class teachers, arranges a timetable for student to receive language support, which will facilitate students' access to non-language based curriculum areas as far as possible.
- In line with best practice, there is flexibility within the delivery of language support with varying models of support delivered to best meet the students' needs.

11. ASSISTIVE TECHNOLOGY

At Salesian College Celbridge, assistive technology plays a crucial role in supporting students within the mainstream classroom. We employ a range of tools and software designed to aid students with diverse educational needs, enhancing their accessibility to curriculum content and facilitating more effective learning experiences.

Our approach to assistive technology is guided by the principle of inclusive education, ensuring that all students, regardless of their individual challenges, have equal opportunities to engage with and benefit from our educational offerings. This technology includes, but is not limited to, text-to-speech software, audio books, screen readers, and specialized learning applications that cater to a variety of learning styles and needs.

For a more comprehensive understanding of the specific technologies used and our strategies for implementing them, we encourage reference to the Salesian Celbridge ICT Policy.

Assistive technology in our college supports students within the mainstream classroom.

- Procedure for new entrants to the school
- If a laptop is already being used by the student in his Primary School (as granted by the NCSE) the laptop should be transferred with the student on transition.
- All laptops which are grant-aided by the NCSE are the property of the college, can be used by the student for their personal use but must be returned to the college when the student leaves the school.
- In cases where a laptop needs repair this is the parent's responsibility.
- Parents must sign for the use of school equipment when it is loaned to the student.
- Procedure for students who are already enrolled
- If on entry to 1st year or at a later stage, it becomes obvious that due to hand-writing speed, motor co-ordination difficulties or other reasons, use of a laptop is necessary, an application will be made to the NCSE on the student's behalf.
- In cases where the NCSE do not grant finance for the purchase of a laptop but in the opinion of NEP Psychologist/Educational Psychologist its use is necessary, the parent can purchase a student's personal laptop. The student can use this laptop in school for subjects where there is a high volume of writing.
- The Resource Department Team will assess the student's eligibility for a RACE application to use a laptop for exams. The SEC has issued clear criteria for this application process, and the Resource Department Team will follow these guidelines, and apply where a student meets these criteria.
- Where possible the college will facilitate all students using laptops in House exams, this is contingent on staff resources. Parents and students must sign the Laptop Use in House Exams form in advance of any House exams.

12. ROLES AND RESPONSIBILITIES

The role of learning support is a collaborative responsibility shared by many, for example the Board of Management (BOM) the Principal, Deputy Principals, mainstream subject teachers, members of the AEN department, Guidance Counsellor, Special Needs Assistants, parents and students.

12.1 Role of Board of Management (BOM)

The BOM will make decisions in relation to application for admission by students with additional and special educational needs.

The BOM has the overall responsibility for the provision of education to all students, including students with AEN. The Board will support the implementation and review of the AEN Policy, provide supports and resources to aid a whole-school approach and promote inclusive practices through the School Plan.

- In certain cases, where the BOM deems that further resources are required, it will, prior to enrolment, request the DES to provide the resources required to meet the needs of the student outlined in the psychological or medical report.
- These resources may include for example, access to or the provision of any or a combination of the following: visiting teacher service, teachers for additional needs, special needs assistant, specialised equipment or furniture, transport service or other.
- The Board or its representatives will meet with the parents of the student to discuss the student's needs and the school's suitability or capability in meeting those needs. If necessary, a full case conference involving all parties will be held which may include parents, the Principal, the primary school teacher, AEN Coordinator or psychologist as appropriate.
- It may be necessary for the Board to decide to defer enrolment of a particular student, pending the receipt of an assessment report and/or the provision of appropriate resources by the DES to meet the needs specified in the psychological and/or medical report.
- The BOM will oversee the writing, implementation and review of the AEN policy.
- The BOM will ensure that adequate teaching resources and classroom accommodations are available for the AEN teachers.
- The BOM will ensure that adequate funds are provided for purchase of appropriate materials for students with additional and special educational needs, in so far as is possible. A budget for the AEN Dept. is agreed annually.
- The BOM will provide continuous professional development for all teachers in the area of special education.
- The BOM will ensure that staff and parents are consulted regarding policies, procedures and decisions made for students with AEN.
- The BOM will provide opportunities for parents to be involved in decisions regarding their students' education.

