



Educate
Together



SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

ETSS WICKLOW

The Glebe, Wicklow Town

INTRODUCTION

This Special Educational Needs (SEN) policy outlines the supports that ETSS Wicklow provides for its students with additional needs. The policy is in line with the school's ethos to provide every one of its students with an equal opportunity to achieve their potential.

RATIONALE OF SEN POLICY

Our SEN policy aims to outline our commitment to creating an inclusive and supportive learning environment for all our students. This commitment is underpinned by the ethos, aims, vision and culture of ETSS Wicklow and our patrons and guided by the relevant legislation:

- The Education Act (1998)
- The Equal Status Act (2000)
- The Education (Welfare) Act (2000)
- The Equality Act (2004)
- The Data Protection Acts (1988, 1998 and 2003)
- The Freedom of Information Acts (1997 and 2003)
- The Education for Persons with Special Educational Needs Act (2004)
- The Disability Act (2005)

This policy is a reflection of our current practice in ETSS Wicklow in relation to facilitating and promoting a whole school approach to special educational needs.

AIMS AND OBJECTIVES

- To facilitate the social, emotional and educational (including literacy and numeracy) and physical wellbeing of students with special educational needs;
- To ensure that students with special educational needs are experiencing learning in a positive way;
- To ensure that ETSS Wicklow is an inclusive learning environment that enables students with special educational needs to realise their full potentials as unique individuals through access to an appropriate broad and balanced curriculum;
- To enable students with special educational needs to function as independently as possible through the provision of such educational supports as are necessary to realise that potential;
- To help students with special educational needs develop the skills they need to continue learning in adult life;
- To ensure that parents/guardians are involved in decisions about their children's education.

CATEGORIES OF SPECIAL EDUCATIONAL NEEDS

The various categories of special educational needs, the definitions of these categories, the criteria for the allocation of additional resources and the procedures for application are set by the Department of Education and Skills (DES) and the National Council for Special Education (NCSE) – up to date lists of these categories are available on the NCSE website <https://ncse.ie/>

SPECIAL EDUCATIONAL NEEDS (SEN) TEAM

The overall responsibility for the provision of education to all students, including students with special educational needs, lies with the Board of Management, and the principal of the school has the overall responsibility of ensuring that special educational needs of students are met to the best levels possible in relation to school resources.

In order to facilitate the organisation and provision of education for students with special educational needs in ETSS Wicklow, we have identified both the internal and external SEN team members below.

ETSS WICKLOW INTERNAL SEN TEAM

- Principal
- Deputy Principal
- SEN Coordinator
- SEN Core Team (includes teachers with SET hours)
- Teachers
- Special Needs Assistants (SNAs)

ETSS WICKLOW EXTERNAL SEN TEAM

- Board of Management
- Parents
- External Agencies
- External Support Services
- Special Education Needs Organiser (SENO)

THE SEN COORDINATOR (SENCO)

The SEN Core Team is led by a **SENCO** who provides an organisational structure for SEN in the school which facilitates collaboration among all staff members in an efficient and effective manner for the benefit of the students with special educational needs.

The Roles and Responsibilities of the SENCO:

- Oversees the day-to-day operation of the school's SEN policy, including formulation, implementation and review;
- Acts as an advocate for students with SEN;
- Supports management with the coordination and timetabling of learning support hours;
- Supports management with the coordination and allocation of duties for SNAs;
- Liaises with and advises colleagues about SEN;
- Monitors and tracks the progress of students with SEN;
- Responsible for drawing up an official SEN register at the start of each year;
- Responsible for keeping the official register updated throughout the year;
- Oversees the notifications to staff members of important SEN issues during the year (weekly email);
- Oversees the filing of records and reports for students with SEN;
- Liaises with parents/guardians of students with SEN;
- Offers advice to management on the in-service/upskilling of staff concerning SEN;
- Liaises with feeder schools, teachers & parents of incoming students to gain relevant information and access to psychological assessments and other reports;
- Liaises with external agencies and support services as appropriate, including the National Council for Special Education (NCSE), the State Examinations Commission (SEC) and National Education Psychological Service (NEPS);
- Assists with administration of standardised tests to all incoming students (**CAT4 and NGRT**);
- Facilitates the identification of **Irish exemptions**;
- Coordinates applications for **Reasonable Accommodations in State Examinations (RACE)**, administering WIAT III and DASH tests as required and obtaining other assessment information from teachers relevant to the applications; completing and submitting application forms; appealing decisions where necessary;
- Coordinates applications for **assistive technology**;
- Coordinates the preparation of Student Support Plans (SSPs) and Personal Pupil Plans (PPPs) for all SEN students, in consultation with parents, teachers, outside professionals, the Deputy Principal and the principal;
- Coordinates the implementation of SSPs;
- Organises review meetings for SSPs twice per year;
- Organises communications with the SEN team.

