

## **CBC Monkstown**



### **AEN (SEN) and Inclusion Policy**

**JUNE 2025**

## Introduction

As underpinned by our mission statement and school motto CBC Monkstown aims to provide Catholic education for boys and young men in a caring and Christian atmosphere in the pursuit of all round character development and academic excellence. This mission is carried out within the framework of the Edmund Rice Schools Trust, which focuses on nurturing faith, promoting partnership, excelling in teaching and learning, creating a caring community, and inspiring leadership. A central theme of the mission statement is to provide a whole school environment in which each student can develop to their full potential. Furthermore, the school supports the principle of inclusiveness, particularly with reference to the enrolment of children with a disability or other special educational needs.

The main purpose of this document is to set out the use, organisation and deployment of additional teaching resources for students with additional educational needs. This policy is informed and devised in the context of a revised model for allocating additional education teaching resources which was introduced by the Department of Education and Skills in September 2017 and revised in March 2024. Effective provision for students with additional educational needs is situated within an inclusive whole-school framework which emphasises effective teaching and learning for all and good collaboration and engagement between school, parents/guardians and students. This document is intended to build on existing good practice in our school and to complement the advice given in Inclusion of Students with Additional Educational Needs: Post-Primary Guidelines (DES, 2020, updated).

## Rationale

The school's Additional Education Needs policy aspires

- To provide an inclusive learning environment where all are encouraged to achieve their full potential.
- To enable each student to develop social and personal skills.
- To encourage students with additional needs to participate in the full range of school activities.
- To offer an education which develops a variety of skills i.e. practical, artistic, musical and sporting.
- To allow additional needs students access to the curriculum and to participate in Junior and Senior Cycles.
- To encourage all staff to avail of professional development from the NCSE and any other relevant agencies.

## Admission and Enrolment

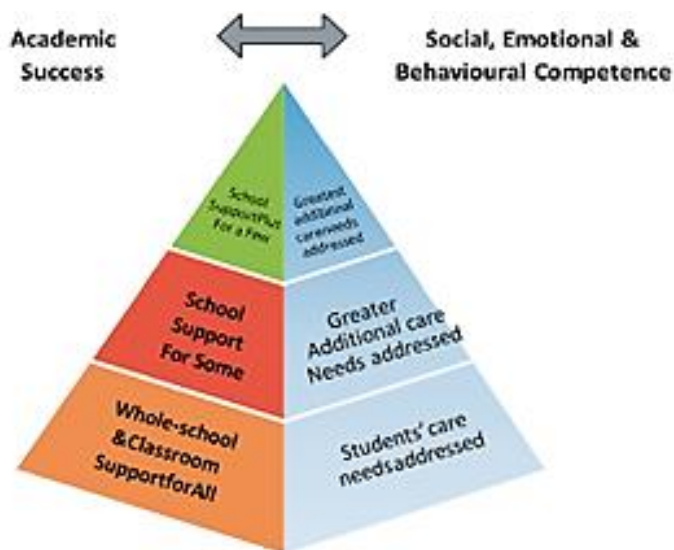
CBC Monkstown will cooperate with the National Council for Special Education in the performance by the Council of its functions under the Education for Persons with Special Educational Needs Act 2004 relating to the provision of education to children with special educational needs, including in particular by the provision and operation of a special class or classes when requested to do so by the Council.

Admission and enrolment procedures for AEN students are detailed elsewhere within the CBC Monkstown Admissions Policy.

## Identification of Needs

### The Continuum of Support

The Department has set out the Continuum of Support framework to assist schools in identifying and responding to students' needs. This framework 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 educational needs. Using this framework helps to ensure that the most appropriate interventions and supports are provided depending on the level of support required, and that they are informed by careful monitoring of progress.