12.2 Role of Principal

The Principal will

- Assume overall responsibility for the school's AEN programme.
- Be responsible for establishing, implementing and monitoring whole-school policies, programmes and procedures (including assessment and screening) which support the learning of all students in the school, including those students with additional and special educational needs. The Principal will liaise with the BOM, teachers, relevant staff and parents to ensure the success of this.
- Liaise with the Deputy Principals and be responsible for the allocation of AEN resource hours in keeping with department of education and skills guidelines.
- Will liaise regularly with the Special Educational Needs Coordinator
- Liaise with the Special Educational Needs team at a weekly meeting.
- Liaise, if necessary, with outside agencies e.g. (NEPS).
- Inform mainstream and AEN teachers of available opportunities for continuous professional development in the area of special educational needs.
- Liaise with the Deputy Principals, the AEN department team to successfully facilitate the transfer of all students, including those with additional or AEN, from primary school to post-primary school.
- Liaise with the AEN coordinator in applying for reasonable accommodation for state/in-house exams.
- Oversee the implementation of reasonable accommodation for state/in-house exams for students who have been deemed eligible for this.
- Where relevant, will oversee the planning, implementation and review of SSFs for students with additional and special educational needs.
- Liaise with the coordinator of the Leaving Certificate Applied programme, in relation to students with additional or special educational needs.
- Facilitate the assessment (psychological or otherwise) of any student who is thought to have a special educational need.
- Liaise with the Deputy Principals where relevant, regarding matters pertaining to students with additional educational needs.

12.3 Role of Mainstream Class Teachers

Mainstream class teachers will

- Make themselves aware of the special educational needs of students in their class.
- Ensure that every student in their class is included in the subject's curriculum.
- Differentiate their teaching (including homework and assessment) where appropriate to include and meet the needs of all learners.
- Make themselves aware of the reading ages and standardised scores of all students in their classes including students with additional or special educational needs.
- Refer any student they are concerned about to the Year Head and AEN department, by way of a referral form. Any referral made by a class teacher must be forwarded to the Year Head that will begin a broader profile. This information is passed to the AEN team who identify the nature of the AEN. The AEN needs of the students are thus established.

- Liaise with the parents of a student with special educational needs regarding concerns they may have about progress in class and homework.
- Consult and implement recommendations from SSFs where relevant.
- Consider where appropriate, the needs of all students including students with additional or special educational needs. when choosing textbooks, worksheets and resources.
- Contribute to planning at subject and school level for students with additional or special educational needs.

12.4 Role of the Additional Education Needs Coordinator

The role and responsibilities of Coordinator of the Resource Department is a post of responsibility (AP2) within the school. The Coordinator will:

- Identify and support students with Additional Educational Needs.
- Compile a list of students with special needs and disseminate information to relevant SLT, Year Heads, Class Teachers and SNAs on a need to know basis.
- Liaise with and meet parents to support families of students with special educational needs.
- Assist the BOM and Principal in the preparation and implementation of the EPAEN Act.
- Link regularly with teachers of identified students with additional and AEN to offer support via resources, aids and developing SSFs.
- Help organise special accommodation for particular students with additional needs sitting state and house exams.
- Address the whole staff, on occasion, and disseminate relevant information pertaining to students with additional and AEN.
- To liaise with Fire and Safety Co-Ordinator with regard to evacuation procedures.
- To liaise with SLT and relevant personnel in the identification of gifted students, to ensure that their specific needs are addressed

Delegation roles of responsibility for 2023/2024 see appendix A

12.5 Role of Additional Education Teacher

The role of the AEN teacher will include

- Familiarity with a wide range of teaching approaches, methodologies and resources to cater for particular learning preferences and to meet a variety of needs.
- Implementing approaches to include a combination of team-teaching initiatives, cooperative teaching, early intervention, small group or individual support
- Implementing specific methodologies, teaching approaches and/or learning activities for some students with more complex and enduring needs.
- Implementation of interventions based on careful identification of strengths and needs, including multi-disciplinary assessment, when necessary.