These duties are reviewed regularly and may change to ensure the priority needs of SEN students are always being addressed as our school grows.

COMMUNICATION

All communication is conducted in a respectful, timely and confidential manner and follows best practice guidelines in relation to data protection and school policies.

(a) SEN Coordinator (SENCO)

The SEN Coordinator meets with the SEN team regularly to review the progress of SEN students. There are also weekly meetings with senior school management, meetings with external agencies as required, reports given at staff meetings, in-service training and staff training.

(b) SEN Register

At the beginning of each academic year, a SEN Student Register is reviewed and adjusted as required and circulated to all teachers and to the SEN team. This register includes details in relation to a student's name, class and year, category of SEN and supports being provided. The SEN Coordinator may select a small sub-committee to help complete the SSPs for students on the SEN register.

(c) Record Keeping

All SEN records and individual SEN student files are kept in secure files in the office. Best practice guidelines in relation to data protection are followed.

(d) Student Support Plans

An SSP will be prepared for each student who has additional needs in line with best practice. These SSPs will be regularly updated as per agreed protocols at ETSS Wicklow.

(e) Parents & Guardians

Communication to parents starts with events such as our open day and information evenings, and includes letters/emails/phone calls/VSWare texts, student journals, parent- teacher meetings, meetings with the SENCO and staff consultation hours.

(f) External Agencies

Communications and meetings with external agencies e.g. NCSE are organised as appropriate.

SEN MODEL OF ORGANISATION IN ETSS WICKLOW

- **Identification Process**

When applying for enrolment, parents can inform the school of any SEN. Before starting at the school, parent meet with us to discuss their child's specific needs and our school's capacity to meet these needs. We request that all relevant documentation and information be forwarded to us. Where diagnosis/reports are deemed inadequate or out of date, the Principal/Board of Management may insist that the parents/guardians obtain an up-to-date Educational Psychological Report. In general, the NCSE do not rely on reports which are older than 4 years.

- **Management Support**

Management will ensure that the school can plan its support for all incoming students by facilitating meetings of incoming students and their parents and contacting primary schools. We facilitate the transition from primary school for students with additional educational needs through a meeting with each family before the start of the new academic year. As part of this transition programme, we ensure that we gather information about students with SEN so that they are immediately included and supported in their initial experiences in our school. In addition, all students take the CAT4 assessment and the NGRT assessment which provide further information to inform planning. Teachers will also conduct in class assessments to determine skill levels in writing, reading and numeracy.

- **Assessment – Monitoring, Tracking**

All students listed on our SEN register will have an SSP or a PPP which outlines the supports in place and targets.

- **Timetabling**
The SEN timetable is scheduled after the mainstream timetable is organised and issued to teachers at the start of the new school year. It is reviewed as required during the year.
- **Access to the Curriculum**
All students are provided with the opportunity to access the mainstream Junior Cycle curriculum and student needs are supported with advice in relation to optional subjects. Where appropriate, L2LP can be facilitated to ensure that students are both challenged and rewarded at an appropriate level. Students exempt from the study of Irish attend will be facilitated with another area of study.
- **Support Teaching and One-on-One Teaching**
ETSS Wicklow prioritises a support teaching model to promote inclusivity at the school. However, where necessary, we will also use small group or one-on-one withdrawal models to support students with additional needs where there is clear evidence that this would benefit the student(s) more.
- **Access to Rooms for Students with Additional Needs**
All school facilities and resources are available to our SEN students. The SEN timetable includes details about room allocation.
- **Examinations (In-House Assessment, State Examinations)**
An extra examination centre is provided for SEN students during our in-house exams if deemed necessary. Applications will be made to the **State Examinations Commission (SEC)** for **Reasonable Accommodations in State Examinations (RACE)** for the Junior Cycle or Leaving Certificate as required.

