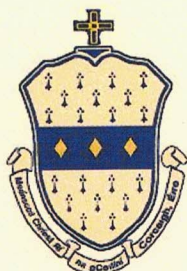


Christ King Girls' Secondary School, Half Moon Lane,

South Douglas Road, Cork.

Roll No: 62692 I



Supporting Students with Additional Educational Needs and Whole School Inclusion Policy 2021

Reviewed with Staff Focus Group:	23rd February & 4th March 2021
Reviewed with Parents' Council:	Meeting 9th March 2021 Parental Email 10th March 2021 Focus Group March 2021
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Ratified by Board of Management:	

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## **1. Introduction**

Christ King Girls' Secondary School is a Catholic all girls voluntary secondary school with a Catholic ethos under the trusteeship of CEIST (Catholic Education an Irish Schools' Trust) with an enrolment varying between 750 and 800 students.

### **1.1 Aims of the Policy**

Our aims in the formalisation and implementation of this policy are:

- To be fully compliant with educational and legal regulations in this area.
- To establish a system of communicating information between staff, additional educational needs team (AEN), pastoral care team, senior management team and parents.
- To formalise the roles and responsibilities within the AEN team.
- To allocate the resources available effectively to meet the needs of the identified students.
- To ensure students with specific additional educational needs are as fully involved and integrated in all aspects of school life as possible.
- To identify students with AEN and to track, monitor and review their progress.

### **1.2 Operating Context**

Our school is dedicated to the implementation of an effective system for meeting the needs of all our students in accordance with our mission statement, the resources provided by the Department of Education (DES), guidelines from the National Council for Additional Education (NCSE), school specific advice and national guidelines from National Educational Psychological Services (NEPS) and the Board of Management (BOM).

#### **1.2.1 Mission Statement**

This policy sits within the framework of the school's overall commitment to our student's right to education in the mainstream and her entitlement to have her educational needs addressed by a continuum of provision.

We are fully committed to the principle of inclusion. This policy aims to enable our students with additional educational needs and students whose first language is not English to become fully integrated members of our school community.

Christ King's educational philosophy and values are encompassed in our Mission Statement:

- To respect the uniqueness of the individual.
- We are committed to providing an environment within which the development of intellectual and spiritual values is of prime importance.
- We hope this mission will be fulfilled in cooperation and partnership with students, parents and the wider community.

We are committed to creating and maintaining an inclusive learning environment in which every student is enabled to know her worth, see the worth of others, and to live each school day well, for her good and for the common good.

### **1.2.2 The Legal Context**

The policy is written in the context of the various pieces of legislation listed below;

- The Education Act (1998)
- The Education Welfare Act (2000)
- The Equal Status Act (2000)
- The Education for Persons with Disabilities Bill (2003)
- The Equality Act (2004)
- The Data Protection Acts (1988, 1998 and 2003)
- The Education of Persons with Additional Educational Needs Act (2004)

This policy is drafted in the context of:

- DES Circular Letters with specific reference to DES Cr 0014/2017 Additional Education Teaching Allocation, introduced a revised model for allocating Additional Educational Needs (SEN) resources to schools. This document and the, Guidelines for Post Primary - Schools Supporting Students with SEN in Mainstream schools (2017), produced in May 2017, by the DES, are now the guiding principles that form the basis for support for students with AEN, within our school.
- The guidelines on the Individual Education Plan Process 2006
- The Guidelines on the Continuum of Support for Post-Primary Schools (NCSE)
- The guidelines published by the Additional Educational Needs Support Service (SESS)

### **1.2.3 The Admission Context**

As per our school admission policy, Christ King Secondary School welcomes students with Additional Educational Needs (AEN) and endeavours to “provide that the education of people with such needs shall wherever possible take place in an inclusive environment” (Education for Persons with Additional Needs Act 2004).

The application process for a student with additional educational needs will be the same as that of any other applicant. However, after being awarded a student place in Christ King Secondary School, a member of the school’s AEN department will meet with the parents/guardians to discuss the student’s needs and the school’s ability to meet those needs. The school will then commence the application process to obtain additional DES and NCSE support. A copy of the student’s educational, medical, or where appropriate psychological reports will be requested to commence the process of application for additional supports.

We will strive to ensure that an education appropriate to their needs is provided for students with additional educational needs and will seek to:

- Identify the needs of the student/s in advance.
- Seek to acquire the necessary resources from external agencies.
- Do all that is reasonable to accommodate the needs of a person with a disability by providing grant assisted additional treatment or facilities if required.
- All students with additional educational needs are supported in the use of our e-learning platform and any assistive technology being used by them.

