

# **Cabinteely Community School**



**Special Educational Needs Policy 2020**

**Intimate Care Policy 2022**

**One to One Teaching Policy 2022**

# Special Educational Needs Policy

## School Mission Statement

**Cabinteely Community School is a kind, caring and vibrant learning community which supports the wellbeing and the academic, spiritual and creative growth of every student.**

**We welcome students of all ethnicities, abilities, genders and faith traditions, as equal members of our community**

**We identify with our Ursuline founders and their love of education.**

## Our Core Values

**Our core values guide our policies, our procedures and how we work with our staff and students. These core values are;**

**Care - We all need to belong and be cared for in a safe environment in order to learn**

**Courage - We show courage by making the right choices and committing to learning**

**Support - We will be the best we can be by working hard and working together**

## Aims and Objectives of Special Needs Policy

Cabinteely Community School aims to:

- Give practical effect to the constitutional rights of children who have a disability or who have other Special Educational Needs (SEN), as they relate to education and in so far as the school can cater for them.
- Provide in line with the new model of allocation, a level and quality of education appropriate to the needs and abilities of all students in the school
- Ensure that students with SEN are educated in an inclusive environment.
- Ensure equality between students with SEN and those without
- Ensure that students with SEN are identified and provided for in a fair and equitable manner so that their learning potential and their sense of self-worth and dignity is developed and respected.
- Assess sensitively students with SEN on entry into the school both formally with all of the other students (unless there is a need to be assessed separately) and informally by means of observation, taking of handwriting samples, comprehension, reading and dictation samples for those engaging in separate LS programmes (i.e., Irish Exempt students or EAL students).
- Allocate an SEN teacher/class teacher in each year group to students with SEN with whom they can liaise and who has specific responsibility for them regarding planning, applications and referrals that need to be made on behalf of the student
- Arrange for regular meetings between this SEN teacher, the year head and class teachers of this year group
- Share with all members of staff the needs of students with SEN and to actively support staff in the differentiated teaching of students with SEN
- Affirm the primary responsibility of the subject teacher and support them in meeting the needs of the student

- Create an environment of collegiality where teachers can seek advice and practical help
- Ensure that SEN is not viewed in isolation, but in the context of the whole school and community.
- Ensure that students with SEN are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way.
- Set high expectations for students with SEN and provide them with appropriate guidance, encouraging them to achieve to their full potential.
- Develop staff expertise in supporting students with SEN.
- Encourage and foster positive partnerships with parents, in order to achieve appropriate support at home.
- Provide for the involvement of parents in the education of their children and in the decision-making process in relation to their children, in so far as is practical.
- Co-operate and work closely with the National Council for Special Educational Needs (NCSE) and other agencies with regard to the education of students with SEN.
- Develop staff expertise in dealing with particular SEN by means of in-service from experts such as Speech and Language Therapists
- Co-ordinate the advice, guidance and support of other agencies in supporting students with SEN.
- Ensure the effective and efficient use of resources, constantly updated and renewed.
- Monitor and evaluate the effectiveness of practice in support of students with SEN.

## 1. Scope of Educational Policy Pertaining to Special Needs

This policy applies to all students attending Cabinteely Community School

**The Education Act (1998)** puts all schools on an equal footing in the law; it specifies the roles and legal requirements of inspectors, principals, boards of management, teachers and the various bodies working in education. It provides a framework for planning; offering guidelines for school policies requiring implementation in areas such as Special Needs provision. The pillars underpinning our national policy as first outlined in the White Paper, “Charting our Educational Future” (1995), are pluralism, equality, partnership, quality and accountability. There is a statutory obligation on school leaders to work within the parameters of the national policy enshrined therein.

### 1.1 Provision for students with Special Educational Needs

Section 9 (a) of the Act states that “A recognised school shall provide education to students which is appropriate to their abilities and needs and, without prejudice to the generality of the foregoing, it shall use its available resources to (a) ensure that the educational needs of all students, including those with a disability or other special educational needs, are identified and provided for”.

### 1.2 The Education for Persons with Special Educational Need Act (2004)

The EPSEN Act details how schools would put a three staged plan in place to provide for an Inclusive Education with an accompanying Individual Education Plan for students with Special Needs. Clear distinctions are made between High and Low Incidence Needs with different allocations and different assessment requirements and “Special Education Teams”

in schools are to include Resource and Special Educational Needs teachers. However, there is currently no date for the implementation of the assessment of need and individual education plans.

This policy is also in keeping with Circular 14/2017 (New Model of Allocation) and the corresponding Guidelines for Post Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools (2017).