**The following criteria can be used to identify students who may benefit from extra supports:**

1. School links with primary schools.
2. Information received during the transition process to CBC Monkstown.
3. Referrals from teachers to the SET team.
4. School meetings with parents/guardians of incoming students, including Management, SEN staff, and Student Support team.
5. Primary school passport documentation.
6. Testing: CAT tests, NGRT (Maths/English screening tests) and WIAT III.
7. Educational reports presented to school.
8. Analysis of house exams versus CAT test or other attainment tests.
9. Meetings with NEPS.
10. Information from outside agencies including CAMHS.
11. Meeting with the Special educational Needs Organiser (SENO)
12. Professional Reports i.e. Educational Psychology, Clinical Psychology, OT, HSE, etc.

## How needs are met

Effective teaching and learning is critically important for all students, and especially for those with additional educational needs. Meaningful inclusion implies that all students are taught in stimulating and supportive classroom environments where they are respected and valued. In accordance with the Department of Education SET Allocation Model 2017 and Circular 03/24, additional teaching resources are available to support students with the greatest level of learning need.

## Role of the Subject Teacher:

Section 22(1) of the Education Act 1998 states the primacy of the teacher in the education and personal development of students in schools. The classroom teacher is responsible for educating all students in their class, including any student with an additional educational need. The class teacher has primary responsibility for the progress and care of all students in their classroom, including students with additional educational needs.

It is the responsibility of the classroom teacher to ensure that each student is taught in a stimulating and supportive classroom environment where all students feel equal and valued. Subject teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom.

In line with the Continuum of Support Guidelines, the class teacher may gather information through formal and informal means, with a view to informing interventions. The classroom teacher also has a central role in identifying and responding to students with additional needs, including differentiating and adapting the curriculum as appropriate. These responses will be informed and assisted by collaboration with colleagues, parents/guardians and others such as the school's NEPS psychologist, and the local Special Educational Needs Organiser (SENO).

The classroom teacher will also make specific accommodations for students within the class as a result of concerns about a student's progress, application, communication, behaviour or interaction with peers and the development of a programme of differentiated instruction for that student.

All subject teachers should implement teaching approaches and methodologies that facilitate the meaningful inclusion of students with additional educational needs. Each subject department will include in its plan how it caters for the different students taking their subject. These methodologies include:

- Co-operative teaching and learning within mainstream classrooms.
- Collaborative problem-solving activities
- Group work
- Differentiation\* and adaptive Teaching
- Interventions to promote social and emotional competence
- Embedding of Information and Communications Technology (ICT) in teaching, learning and assessment
- Embedding the use of UDL in all classroom settings.

\*Differentiation can be achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons for students' interests
- Matching tasks and processes to students' abilities and needs
- Adapting and utilising resources, including use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

Every student should be taught a curriculum that is appropriate to his/her developmental level. In matching programmes to students' needs, management will look at the range of curriculum options available, including Junior Cycle Level 2 Learning Programmes and Leaving Certificate Applied Programme where appropriate and feasible.

## Intervention and Prevention

Intervention programmes, which are evidence-based and are responsive to the school's context will be used. Focused interventions to develop literacy, social, emotional, life-skills and well-being are particularly important for Junior Cycle students with additional educational needs. The school uses a range of intervention programmes to suit students' needs. Some of these include: Vocabulary Enrichment Programme (VEP), Numeracy Interventions, Social Skills programmes, Check and Connect programme, Behaviour Interventions.

*CBC Monkstown 2025/26*

All intervention programmes are monitored to assess and record their impact on student progress and participation in learning and in school life.

Our Student Support Team and the AEN Co-ordinator serves an important preventative and early intervention function, particularly in addressing the needs of students with social, emotional, behavioural and well-being needs. This team provides a forum to share concerns and to work towards solutions. It plays an important coordinating role and facilitates monitoring and review of students' progress (appendix 3).

### Target Setting

Good target-setting is central to effective teaching and learning for students with additional educational needs. Targets are: linked to assessment; strengths-based; linked to interventions and developed collaboratively.

Best practice indicates that targets should be few in number; they should be informed by priority learning needs and directly linked to suitable interventions. Targets are based on the evidence collected through both formal and informal assessment approaches. Parents are consulted when setting targets and reviewing progress. The views of students may be included in this process through direct involvement in the discussions or by gathering their views in advance of the review process. Targets will be measurable and observable and will reflect the specific additional educational need of individual students. Targets will be achievable within a specified time frame, they will also challenge and build on existing knowledge and address students' holistic needs.