- Consultation with subject teachers, to plan interventions carefully to address students' priority learning needs and to achieve the targets identified in the relevant SSF.
- Implement short-term planning reflecting the support plan addressing each student's specific needs.
- Routinely assessing, recording and reviewing progress to inform the targets for the next phase of intervention.

12.6 Role of Guidance Department

The Career Guidance Counsellor will:

- Advise students with AEN and their parents in relation to career choice.
- Advise students with AEN in relation to subject choice.
- Advise Students with AEN regarding the DARE scheme
- Liaise with the AEN department regarding entrance testing and identification of students who may need further diagnostic testing.
- Advise students with AEN in relation to career choice
- Collaborate with the AEN Dept. to advise students with a disability to relevant access supports in 3rd level education.
- Ensure that students with AEN are included in the school guidance plan.

12.7 Role of the Special Needs Assistant (SNA)

The SNAs role is to look after the care needs of students with SNA access. The purpose of the SNA scheme is to provide for students with significant primary care needs. Primary care needs include administration of medicine, and care needs requiring frequent interventions when essential. For details of care needs please see circular 30/2014. Students who are granted SNA access may have to share an SNA with other students. Through the course of their time at Salesian College students are encouraged, where appropriate, to become independent of SNA support.

The Roles and Responsibilities of SNA are clearly specified in the Salesian College Special Needs Assistant Policy.

12.8 Role of Parents/Guardians

The role and input of parents/guardians is vital to the success of the student. Parents/Guardians are part of the collaborative team, which is central to inclusive practice. The AEN Core Team endeavours to maintain open lines of communication with parents/guardians concerning their sons' progress. Appointments to meet a member of the AEN Core Team can be arranged through the school office. It is imperative that the parents/guardians and the school work together, with the support of outside professionals, where appropriate, to ensure the best possible outcomes for each student. It is extremely important that the school recognises and values the role of the parent/guardian. It is equally important that the parent/guardian respects and values the role of teachers as the professional educators.

One of the objectives of the ESPEN Act (2004) is “to ensure that parents have a central role in all important decisions concerning the education of their children.” Keeping this in mind the school encourages parents of students with AEN to do the following:

- Inform the school of any special educational needs their son may have.
- Inform the school of any psychological assessment their son may have and provide a copy of the report where relevant.
- Provide the school with information pertaining to learning styles and learning preferences in order to maximise learning for that student.
- Liaise with relevant school personnel in relation to the planning, implementation and review of students’ SSFs.
- Where appropriate, assist with homework and reading programmes e.g. paired reading.
- If required, meet with a member of the AEN department to discuss their son’s progress in school.
- Where appropriate, participate in school activities that are designed to improve the learning of their students.
- Cooperate with the signing of relevant forms e.g. consent for assessment forms

12.9 Role of Student

Students are encouraged to discuss their progress and learning needs with their learning support teacher. It is important for the students to know that their opinions concerning their progress are being listened to. Students are encouraged to develop independent learning skills and to become aware of themselves as learners.

Students with AEN

- Will be involved, where appropriate, in the planning, implementation and reviewing of their SSFs.
- Will assist their teachers with information about how they learn best, including learning styles if known.
- Will make sure they understand any learning targets that have been set for them by mainstream class teachers or special education teachers, especially in relation to SSF targets.