It also adheres to the policy document Looking at Our School 2016: A Quality Framework for Post-Primary Schools. In particular, to the importance of wellbeing to learning, "The quality framework sees students' well-being as intrinsic to this holistic view of learning, both as an outcome of learning and as an enabler of learning. It recognises the crucial role of schools in promoting and nurturing students' well-being through their practices in the key areas of school environment, curriculum, policies, and partnerships." The importance of students' well-being is therefore paramount in our approach to students with SEN.

It also draws on the importance of quality teaching.

### 1.3 New Model of Allocation (Circular 14/2017)

The new model of allocating support and resources to students with special needs will impact us in so far as it impacts parents who may have been used to their children being entitled to specific resource hours. The way in which we will be supporting learners by means of in-class support is seen as best practice for all schools.

## 2. Identifying Students with SEN

Cabinteely Community School recognises these needs in the following categories of students:

- Those who have already been identified as having SEN prior to transfer as per DES guidelines.
- Those who are identified after enrolment as requiring additional educational support while in the school.
- Students, who for a variety of reasons may require temporary special educational support, (e.g. long term illness etc...).
- Students, who because of learning, social or behavioural problems may be considered marginalised.
- Provisions are in place for students whose first language is not English and who have been assessed and diagnosed with SEN according to DES Guidelines.
- Students who are exceptional able in one or more areas of the curriculum

## 2.1 Admissions Policy

Cabinteely Community School affirms the right of all students to a full education in as inclusive a setting as possible in line with the school mission statement outlined above.

Students with SEN follow the school's Admissions Policy. However, to ensure that the school can provide for individual needs the procedures are as follows:

- All applications for entry to Cabinteely Community School are processed without prejudice to the SEN needs of the student. In the event that a report from professional(s) who have assessed the student, indicate that the student should not attend mainstream school, this will be discussed with parents and relevant professionals prior to enrolment.
- The SEN coordinator meets with parents/guardians of students with SEN after students have formally enrolled in the school in the November prior to enrolment in the following September.
- Where deemed necessary the SEN Coordinator meets with the Primary School Principal/Resource Teachers to facilitate the transition from primary to secondary school.
- All supporting documentation including medical and educational reports must accompany enrolment forms.
- Details of professionals who have assessed the student must be provided in the application form and parents are asked to give the school permission to contact these professionals to provide maximum support for the student
- Details of outside agencies with whom the student/family has worked are also requested in the application form and parents are asked to give the school permission to contact these professionals to provide maximum support for the student
- Other parties (e.g. HSE (CAMHS), NEPs, and SENO) may be consulted about the application.

## 2.2 On Enrolment

The student, the parents/guardians must accept and commit to, the expectations of a second level school. To assist in the transition from primary to post-primary school, parents/guardians and 6th class students must attend all of the events pertaining to incoming 1<sup>st</sup> Year. These include:

- a formal enrolment event in December
- a digital Cognitive Abilities Test in January
- an information evening for parents which coincides with a Meet your Class session for students in May prior to enrolment
- Students with SEN are also invited to visit the school with primary school staff or their parents from February to June if requested, in order to make the transition easier in the following August/September.

## 3. Roles and Responsibilities

### 3.1 The Role of the Board of Management

- To ensure that all students with SEN are identified and assessed.
- To ensure that the school has an SEN Policy in place, to monitor the implementation of that policy and to ensure its evaluation.
- To ensure that a broad, balanced and differentiated curriculum is provided in the school to ensure in as far as is practical that students with SEN leave school with the skills necessary to participate to the level of their capacity in an inclusive way in society.
- To ensure that necessary resources are sought on behalf of students with SEN.
- To ensure that a SEN Coordinator (AP1) and an assistant Coordinator (AP2) are appointed from among the teaching staff.
- To promote the development of positive partnerships with parents and other relevant agencies/personnel and to ensure that parents are informed of their child's SEN and how these needs are being met.
- To ensure that parents are consulted with regard to and invited to participate in the making of all significant decisions concerning their child's education.
- To ensure that the SEN Policy forms part of the School Plan.
- To develop a whole school approach to literacy and numeracy under Section 14 of the Education for Persons with Special Educational Needs Act 2004.
- To ensure that an awareness of SEN is inculcated in students in the school.

### 3.2 The Role of the Principal

- On behalf of the Board of Management of Cabinteely Community School, the Principal has responsibility for all aspects of the day-to-day management of policy and provision for students with SEN. The Principal may delegate certain functions to appropriate teachers and appoint a SEN Coordinator and an Assistant Coordinator from amongst the staff and work closely with the coordinator.
- On drafting and/or reviewing such plans, the Principal shall ensure that cognisance is taken, at the appropriate time, of the needs of the student to continue his education or training on becoming an adult.
- To inform the Board of Management of issues, which are relevant to SEN.
- In consultation with the SEN Coordinator and other relevant personnel, to liaise with the Department of Education and Science regarding needs and provision. This also includes applications for reasonable accommodations and exemption from Irish in relation to state examinations as well as assessments.
- To ensure the effective and efficient use of resources, including the allocation of resource hours and funds.
- To establish a 'Special Needs Support Team' within the school with a specific remit to ensure identification of and support for students with SEN.
- To promote a whole school approach to SEN, making all staff aware of their responsibilities in this area and to facilitate appropriate staff development in this area.
- To promote the development of positive partnerships with parents of students with SEN.