We aim to ensure that the school provides an inclusive and supportive environment for all our students which supports the acceptance of diversity and will take proactive steps to guard against unfair treatment as a consequence of disability or additional need.

### **1.3 Definition of Additional Educational Needs**

- Additional educational needs can take a variety of forms, including specific learning needs, health related needs, emotional needs, short term trauma and behavioural needs. This policy considers additional educational needs provision as outlined in the various acts above.
- Students with additional educational needs are those who are restricted from participating and benefiting 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 that condition. (EPSEN Act 2004).

- Exceptionally able students are those understood to require opportunities for enrichment and extension that go beyond those provided for in the general cohort of students. The Education Act 1998 recognises ‘giftedness’ as an additional education condition and our school recognises that students who fall within this category have additional learning needs that the school will endeavour to respond to.

## **2. Guiding Principles of the Additional Educational Needs Department**

**2.1 The Guidelines for Post-Primary Schools** - Supporting Students with Additional Educational Needs in Mainstream Schools (2017) clearly outlines the 6 Principles to guide the implementation process (Post-Primary Guidelines, p. 5)

1. Resources provided to support students with additional educational needs will be used to facilitate the development of truly inclusive schools.
2. Supports provided to students with additional educational needs will be based on identified needs and be informed by regular reviews of progress (in consultation with parents and students) as outlined in the Continuum of Support Guidelines.
3. The subject teacher has primary responsibility for the progress and care of all students in the classroom, including students with additional educational needs.
4. Additional education teaching supports provided to schools will be used solely for the support of students with identified additional educational needs, including those students for whom English is an Additional Language (EAL). The additional education teaching supports **cannot** be used to reduce the student-teacher ratio for general subject teaching or to provide additional subject options for students who do not have additional education needs.
5. Students with the greatest levels of need will have access to the greatest level of support, and whenever possible, these students should be supported by teachers with relevant expertise who can provide continuity of support.
6. The School will establish and maintain a core team of teachers to meet the needs of students with additional educational needs. All members should have the necessary experience and access to continuing professional development to support the diverse needs of students with additional educational needs.

### **2.2 Inclusion of All Students**

Our school is committed to being an inclusive educational setting for all students. We accept the concept of inclusion as promoting the active participation of our students. The aim of our A.E.N. department is inclusion rather than integration. An inclusive school believes that ALL

children are different and ALL children can learn and we wish to meet the needs of ALL learners within our school community.

The objectives by which we strive for inclusion are outlined as follows:

1. To facilitate the social, emotional and educational (including literacy, oral literacy and numeracy) and physical wellbeing of students with additional educational needs.
2. To help students with additional educational needs develop the skills they need to continue learning in adult life.
3. To enable students with additional educational needs to function as independently as possible in society through the provision of such educational supports as are necessary to realise that potential.
4. To meet the needs of all students who have additional educational needs, by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
5. To adopt a whole-school approach in educating students with learning difficulties, wherever possible, alongside their peers within the mainstream curriculum.
6. To ensure that there is an appropriate system of identification and ongoing assessment of students with additional educational needs by the AEN core team and subject teachers.
7. To involve all stakeholders in the identification, assessment and delivery of support and to strive for close co-operation between all concerned.

### **3. Policy Context and Rationale**

Our AEN 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, characteristic spirit and mission statement of the school and is guided by relevant school policies.

This policy is informed by:

- The School's Mission Statement
- The School's Admissions Policy
- The School's Anti-Bullying Policy
- The School's Student Support Team
- The School's Code of Behaviour
- The School's Child Protection Policy / Child Safeguarding Statement

- The School's Wellbeing Programme
- The School's Additional Educational Needs Policy
- The School's Guidance Plan

#### **4. Roles, Responsibilities and Involvement of Additional Educational Needs**

##### **4.1 Board of Management:**

The Board of Management has responsibility for overseeing the development, implementation and review of school policies and services in relation to the inclusion of students with additional educational needs, including exceptionally able and gifted students.

##### **4.2 Principal:**

The Department's post-primary guidelines on inclusion outlines the role of the Principal in supporting students with additional educational needs. It states that *'Under current legislation the principal of the school has overall responsibility for ensuring that the additional educational needs of students are met. As a consequence, the principal has the general responsibility for establishing and promoting whole-school policies and procedures that are supportive of the learning of all students, including those with additional educational needs'* (Inclusion of Students with Additional Educational Needs: Post-Primary Guidelines; DES, 2007, p 67).