### Monitoring and Recording Outcomes

A whole school approach to the monitoring and recording of programmes will be led by Management and AEN coordinator. Students' progress in relation to achieving their targets should be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation and reports from subject teachers, class tutors and year heads) that allow students to demonstrate their progress. This should lead to the establishment of specific targets to be achieved within a defined timeframe, as outlined below.

Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention review, which in turn should lead to adjustments in support plans. The Student Support Plan (NEPS) provides schools with a useful resource to support and record this process. Such monitoring of progress, and subsequent adaption of support plans, are key drivers of effective practice.

## Allocation of Resources

In line with DES guidelines additional teaching supports are deployed according to identified needs. Support is given in a variety of ways to effectively meet students' needs. Examples include:

- Co-Teaching/Team-teaching
- Differentiation within class groups
- Small group withdrawal
- Individual support

Current guidance can be accessed at the following link:-

[Post primary School guidelines for supporting students with SEN.pdf](#)

Commented [CK1]:

## Support for All/Classroom Support

The school engages with programmes in Numeracy, Literacy and Social/Emotional domains to promote early intervention and seek to provide a response to such intervention if necessary.

## Support for Some/School Support

Based on needs some students will follow more intensive programmes. Some students will receive support within the context of a mainstream subject lesson through team-teaching or through small group or, through a combination of these modes of intervention.

The level and type of supports reflect the specific targets of individual students/small groups of students as set out in their support plans which is informed by careful monitoring and review of progress. Following a period of intervention, some students may no longer require additional teaching supports, some may require the same level, while others may require more intensive supports. Accordingly, the groupings timetabled for support may change over time.

## Support for a Few/School Support Plus

Resources are allocated based on need – students with the highest level of need have access to the greatest resources. These students will receive support within the context of a mainstream subject lesson through team-teaching or through small group or individual support or, through a combination of these modes of intervention. The level and type of supports reflect the specific targets of individual students as set out in their support plans which is informed by careful monitoring and review of progress. A Support Plan at this level is likely to be more detailed, individualised, and to involve longer term planning and consultation.

## Planning

In line with Department of Education guidelines the Core SET team, the SEN Coordinator supports subject teachers in:

- Identification of students with additional educational needs
- Setting targets
- Planning teaching methods and approaches
- Organising early- intervention and prevention programmes
- Organising and deploying additional education teaching resources

## Timetabling Practice/Rationale for the Allocation of Resources

School management and the learning support coordinator will seek to deploy resources appropriately by:

1. Use of allocation is reviewed by the learning support coordinator and school management. The overall allocation is accounted for both from a teacher and student perspective in line with DES Circular 0014/2017.
2. Using resources to promote early intervention and learning in an inclusive school environment
3. Allocating resources to students with the highest level of needs, as students with the highest level of needs receive the highest level of supports.
4. Providing additional supports which are tailored to meet the unique needs of students, addressing social, emotional and vocational/life skills, as well as literacy and mathematical needs.
5. Allocating support classes to teachers who are expert in the subject or learning support where available
6. Seeking to ensure that students with the greatest needs are supported by teachers who have the relevant expertise, and who can provide continuity of support.
7. Providing flexibility for specialist teachers so that groupings timetabled for support may change over time
8. Supporting a core team of teachers for additional educational needs. Members of this team have the necessary experience and ongoing access to professional development to support the diverse needs of students with additional educational needs.
9. A member of the additional educational needs team, who has a recognised qualification in AEN, is assigned the responsibility for planning for the provision for additional educational needs within the school.
10. Maximising allocation of SNA support for students in classes where care needs are evident.

## School Wide Approach

### Inclusion

“Effective inclusive schools are problem-solving organisations with a common mission that emphasises learning for all students”

**Our students with Additional Educational Needs (AEN) are members of an inclusive school community.**

CBC Monkstown is committed, in so far as is practicable, to catering for the needs of a range of students, as well as the needs of students whom English is not a first language and students whose additional needs arise from economic, social or emotional disadvantage.