13. REASONABLE ACCOMMODATION IN STATE CERTIFIED EXAMS (RACE)

- The Resource Department together with the AEN Co-ordinator, Exam Secretary and Principal apply for reasonable accommodations in state examinations for students with additional educational needs each year.
- These students are then tested according to the SEC guidelines on RACE applications. The testing is carried out by members of the AEN team, and results and recommendations are documented carefully.
- Applications are then made accordingly for students who meet the criteria. As soon as written confirmation of the results of the application are received, these are added to the student’s file

RACE may include:

- Waiver in spelling and grammar
 - Assistance of a reader/ shared/ individual
 - Use of digital recording device
 - Use of a scribe
 - Use of a separate centre/ shared centre/ individual centre
 - Accommodation for visual and hearing impairment
 - Accommodation for aural and oral exams
- The list of accommodations granted is then given to the Exam Secretary who uses this information to make the appropriate arrangements. If a student avails of reasonable accommodation in exams it is indicated with an asterisk (*) on her exam results.
 - Information on RACE is available on the state Examinations Commission website www.examinations.ie under reasonable accommodations

14. DISABILITY ACCESS ROUTE TO EDUCATION (DARE)

- The AEN Team and the Guidance Counsellors work closely to identify students who may qualify for DARE.
- Applications to DARE are the responsibility of the student
- There are deadlines set out by the CAO for completion of an online statement from the student outlining how their disability affects their learning.
- These students are then advised, directed, and supported by the Guidance Counsellor and AEN Team through the process of application. Information on DARE scheme is available through www.accesscollege.ie

15. LIAISON WITH EXTERNAL AGENCIES

- Support and guidance are available to teachers from external bodies and agencies such as National Educational Psychological Service (NEPS), TUSLA, Special Educational Needs Organiser (AENO), NCSE Support Service, the Inspectorate and health professionals.
- Based on their assessments, conclusions and recommendations the school endeavour to incorporate these relevant recommendations in developing support plans at each level of the Continuum of Support

16. CONTINUING PROFESSIONAL DEVELOPMENT

- The AEN Team strives to keep abreast with changing syllabi, curriculum, and best practice and policy.
- It is the policy of Salesian College to encourage and facilitate teachers in the AEN Team to have completed the Graduate Diploma in Learning Support and Special Educational Needs in line with our CPD Policy
- All teachers are encouraged to undertake regular CPD courses. Teachers can apply to the Board of Management for financial support for these courses.

- Whole Staff training is recognised as vital to inclusive practice and the positive educational experience of students with AEN, and with that in mind management has supported initiatives to bring speakers on various AEN issues to address the staff.

17. REVIEW OF POLICY

This policy has been formed, reviewed, adopted, and ratified in accordance with procedures agreed by the partners of education on 27th May 2024

18. APPENDICES

Appendix A

Coordination of the Resource Department	Mark Ryan
Audit & AEN Guidelines to mainstream staff	Emer Cullen
Assessment Co-ordinator	Gillian Flynn
Reasonable Accommodations for State Examinations	Feena Pender & Grainne Ward
DARE Scheme for AEN students	Danielle Dolan
Reasonable Accommodations for House Examinations	Michelle Duignan & Gemma Moore
Standardised testing of groups and individuals	Gillian Flynn, Emer Cullen
SNA Co-ordinator	Feena Pender
VSWare System- Timetable etc	Michelle Duignan
Irish Exemptions	Danielle Dolan
Co-ordination of Individual Education Plans	Suzanne Murphy & Emma Friel
Co-ordination of level 2 programme:	Suzanne Murphy
Assistive Technology	Gillian Flynn, Gemma Moore, Feena Pender
Whole-school Intervention	Emer Cullen, Gillian Flynn
LCA Co-ordinator	Emer Cullen
Inclusion Co-ordinator	Mark Ryan

Appendix B

Roles and Responsibilities 2023/2024

The following members of the AEN Dept responsibility for academic concerns regarding students within a particular year group.

1st Year	Emer Cullen
2nd Year	Feena Pender
3rd Year	Emma Friel
TY	Clare Lennon
5th Year	Mark Ryan
6th Year	Danielle Dolan
Mainstream students with ASD:	Mark Ryan
Special Classes for students with ASD	Suzanne Murphy, Emma Friel