SUCCESS CRITERIA FOR POLICY

- Ensuring that every student is given an equal opportunity to achieve their potential in an inclusive environment;
 - Providing well organised plans that are kept up to date and regularly reviewed and evaluated;
 - Constant monitoring of the progress of students with additional needs to ensure that they are supported to the greatest extent possible.
-

REVIEW

This policy will be reviewed once every two years and adjusted as required in the light of any circulars or new legislation dealing with SEN in schools or development in school policy.

The next review is scheduled for 2023-2024

APPENDIX A - STUDENT SUPPORT PLANS – GUIDELINES

The Education for Persons with Special Educational Needs Act (2004) creates a statutory requirement to have education plans for individual students with special educational needs.

Six steps are identified in the NCSE Guidelines in relation to drawing up, implementing and reviewing an SSP, as provided for in the Education for Persons with Special Educational Needs Act (2004). These steps are:

- **Step 1** Gathering information
- **Step 2** Statement of level of performance including strengths, needs and impact on learning
- **Step 3** Identification of priority learning needs and time frame for targets
- **Step 4** Setting targets for each priority learning need
- **Step 5** Identification of the strategies and resources required
- **Step 6** Setting date for review of SSP

The purpose of an SSP is

- to guide the provision of services,
- to encourage effective teaching and learning
- to promote access to a full curriculum.

Section 9 of the Education for Persons with Special Educational Needs Act (2004) stipulates that the matters to be specified in an education plan for an individual student should include:

- the nature and degree of the child's abilities, skills, and talents;
- the nature and degree of the child's special educational needs and how those needs affect their educational development;
- the present level of educational performance of the child;
- the special educational needs of the child;
- the special education and related support services to be provided to enable the child to benefit from education and to participate in the life of the school;
- where appropriate, the special education and related services to be provided to enable the child to effectively make the transition from preschool education to primary school education;
- where appropriate, the special education and related services to be provided to enable the child to effectively make the transition from primary school education to post-primary school education;
- the goals the child is to achieve over a period not exceeding twelve months.

In formulating priority learning needs, the SEN team considers:

- The child's current level of performance.
- The child's specific strengths and needs.
- The child's rate of progress.
- The urgency of the child's needs in specific areas of learning.
- The relevance of the learning needs prioritised.
- The child's motivation and interest.

SUGGESTED SUMMARY CHECKLIST FOR WRITING AN SSP:

Have we:	Yes / No
<ul style="list-style-type: none">• listed the personnel involved in the development of the SSP?• included personal details about the child such as name and address?• included a comprehensive profile of the child based on the wide-ranging information gathered?• identified the child's strengths, abilities and talents?• identified the range of learning needs?• selected the child's priority learning needs• selected targets consistent with the priority learning needs?• identified appropriate teaching strategies to achieve the targets?• identified suitable materials / resources to achieve the targets?• included a date for review of the SSP?• where appropriate, identified personnel who will work with the child to help him/her achieve targets?	

The following general guidelines are suggested for planning by mainstream and resource teachers and, as appropriate, other specialist teachers:

- Planning for teaching should be linked to the targets in the students' SSPs.
- When teaching plans are being drawn up, due regard should be paid to the setting (for example classroom, laboratory, or resource room) and the framework (for example individual work, small group, or class group) in which the teaching and learning will take place.
- Short-term objectives for teaching and learning should be stated in clear, unambiguous language.
- Short-term teaching plans should be based on these objectives, showing the content to be covered, the teaching methods to be used, and the resources that are needed.
- An individual record should be kept of each student's progress towards the goals in his/her SSP.
- Short-term learning objectives and the teaching strategies should be kept under review, particularly in the light of the student's engagement with the learning activities and their progress towards the goals in their SSPs.