**This is achieved by:**

1. Having an additional educational needs (AEN) team consisting of suitably qualified and/or interested staff members led by a SEN/AEN co-ordinator.
2. Working with and listening to the opinion of the student and parent concerned.
3. Making application to DE through the SENO for support where deemed necessary.
4. Access to assigned class tutor to discuss progress/make recommendations on behalf of the students/liase with parents and other staff.
5. Enhancing positive education experience through access to SNA support (where access to SNA support has been sanctioned by the NCSE). School Management and the Special/Additional Education Needs Co-ordinator will assign the hours.
6. Giving every student an opportunity to learn effectively so that he/she can achieve his/her potential academically and socially.
7. Providing our students with a wide variety of subjects.
8. Where resources permit, small class groupings will be formed so that each student is provided with individual attention.
9. The curriculum may be differentiated/reduced to accommodate the diverse needs within each group e.g. worksheets, class material presented in a user-friendly manner.
10. Extra assistance in literacy and/or numeracy may be provided to those for whom resource hours have been allocated. Support may also be assigned to other subjects as necessary.
11. All levels of subjects are taught to Junior and Senior cycle.
12. Extra-curricular activities are provided to promote development and encourage social inclusion.

## School-wide Approach to Provision for Students with Additional Educational Needs

### School-wide Planning

The school will adopt a school-wide approach to planning and implementation of early intervention and prevention programmes. The school-wide approach will involve collaboration across the school community to improve student learning, behaviour and well-being. The school-wide approach will address the full continuum of needs ranging from milder and transient needs to more severe and enduring needs.

### Role of the School Principal

The principal will have overall responsibility for ensuring that the additional educational needs of students are met. The principal will take general responsibility for establishing and promoting school-wide policies and procedures which support the learning of all students including those with additional needs. In particular the principal will

- Oversee a school-wide approach to assessment and screening to identify needs and to allocate resources
- Engage with feeder primary schools to support the transition of students with additional educational needs
- In collaboration with the in-school management team, deploy staff, allocate resources, organise students and timetable
- Ensure an efficient system of sharing information of students' needs with subject teachers is in place
- Facilitate continuing professional development of all teachers in relation to the education of students with additional educational needs ensuring also that all school staff understand their roles and responsibilities in this area.
- Form an additional education needs team (AEN team) to coordinate the provision of additional education in the school.
- Delegate the performance of specific responsibilities to other staff members including the AEN team.

- 

### The Special Education Teachers/Additional Education Needs Team (SET/AEN team)

The SET/AEN team/co-ordinator will:

- Co-ordinate data gathering, screening and testing
- Plan for the transition of students with additional educational needs
- Plan, implement and review student support plans
- Assist in the communication of information regarding students' needs to subject teachers, year heads and other relevant staff
- Liaise with external agencies, NEPS, NCSE and other health professionals
- Plan and prepare applications for reasonable accommodations in the state exams
- Assist in the preparation of applications to the NCSE for access to SNA support and our special classes (see Appendix 2)

The AEN team/co-ordinator will work closely with the principal, subject teachers, parents, the Student Support team and other support structures within the school. Members of the team will provide support to subject teachers to meet students' needs within their classroom and subject areas.

### Parental Engagement

The school recognises that good parental engagement is a critical factor in enhancing outcomes for students with additional educational needs. Parents will be consulted in relation to

- The child's needs and strengths
- The support and strategies being developed to support their children
- Reviewing of student progress
- Levels taken in State Exams

Parents will also be consulted when the additional education needs policy is being developed and/or reviewed.

### Student Voice

The school will regularly review its approach to student engagement and participation so that all students, including those with additional educational needs, have opportunities to share their views on issues that affect them in school.

## Engagement with External Bodies and Agencies

Where appropriate the school will seek support and guidance from external bodies and agencies such as the National Educational Psychological Service (NEPS), the Special Education Needs Organiser (SENO), the NCSE Support Service, the Inspectorate and allied health professionals. This will be particularly relevant in the case of those students presenting with complex needs. The school will facilitate meetings between parents and these support services where appropriate. The school will endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the continuum of support.