Subject to her overall statutory responsibilities, the Principal may delegate the performance of specific responsibilities to other staff members, including members of the additional education needs team.

##### **4.3 Subject teachers**

EPSEN (2004) states that students with additional needs shall whenever possible be educated *'in an inclusive environment with those who do not have such needs'*. Circular Additional Education 24/03 indicates that regardless of what additional educational need a student may have, or who may be involved in supporting that need, the subject teacher retains primary responsibility for all the students in his/her classroom.

- The subject teachers will always have responsibility for teaching all the students all the curricular content.



- Through access to the AEN documents on VSWare, subject teachers are cognisant of the learning difficulties of students in their classes and make allowances for this in the delivery of the course material and in assessment and feedback to students.
- Differentiated teaching is central to the approach of teachers in the classroom in responding to individual AEN.
- Subject teachers will liaise with members of the AEN team to plan the support and differentiated programme for students.
- As part of this process, subject teachers will participate in the ongoing assessment of students for the purposes of identification, establishing baselines and progress.
- Subject teachers may be timetabled to take a number of support classes per week.

#### **4.4 The Additional Educational Needs Core Team:**

The role of the additional education needs team includes developing, implementing and monitoring a whole-school approach to the education of students with additional educational needs. This involves developing whole-school procedures for the selection of students for supplementary teaching, assisting in the implementation of whole-school strategies to enhance teaching and learning, and providing guidance to colleagues on the implementation of students' support plans.

##### **Additional Educational Needs Core Team**

The Additional Educational Needs Core Team is made up of:

- Two AEN Coordinators who have responsibility for Junior and Senior year groups;
- Two Guidance counsellors;
- Our Special Needs Assistants Team
- Core Team of Support Teachers

The core team will work closely with subject teachers, parents and with other support structures within the school, such as the student support team and guidance counsellor.

In addition, the core team can provide invaluable support to subject teachers to meet student needs within their classroom and subject areas.

## 4.5 Roles within the Additional Educational Needs Core Team:

### 4.5.1 Role of AEN Coordinators

The AEN Coordinators work closely with the Principal, Deputy Principals, students and parents in relation to meeting the needs of all students with AEN. The Coordinators share the responsibilities and directly oversee the duties associated with their assigned year groups.

- The Junior AEN Coordinator has responsibility for all students with AEN in 1st, 2nd and 3rd year as well as the incoming 1st year students.
- The Senior AEN Coordinator has responsibility for all students with AEN in 4th, 5th and 6th year.

#### The AEN Co-ordinators:

- Liaise with relevant external agencies and professionals. These include Primary Schools, National Council for Special Education (NCSE), the National Educational Psychological Service (NEPS) the Visiting Teacher Service (VTS) , the National Education Welfare Board (NEWB) the Special Educational Support Service (SESS) Speech & language Therapists, Occupational Therapists or any other pertinent agencies.
- Collate the collection of assessments of incoming students and work with parents and guardians and feeder schools to identify students with special educational needs.
- Are responsible for the submission of new assessments to the SENO.
- Conduct the co-ordination of files for all *SEN* students and dissemination of information to staff.
- Administer, where necessary, a variety of standardised tests to assess students and monitor progress throughout the year
- Work in an advisory capacity with management in timetabling SEN students and allocating Resource hours at all levels.
- Be available to meet incoming students and their parents to record information and to collate reports and paperwork;
- Offer advice on assessments given to incoming first years.
- Work in a consultative role with teaching colleagues and promote and advertise relevant in-service training to staff
- Share information and expertise formally at staff meetings and informally as required when consulted.
- Share information in August/September with the Guidance Team concerning incoming and existing students and compile a register of AEN students

- Communicate with Subject teachers who are concerned about students .
- Liaise with Parents and Guardians who may seek to refer their daughter directly for assessment by the AEN Dept.
- Support the Guidance Team with input into the Reasonable Accommodation for Certificate Examinations (RACE).
- Provide information and strategies to support the teaching or supervising of a student with additional educational needs, including psychological reports and other confidential documents.
- Prepare folders containing educational assessment summaries, professional recommendations, suggested methodologies and teaching resources for each student.
- Consult with the Deputy Principal regarding the distribution of students to classes and the allocation of students to individual Support teachers.
- Work closely with the AEN Team, parents and others in developing School Support Plans for the students.
- Liaise with Special Needs Assistants to provide specific and appropriate care for students with special needs .
- Attend meetings with Year Tutors, SNA's and the Guidance Team on a regular basis.
- Prepare and submit applications for assistive technology to the SENO
- Submit relevant forms to the SENO regarding the number of students in receipt of SNA support.
- Liaise with examination (in house and state) superintendents and co- ordinators regarding putting in place special provisions for students with AEN.