## Transitions

The school recognises transitions can be challenging for all students and may pose even greater challenges for children with additional educational needs. These transitions include the transition from primary to second level school and the transition from second level onwards. In managing the transition of students with additional educational needs from primary to post-primary school the school will liaise in a timely manner with the parents and the primary school. This may involve some of the following:

- Meeting between AENCO and a representative of the primary school
- Open evening
- 1<sup>st</sup> Year Parents Night
- Follow up meetings between members of the Student Support Team in CBC Monkstown and primary school teachers/members of the Student Support Team from the primary school.
- Request transfer of School passport from the primary school
- One to one meetings between AENCO, parent and student where individual needs of the students are discussed
- Small group visits from primary school students to meet with members of the AEN Team, Year Head etc. before transitioning.
- Sharing of information with subject teachers at the start of the academic year
- Induction days and programme of events for incoming students
- Peer mentoring / Prefect System

## Appendix 1

### Role of the Class Teacher and Support Teacher

#### Co-operative teaching and learning within mainstream classrooms

There are a few different models of team teaching and more than one model may be carried out within the one day. These are:

1. Both teachers give introduction to topic and explain different activities that they will host at different stations/areas.
2. The class divided in half with both teachers teaching the same lesson simultaneously.
3. Both teachers delivering same instruction at the same time to both groups.
4. Teachers divide instructional content into several segments and present the content in two or more separate stations around the classroom. Teachers work with one group of children and then switch groups
5. Station Teaching: Various learning stations are created and the co-teachers provide individual support at different stations.
6. One teacher giving whole class instructions whilst the other working with one child, or working with a small focus group. Small focus groups could be enrichment, pre teaching, re teaching, interest groups, additional projects, extra support or assessment.
7. One teacher working with a small focus group, the other providing 1: 1 conferences with children where necessary.

#### For parents and students:

- More inclusive environment
- More students get extra help
- Increased access to the curriculum (don't have to drop subject to pick up learning support)
- More services to students (i.e. every day instead of once or twice a week)
- Student needs addressed on the spot (don't have to wait for Resource class)

#### One-To-One Teaching

- In CBC Monkstown it is our preference to use small groups to alleviate any child protection issues, however, if it is deemed appropriate for an individual, one-to-one teaching may be provided. The school will weigh up the benefits of this against the possible disadvantages in relation to any child protection issue.

- Every effort should be made to ensure the protection of children and staff. It is crucial that clear boundaries are put in place and wherever possible one-to-one teaching will take place in a classroom with a clear glass panel and/or with the room door left open.
- If a child needs any learning or other support on a one-to-one basis, parents/guardians will be advised of the arrangements in place. Where there is a need to have a child in a one-to-one situation (eg learning support, additional examination centres, tutor/year head interventions, behaviour for learning support interventions), it is recommended that the teacher should be visible at all times through a clear glass panel in the door and/or the door left open. Likewise, it is recommended that if a teacher detains a student alone in a classroom, the teacher should be visible at all times through a clear glass panel in the door and/or the door left open.

## Appendix 2

### Role of the SNA

The role of the SNA continues to be; to support the care needs of students; to assist classroom teachers and special education teachers and to ensure that the student is able to access education, as set out in Section 5 of DES Circular 30/2014 <https://circulars.gov.ie/pdf/circular/education/2014/30.pdf>

#### Primary Care Needs that are consistent with the DES Circular 0030/2014

- Assistance with feeding: where a child with special needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time
- Administration of medicine: where a child requires adult assistance to administer medicine and where the extent of assistance required would overly disrupt normal teaching time
- Assistance with toileting and general hygiene: (including catheterisation) where a child with special needs cannot independently self-toilet, and until such time as they are able to do so
- Assistance with mobility and orientation: on an ongoing basis including assisting a child or children to access the school, the classroom, with accessing school transport (where provided, school Bus Escorts should, in the first instance, assist a child to access school transport), or helping a child to avoid hazards in or surrounding the school. (Every effort must be made by the school to provide opportunities for independence e.g. the removal of hazards).
- Assisting teachers to provide supervision in the class, playground and school grounds: at recreation, assembly, and dispersal times including assistance with arriving and departing from school for students with special needs where the school has made a robust case that existing teaching resources cannot facilitate such supervision
- Non-nursing care needs associated with specific medical conditions: such as frequent epileptic seizures or for students who have fragile health.
- Care needs requiring frequent interventions including withdrawal of a student from a classroom when essential: This may be for safety or personal care reasons, or where a child may be required to leave the class for medical reasons or due to distress on a frequent basis.
- Assistance with moving and lifting of children, operation of hoists and equipment.
- Assistance with severe communication difficulties including enabling curriculum access for students with physical disabilities or sensory needs (See also section 9) and those with significant and identified social and emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc.

Other duties of the SNA assigned by the Principal in accordance with department circulars may include:

- Provide input with regard to care needs for the preparation of SSP's

- Additional assistance as necessary for students with particular difficulties e.g. helping students with a physical disability.
- Assisting on out-of-school visits, trips to matches, walks and similar activities.
- Administering approved medication
- Participation with school development planning with additional reference to students with SEN/AEN.
- Liaising with class teacher/resource teachers/Principal
- Work with teachers to promote independence of students as they progress through the school
- Information received on students, and observations made in classrooms, needs to be handled sensitively and carefully.

### **Staff Meetings**

The SNAs may be required to attend Staff Meetings when an issue of relevance to their own particular work is included on the agenda.

### **Training**

Regular training is offered to SNAs when appropriate. This may coincide with In-Service days for mainstream staff or is availed of when appropriate courses become available through the local Education Centre.

### **Break Duty**

The SNAs in CBC Monkstown are not assigned to an individual child but rather to the school as a whole during break times. However, during lunch break the SNA, (or another SNA if the assigned SNA is not available) if the case arises could have direct responsibility for a particular child. It is the responsibility of the SNA to monitor their behaviour and watch out for them.

## Appendix 3

### Student Support

An additional educational need represents only one aspect of a student's development; it should not define the student. There are many other dimensions to a student's development including personality, the ability to communicate (verbal and non-verbal), resilience and strength, the ability to appreciate and enjoy life, and the desire to learn.

#### Inclusive Education

Inclusive education means encouraging each young person to take part in the everyday activities of the school and helping every young person to achieve the most from school. It is ensuring that the system adjusts to meet the young person's needs, rather than expecting young people to 'fit' into the system.

#### The Continuum of Support

National Education Psychological Services (NEPS) has developed a system of identifying and supporting students, known as the Continuum of Support. This system involves gathering information, planning ways of helping and reviewing progress. The Continuum of Support works at three different levels - In post-primary schools, the three levels of support are called Classroom Support (for All), School Support (for some) and School Support Plus (for a few).

**Support for All/ Classroom Support** is really about effective classroom teaching and early identification – teachers adjusting their teaching (differentiation) to take into account students' different needs and abilities.

**School Support (for some)** is needed when what is being done in the ordinary classroom is not enough to meet the needs of the student. Often a learning support or resource teacher is involved and some students, or groups of students receive extra support.

**School Support Plus (for a few)** is generally for students with complex and/or enduring needs. Relatively few students need this level of support. They might need a particular programme of help, with individual supports and specialist interventions. Students getting this kind of help would often have a Student Support Plan.

The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual students.

#### Identification of Need

Identification of educational need is central to the new 2024 allocation model. Using the Continuum of Support framework, schools can identify students' educational needs, to include academic, social and

emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

Many students will have their special educational needs identified prior to their transfer to CBC Monkstown. We gather information on students' learning from primary schools and parents. This allows us to plan provision and to ensure continuity and progression in the students' education. Reports are submitted by parents or guardians from relevant professionals and direct contact with the various Primary Schools and with parents is also made.