#### **4.5.2 Role of Guidance Counsellors**

- Offer emotional support to students with AEN
- Offer guidance to students with AEN in relation to subject choice
- Offer guidance to students with AEN with time management and study skills
- Liaise with AEN team if additional support is needed and a referral is made
- Administer and interpret standardised and diagnostic tests (where appropriate)
- Administer, analyse the entrance exam results and identify students with AEN
- Collect and prepare documentation in relation to Irish exemptions
  - Liaise with AEN Coordinators in identifying the students with Irish exemptions.
  - Liaise with primary feeder schools.
  - Liaise with Principal
- Oversee Reasonable Accommodations Applications (RACE)

- linking with AEN team to establish what needs there are for exam accommodations - usually based on their professional reports or other difficulties experienced in exam or class situations
- collecting evidence to support application - reports, assessments, student work
- linking with students' subject teachers and support teachers
- **Oversee Disability Access Route to Education Applications (DARE)**
  - Liaise with Leaving Cert students in relation to DARE Applications
  - Liaise with AEN Coordinators, if necessary, regarding an application from a student with AEN

#### **4.5.3 Role of Special Educational Needs Assistants (SNAs)**

- To provide support to any identified student in the school community
- To provide support in a range of different circumstances, noting what we define as Additional Educational needs: Specific Learning difficulties, health related needs, emotional needs, short term trauma and behavioural needs.
- To provide all support in an inclusive and supportive manner.
- To contribute valuable observations as a stakeholder to the identification, assessment and support of each child with Additional Educational Needs.
- To be informed by regular reviews and changes and alter the levels and types of support offered where necessary.
- To foster independence in each child to prepare them for their adult life.
- The Principal may delegate the performance of certain responsibilities to a Special Needs assistant in complying with his/ her statutory responsibility

The duties of the SNA carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills, the SNA will meet the care needs of the SEN pupils to which they have been assigned in accordance with Circular 30/2014. [https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/c10030\\_2014.pdf](https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/c10030_2014.pdf)

#### **4.5.4 Role of AEN/Support Teachers**

- Familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs

- Collaboratively develop Student Support Files (SSFs) for students selected for School Support and School Support Plus teaching with class teachers, parents, support services, other staff and student
- Liaise with class teachers, parents/guardians and other staff members to identify priority learning goals for each students in receipt of School Support/ School Support Plus and who require an SSF
- Liaise with class teachers, AEN Coordinators and relevant staff to review SSFs
- Communicate with parents regarding any concerns about their daughter and update them regarding their progress
- Offer advice and support to class teachers regarding students on the register
- Discuss the needs and progress of students on the register that they support at planning meetings

#### **4.6 Parental Involvement**

As primary educators, the school recognises the central importance of the role of parents in addressing the additional educational needs of students in the school. The school believes that the effectiveness of any assessment or intervention will be influenced by the involvement and interest of the child and her parents.

On Open Night, information on additional needs provision in the school is passed on to parents/guardians. Parents are invited to contact the Additional Educational Needs Department during the year in addition to meeting the learning support teachers at Parent/teacher meetings. Parents are always contacted before a student is referred for assessment and feedback is provided afterwards to discuss the outcome of the assessment. This communication contributes to the development of and ongoing review of the School Support Plan. Parents are given regular opportunities, outside of parent-teacher meetings, to discuss their daughter's ongoing learning needs and progress. This communication can happen in the form of emails, phone calls and face-to-face meetings. Parents also provide valuable input to the creation and review of the school support plans.

Parents/Guardians should:

- Share any information, reports or reports pending from health professionals with the school. Copies of up to date professional reports should be provided to the school at the enrolment stage.
- Support the work of the school and keep us informed of the progress and challenges they observe in their daughter's learning.
- Attend parent-teacher meetings

#### 4.7 Student Involvement

In general, students are informed of their placement in additional educational needs groupings by the AEN team. Often, students will know, coming into the school, that they have a professional assessment and will have spoken to the relevant personnel along with their parents as part of the transition process. In the case of a student who is referred for assessment through the school, we will discuss with the parent/guardian the best way to inform the student. Students can be involved in School Support Plan preparation. Their input can include what areas they feel need development, how they think improvements can be made, what their strengths and needs are.

Pupils who are in receipt of support teaching should, as appropriate:

- Become familiar with the targets that have been set for them
- Develop 'ownership' of the skills and strategies that are taught and learn to apply these learning strategies and skills to improve their own learning
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

### 5. Additional Educational Needs Department Annual Plan

August	<p>The Additional Educational Needs team collaborates with senior management team(SMT) on:</p> <ul style="list-style-type: none"> <li>● The creation of timetables for additional support where necessary</li> <li>● Updating students' IEPs for the coming year</li> <li>● SENO is informed about the students with AEN returning to school</li> </ul>
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September	<ul style="list-style-type: none"> <li>● Allocation of support hours to students and timetables for teachers, SNAs and students with AEN provision are finalised: AEN Team</li> <li>● List of students with exemptions from Irish is finalised.</li> <li>● Identification of incoming student situations: Guidance Team</li> <li>● Development of detailed School Support plans with the teachers overseeing specific year groups.</li> <li>● Adjustment of School Support Files (SSFs) based on a consultative basis.</li> </ul>
October	<ul style="list-style-type: none"> <li>● Application to the Reasonable Accommodation Certificate State Examinations Section (RACE) for Leaving Cert students' with AEN who also have specific examination needs.</li> <li>● The Wechsler Individual Achievement Test (WIAT) is administered by the Guidance Counsellor to Leaving Cert students with AEN, if necessary, depending on the need.</li> <li>● Data is collected by the relevant guidance counsellor from class teachers, students and/or parents regarding each Leaving Cert RACE application.</li> </ul>
November	<ul style="list-style-type: none"> <li>● Arrangements for Entrance Assessment for incoming first years.</li> <li>● Communication with primary schools by AEN Coordinator.</li> <li>● The Wechsler Individual Achievement Test (WIAT) is administered by the Guidance Counsellor to Junior Cycle students with AEN, if necessary, depending on the need.</li> <li>● Data is collected by the relevant guidance counsellor from class teachers and/or parents regarding each Junior Cycle RACE application.</li> <li>● Special AEN provision arrangements for In-House Examinations</li> </ul>
January	<ul style="list-style-type: none"> <li>● Application for continuous additional teaching and/or SNA support for the following year to SENO.</li> <li>● Entrance Exam takes place in the school</li> <li>● Review of student school support plans</li> </ul>

	<ul style="list-style-type: none"> <li>● Application for continuous additional teaching and/or SNA support for the next year to SENO.</li> </ul>
February	<ul style="list-style-type: none"> <li>● Preparation for curricular concession application for English as an Additional Language.</li> <li>● AEN Coordinators provide the Principal with details of students in receipt of support hours and a progress report is made.</li> <li>● Application made to SENO for new teaching support/SNA hours for the following year</li> <li>● SN1 forms for incoming students (to be processed after assessments have been received from Admissions day) (SENO applications Coordinator)</li> <li>● Consultation with parents and feeder schools to get reports and assessments in time for submission.</li> <li>● Visits to Primary schools to identify students with AEN.</li> <li>● Collaboration with special education teachers (SETs) in primary feeder schools to inform plans</li> <li>● Discussion with AEN students with regard to subject choice and number of subjects etc. for the transfer into 5th year.</li> <li>● Special provision arrangements for In-House Pre Examinations for any student who qualifies for reasonable accommodations.</li> </ul>
March	<ul style="list-style-type: none"> <li>● Finalisation of subject option choice forms with students and parents.</li> <li>● Submission of forms to the Options Team: AEN Coordinator and Guidance Counsellors</li> <li>● Incoming 1st year parent information night</li> <li>● Feedback for parents on Entrance exam results</li> <li>● Feedback and discussion with parents of students with AEN regarding subject choice and timetabling.</li> <li>● Collation of the documentation relating to students with AEN - to include psychological reports, medical assessments, reports,</li> </ul>