All incoming students complete CAT-4 testing (Cognitive Ability Testing). This also helps to identify students that will need additional support, intervention and differentiation.

If a parent or guardian suspects that there may be a learning difficulty, they should contact the year-head, deputy principal or principal. The student will then be referred to the AEN team who will investigate and monitor the student's progress. Good communication with the school will help to identify additional educational needs as early as possible. If it transpires that there is an issue, appropriate steps will be taken, such as drawing up a Student Support plan/support file, consulting with NEPs or referring the student to an appropriate professional.

#### **For Existing Students**

Identification occurs by mainstream subject teachers through the AEN Referral form, accompanied with sample work or by parents who contact the Principal, Deputy Principals or the SENCO. Any referral made by a class teacher must be forwarded to the SET team to complete a broader profile. It is during this initial assessment that learning, emotional, behavioural and social needs are established.

#### **Preliminary screening**

If it is deemed appropriate the SET team initiate a process of formal and informal assessment.

#### **Informal assessment**

This includes:

- Observations from mainstream teachers
- Consultation with parents
- Meeting with student
- Informal assessment of literacy, numeracy, Language and Communication
- Dyslexia or Dyscalculia Screening Tests

#### **Formal assessment**

If it deemed necessary formal assessment is then initiated and this includes:

- Review of CAT 4, NGRT and PTM testing.

- Review of in-house exams and reports
- AENCO administers WIAT III to detect any literacy learning difficulties

#### **How does a student access Learning Support (L.S.)?**

The AEN team in collaboration with the deputy principal and principal allocate Learning Support based on students' needs. Such students are prioritised for additional support from the school's annual allocation of resource teaching/learning support teaching hours. Students who are exempt from Irish receive additional support/intervention during Irish time.

#### **How is Additional Support provided?**

All additional teaching support given to a student should build on and complement the support delivered by the class/ subject teacher in the ordinary classroom situation. Additional support is delivered via co-teaching, smaller group and one to one withdrawal, depending on the needs of the student. There is a move away from withdrawal to a more inclusive model where the majority of the needs of students with AEN are met alongside their peers in the classroom, in smaller groups and in a few cases, via one to one withdrawal. The 'Continuum of Support' pyramid highlights this approach.

Some students may need the additional support of a Special Needs Assistant (SNA) to help them manage their day to day tasks.

#### **Learning Support Teaching**

The Learning Support teacher provides direct teaching to a student with additional educational needs, either to reinforce the teaching that takes place in the classroom or to improve upon the core skills that may be necessary to successfully access the second level curriculum. Learning Support teaching is not a grind, and while it may include material from the mainstream setting, it is primarily designed to focus on building skills that are transferable across the curriculum and beyond. Evidence based interventions are also used during learning support time.

#### **Inclusion/UDL**

Mainstream subject teachers cater for students with a wide range of abilities and needs and who have a diverse range of personal/ home experiences. Subject teachers have the primary responsibility for the educational progress of all students in their classes. This includes students with special educational needs. Students vary in their learning rates and styles.

Differentiation is about matching teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in a mainstream class. In other words, different teaching methods and approaches work with different students. Differentiation is an important means by which a teacher can show each student that they are respected and valued. The needs of the majority of students within a mainstream class can be met by differentiating teaching approaches for that class.

### **Student Support Plan**

A student support plan (SSP) is a written plan that guides a student's learning and progress. The Student Support file sets out the learning goals to be achieved by a student over a certain time period and it lists the teaching strategies, resources and supports that are needed to help a student to reach those goals. It is developed and reviewed by the SET/AEN team and teachers, in conjunction with parents, students and where necessary, with others involved in the student's learning.