	<p>exemption certificates and any additional needs.</p> <ul style="list-style-type: none"> <li>● Preliminary meeting with Principal about AEN needs for the following year to feed into timetabling and planning.</li> </ul>
April	<ul style="list-style-type: none"> <li>● Consultation with regard to grouping of students in 1st, 2nd and 5th year for the provision of additional education for the coming year.</li> <li>● Design of small groups and classes to be negotiated.</li> </ul>
May	<ul style="list-style-type: none"> <li>● A full review of School support plans for students</li> <li>● Parents, Year Head and teachers involved with student-outside agencies when necessary</li> <li>● Consultation with State Examination Aide in relation to RACE, special centres and all of the provisions that need to be put in place for students with AEN.</li> <li>● 1st year Induction programme</li> <li>● Application for book grant sent to parents</li> <li>● Facilitate school visits to the school for any student requiring a high level of support</li> </ul>
June	<ul style="list-style-type: none"> <li>● Preparation of folders and additional texts for AEN students – coordinated by the AEN team and delivered by the SNAs.</li> </ul>
All Year:	<ul style="list-style-type: none"> <li>● Identification of new students who require assessments or reviews.</li> <li>● Application for additional supports through grant application to NCSE</li> <li>● Liaising with NEPS about ongoing students' needs and assessments</li> <li>● Meetings with SENO</li> <li>● Applications for Assistive Technology</li> <li>● Formal and informal communication with parents</li> <li>● Attendance at weekly AEN meetings, Care meetings and Year Tutor meetings</li> <li>● Meetings between AEN Coordinators and SNAs</li> <li>● Monitoring and reviewing of the allocation of AEN resources, depending</li> <li>● Communication with outside agencies - CAMHs, Jigsaw, SESS,</li> <li>● Communication with teachers for visually and hearing impaired</li> <li>● Communication with subject teachers regarding progress of students</li> </ul>

	<p>with AEN</p> <ul style="list-style-type: none"> <li>● Ongoing CPD provided for teachers, SNAs and AEN Coordinators</li> <li>● Attendance at SENCO Forums by AEN Coordinators</li> </ul>
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## 6. Identification of Students with Additional Educational Needs

Students will be identified as requiring additional teaching support on the basis of:

- Formal Assessment-standardised tests on enrolment
- Information from parents
- Information from feeder schools
- Information from other second level schools where a pupil is transferring in
- Reports from the psychological services
- Informal assessment-observation of progress in mainstream classes
- Information from staff

A Register of pupils with AEN will be drawn up for the school. This will include students for whom these needs have already been documented and pupils who, after assessment by the school/external agencies, have a demonstrated entitlement to additional educational needs provision.

### Continuum of Support Framework

We use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. We recognise that additional educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

#### 6.1 First Year Students

A Student Support File will be opened for students transferring to our school with identified needs from primary School (see template in Appendix 2)

All information gathered in relation to a student with AEN will be stored securely, treated confidentially and used only for educational purposes.

A profile of the student will be developed from:

- Information on the student's application form and documentation provided on enrolment
- Information given by parents/guardians who contact the school directly to discuss their child's needs
- Psychological or other assessments provided to the school
- Primary School Passports
- Assessment tests carried out in January prior to enrolment.
- Information provided by visiting teachers or other external multi agency professionals involved with the student.

## **6.2 Existing students with Emerging Needs**

When concerns regarding the learning/progress of existing students are raised by parents, staff or by the student themselves, the student support team and the AEN core team will ensure the relevant assessments are carried out, in consultation with parents and students.

Students who have emerging needs during their post-primary education, will typically have their needs met through the Continuum, by first receiving Support for ALL. The process of identifying needs, gathering information and planning and reviewing interventions, will help identify students with higher levels of need who will need additional support. In turn, the processes inherent in School Support (for some), will identify those needing School Support Plus (for few). Therefore, students with emerging needs might typically work their way through the levels of support, as needed.

## **6.3 The Exceptionally Able Student**

Exceptionally able students are identified using Entrance assessment results in 1st year. The students with a mean result of 130 or more are classified as gifted. Students who require opportunities for enrichment and extension that go beyond those provided for in the general cohort of students are deemed to be exceptionally able. We work to support exceptionally able and gifted students by aiming to:-

- Ensure that all students are suitably challenged in all lessons so that gifted, talented and exceptionally able students make appropriate levels of progress

- Provide opportunities for differentiated work and resources and opportunities for open-ended homework
- Develop and provide opportunities for extension work / projects
- Provide appropriate pastoral care
- Provide opportunities for professional development of teachers, when available, to inform teaching strategies e.g make contact with experts external to the school
- Provide a wide range of extra-curricular opportunities to encourage talent to flourish eg Siroptomist debates, poetry competitions, Language Olympiad, Lunch time clubs, These students may be referred to the DCU Centre for Talented Youth operating through UCC on a weekly basis. <https://www.dcu.ie/ctyi>
- Provide mentoring and additional provision for students of exceptional ability where deemed appropriate
- Promote the development of independent learning by allowing students to organize their own work, to carry out tasks unaided, evaluate their work and become critical thinkers

It is estimated that 5-10% of the school population will demonstrate very high levels of attainment in one or more of the following areas:

- general intellectual ability or talent
- specific academic aptitude or talent
- visual and performing arts / sport.
- leadership ability
- Creative and productive thinking
- Mechanical ingenuity
- Additional abilities in empathy, understanding and negotiation.

#### **6.4 Record Keeping**

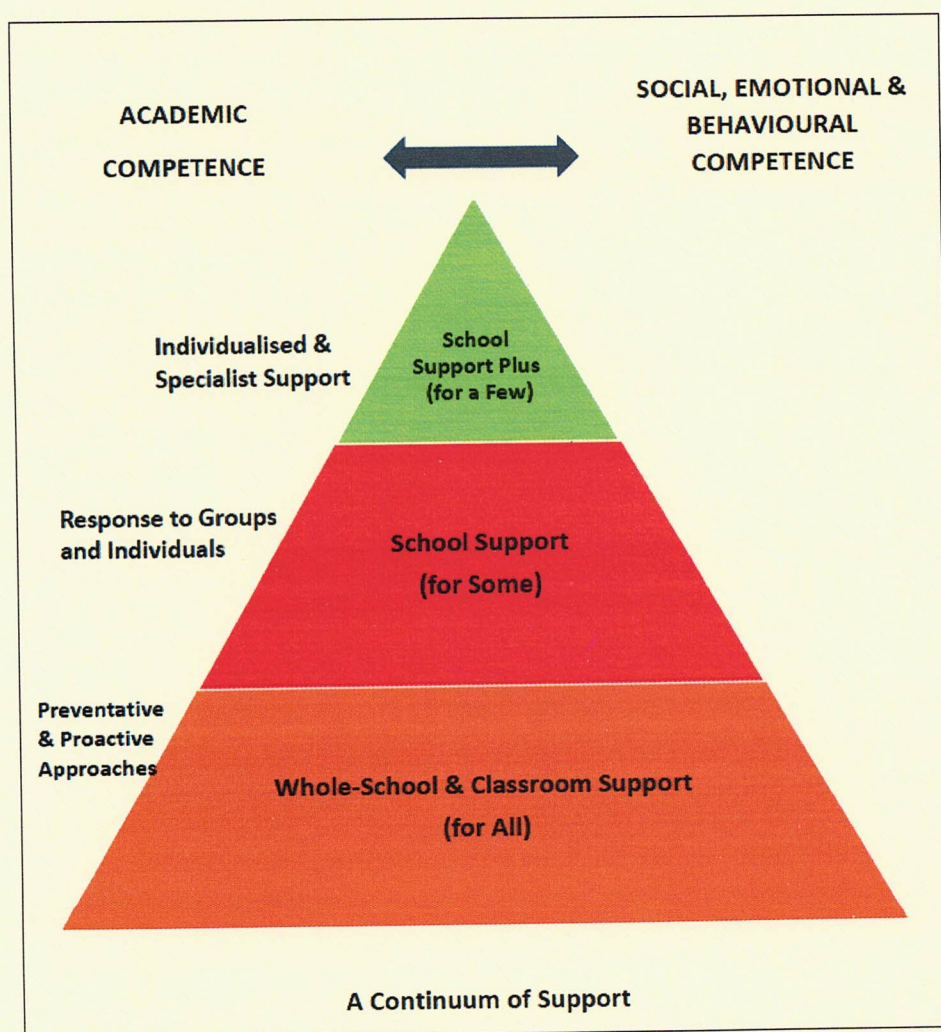
All records in relation to students with additional needs will be held securely by the AEN Coordinator. One copy of psychological Assessments and other confidential documentation will be stored securely in the Student File in the AEN Coordinator's office.

#### **6.5 Placement of Students in Classes**

On entry into First Year students are placed in classes of mixed ability settings by the Deputy Principal in cooperation with the Year Tutor and Guidance Counsellor. All students have the opportunity to study core subjects English, Maths and Irish at common level. Irish classes are timetabled together and foreign languages are also blocked in order to provide additional support as necessary, by creating small groups where support can be provided to students availing of their Irish exemption.

Students exempt from Irish who are identified as having additional educational needs, may receive support when Irish is timetabled. Additional educational support in this format continues from first year to sixth year. Support teaching is provided in consultation with the students, parents/guardians and teachers.