## Appendix 4

### RACE Applications:

**Identification** of students for RACE applications may be made using one or more of the following:

- Professional reports associated with the student
- Staff concern forms
- Expression of parental concern
- Expression of concern by the student

**Assessment strategy:**

- The preliminary assessment will be the WIAT III reading and spelling
- Depending on the nature of the accommodation required and if the results of the WIAT assessment indicate that further assessment is required, reading and/or written assessments may be administered. This may include a reading rate and/or handwriting rate assessment
- If the rate of candidate error meets the prevailing SEC threshold, then application for the appropriate reasonable accommodation(s) will be made

**Assessment timeframe:**

- For Junior Certificate the assessment process for RACE will begin no earlier than the first term of the 3rd year and may carry on until the SEC closing date
- For Leaving Certificate RACE reactivations and new applications, applications will commence no earlier than the beginning of the 1<sup>st</sup> term in examination year.
- For the purposes of a RACE application a student will in general be assessed using WIAT III once only. However, in borderline cases, consideration may be given to administering a second assessment. A decision to carry out a second assessment will rest with the SET team

**Communication:**

- Initial phone call to parents to explain RACE procedure and assessments
- The result of a RACE application will be communicated to parents/guardians by issuing a copy of the SEC judgement

The school does not guarantee to provide reasonable accommodations during in-house examinations; provision of accommodations will be dependent on availability of resources.

## Assistive Technology

All applications regarding assistive technology are to be made to the NCSE for ratification. The NCSE is provided with information to facilitate the allocation of additional resources to schools for students with special educational needs.

Applications for any assistive technology, along with any professional report(s) required to support an application will be forwarded to the SENO and then by the SENO to the Department of Education and Skills, which will make a decision on the individual application. The DES have the final decision, not the school. Schools must have the consent of the parent(s)/ guardian(s) to make the application.

### Assistive Technology Contract with school:

#### USE OF ASSISTIVE TECHNOLOGY - PARENTAL/GUARDIAN AGREEMENT FORM

Dear Parent / Guardian,

Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Class: \_\_\_\_\_

Your child has been granted access to the following assistive technology (laptop computer) by the Department of Education: \_\_\_\_\_

Your child has;

a) been given access to assistive technology for use at school and at home  
or

☐

b) been given access to assistive technology for use at school only

☐

Assistive technology is expensive and there can be significant costs relating to upkeep, repair or replacement. Please read the following and if agreeing to it please sign and return it to the AEN Department. Access to the technology will be granted to your child on receipt of this completed form.

- 1) The assistive technology is the property of the school and remains so for the duration that your child is in the school. Should your child leave the school, the technology is returned to the possession of CBC Monkstown. When the technology, specifically laptop, is returned to the school at the end of use, there should be no personal information stored on it. The school will take no responsibility for deleting personal files.
- 2) Please inform the school immediately if the technology is lost or damaged.
- 3) Repairs to assistive technology must be undertaken by the school's IT provider. Parents/Guardians must not engage with any other IT service provider.

- 4) The technology should be solely used by the student and for the purposes of school work. No other individuals in the home should have cause to use it.
- 5) Homework, if completed on a laptop, is to be submitted in a format at teachers request.
- 6) CBC Monkstown has installed anti-virus software on all laptops. The school will undertake to update the anti-virus software when required. The students must not tamper with this, or any other, software installed by the school.
- 7) The identifier labels on the equipment should never be removed.
- 8) Where possible classes will be dedicated to support students in the use of their assistive technology. However, parents and students are responsible for developing and maintaining typing skills. We recommend [www.typing.com](http://www.typing.com), a free online typing tutorial.
- 9) We ask that parents/guardians monitor carefully the use of laptops while in the home. They should be used mainly to enhance typing skills and assist with homework. Internet usage should be kept to a minimum and directly related to school activities only.
- 10) When assistive technology is not in use on the school campus, it is to be securely stored and locked in the specific storage area designated by the AEN Department.
- 11) Laptops are to be charged every evening at home or designated area in school to ensure laptops can be used throughout the school day and avoid a student being without a laptop should it have to be charged.

Please feel free to contact the school if you wish to discuss the use of assistive technology. Please complete the agreement attached and return it to the school. Once the completed agreement is returned to the school, your son/ daughter will be granted access to the technology.

Signature of Parent\_\_\_\_\_

Signature of principal\_\_\_\_\_

Signed

\_\_\_\_\_  
Chairperson of the Board of Management

\_\_\_\_\_  
Principal