### 7 Model of SEN provision – continuum of support



## 8 Methods of Provision for Additional Educational Needs

### 8.1 WHOLE-SCHOOL AND CLASSROOM SUPPORT FOR ALL

#### 8.1.1 Team Teaching in Subject Classes (Support for All)

Increasingly the core model of provision is through team teaching where the support teacher goes into the classroom supporting the teaching and learning of individuals or small groups in the general classroom. This approach ensures that those with resource hours and a full timetable are still accessed by the AEN team and other teaching staff.

### 8.2 SCHOOL SUPPORT FOR SOME

#### 8.2.1 Group Provision (Support for some)

The provision in 1st, 2nd and 3rd year is where groups of students are given literacy support and numeracy support in clusters in order to allow for a foundation class or a supported ordinary level class in these core subjects.

The provision is also in 5th and 6th year where groups of students are provided with an additional subject.

#### 8.2.2 Lunch Time Clubs (Support for some)

A number of lunchtime clubs take place in the school everyday as a support for students with AEN to allow them a safe space to socialise and develop their social skills. Social activities such as drama, arts and crafts and board games are organised to enable students with AEN to engage with other students in a safe and structured environment.

### 8.3 SCHOOL SUPPORT PLUS FOR A FEW

#### 8.3.1 Small Group Withdrawal (Support for a few)

Small group withdrawal is utilized to provide more specialised support. The organisation of these groupings is decided upon by the AEN Team. Groups are arranged on the basis of similar need profiles and the capacity to withdraw students at the same time. Withdrawal for small

groups usually occurs during Irish for those students who are exempt and during MFL (Modern Foreign Language) time for those not doing a language. Very often this support is targeted at the acquisition of IT skills or the use of reading pens as well as the development of social skills.

### **8.3.2 Individual Withdrawal (Support for a few)**

This is used where a student requires specialised individual support.

### **8.3.3 Reduced Curriculum (Support for a few)**

A small number of students, whom it is deemed, after consultation with the NEPS psychologist, parents and teachers, cannot sustain a full curriculum, have their curriculum reduced. The class periods available as a result of a reduced curriculum are used to give subject support and literacy/numeracy support and emotional support.

### **8.3.4 Student Mentoring Programmes (Support for a few)**

A number of different programmes run in the school such as Big Sister Little Sister and the Meitheal Leadership programme which offer leadership opportunities to senior students to mentor and support junior students. Students presenting with AEN are ideal candidates for engagement with these programmes and benefit hugely from the emotional support.

### **8.3.5 Seasons for Growth (Support for a few)**

A loss programme runs in the school for any student who has experienced loss in their lives, be it through a bereavement or separation. A core team of fully trained teachers offer emotional support for small groups of identified students, with theirs and their parents permission.

Our school has two Additional Education Needs Co-ordinators at Assistant Principal II level and, for the 2020/2021 school year, 6.18 Whole-time teacher equivalents per week to meet the requirements of students with AEN. 3 SNAs are also in school to meet the needs of AEN students with complex needs. Planning is determined by the Continuum of Support Guidelines (NEPS).

Planning is organised in accordance with the six actions as recommended in the NCSE SET Toolkit.

Action 1: Identification of students with additional educational needs

Action 2: Setting targets

[Supporting Students with Additional Educational Needs and Whole School Inclusion Policy 2021](#)

Action 3: Planning teaching methods and approaches

Action 4: Organising early intervention and prevention programmes

Action 5: Organising and deploying additional education teaching resources

Action 6: Tracking, recording and reviewing progress

### 9. Monitoring, evaluating and reviewing the AEN policy:

We are committed to monitoring and evaluating the effectiveness of this policy. Specifically important to the AEN Programme are:

- a) student feedback;
- b) staff review and feedback;
- c) parental feedback
- d) advice from external agencies

This policy is ratified by the Board of Management and is the agreed policy of Christ King Girls' Secondary School. All teaching staff will be familiar with this policy and aware of any changes implied in curriculum delivery.

The policy will be reviewed and evaluated annually under the direction of the Board of Management. On-going review and evaluation will take cognisance of changing information, guidelines, feedback from parents, students and teachers. The policy will be revised as necessary in the light of such review and evaluation and within the framework of school self-evaluation and policy planning.

Ratified by the Board of Management at its meeting of:

Signature: Margaret McElormach Date: 11/5/2021

Chairperson of the Board of Management

Signature: Richard Long Date: 11<sup>th</sup> May 2021.

Principal