- To ensure that an effective transition programme is in place for consultation with feeder primary schools with regard to the enrolment of new students with SEN.
- To ensure that teaching and learning methodologies promoted in the school are based on the principles of differentiation and inclusion

### 3.3 The Role of the Deputy Principal

- To make initial contact all with new students to the school outside of the 1<sup>st</sup> year cohort and to set up an interview with the relevant year head. Where the student has SEN, the Deputy Principal will ensure that the SEN Coordinator or the Assistant Coordinator is at this meeting also. He will ensure that the parent(s)/guardian(s) receive the enrolment pack containing all information relating to provision of reports pertaining to their child's SEN.

### 3.4 The Role of the Special Educational Needs Coordinator

A SEN Coordinator is responsible for the operation of the SEN policy and coordination of provision for students with learning difficulties. A SEN Coordinator should seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching to meet students' needs. The key responsibilities of the SEN Coordinator include:

- To manage the school's resource hours to cater for students with special educational needs.
- To identify students with SEN
- Share relevant information with teaching staff to allow them to best support the students.
- To foster inclusion and equality of opportunity for all students by sharing with teachers, best approaches to teaching students with individual needs.
- Overseeing the day to day operation of the school's SEN policy.
- Liaising with and advising fellow teachers.
- Managing the SEN team of teachers and learning support assistants.
- Coordinating provision for students with SEN.
- Overseeing the records on all students with SEN.
- Liaising with parents of students with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- Determining, as a final arbiter, who attends Learning Support and who is returned to mainstream class.
- To apply for ISAs and Assistive Technology to the SENO
- Coordinating ISA provision.
- To oversee the appropriate use of psychometric testing results in determining suitable options for incoming 1<sup>st</sup> years, 2<sup>nd</sup> years and Leaving Certificate students in conjunction with Guidance
- To participate in the transition programme of new students
- To liaise with primary schools in the exchange of information regarding new students

### 3.5 The Role of the Assistant SEN Coordinator/Academic Tracking Coordinator

- To take responsibility for the testing of students groups/individuals in need of special accommodations.
- To liaise with Guidance to administer Cognitive Ability Tests and to share the information appropriately with teaching staff.
- To liaise with year heads re academic tracking.
- To assist SEN Coordinator with managing resource hours.

### 3.6 The Role of the Subject Teacher

At Cabinteely Community School the academic progress of students throughout the school rests in the first instance with the subject teacher. In order to ensure that as a school we meet the needs of all our students, subject teachers are encouraged to:

- Be aware of the school's policy and procedures (as outlined in this document) for dealing with students with SEN.
- Be familiar with the SEN Register and in particular the learning difficulties of students in their class groups
- Ensure that in-class support teaching sessions (team teaching) are planned and targeted at supporting students with SEN
- To assess the ability of SEN students in their subject early on in the academic year and to ensure the appropriate materials/content is used
- To be aware of the learning styles of all of their students and to give over a session early in the academic year so that students can reaffirm the way in which they best learn in that subject
- To tap into areas of interest for students with SEN to spark interest or create real life examples which relate to their lives and thus create real possibilities for success
- Seek advice from the SEN Department regarding students with Special Educational Needs.
- Take responsibility for their own continuous professional development particularly with regard to common difficulties e.g. Dyslexia & Specific Language difficulties.
- Where a student has an ISA the subject teacher should plan how to most effectively engage the ISA in consultation with the resource teacher or the SEN Coordinator.
- Support/encourage independent learning in the student. This is particularly important for Senior Cycle students.
- Fill in referral forms for students about whom they have a concern. The obligation is on the subject teacher to refer students with SEN.
- To ensure the progress of all the students in his/her class.
- To assist in identifying and referring students who have learning difficulties.
- To facilitate access to the curriculum for students with learning difficulties.
- To be aware of the SEN students and what information is available on these students and to implement, where possible, the recommendations made in the psychological report.
- To exchange information with the Resource teacher on the student's progress.



- To co-operate with the provision of accommodation in House and State examinations.
- To advise on options.
- To partake in a whole school approach to Learning Support.
- To be aware of CAT 4/Literacy tests/Numeracy tests results but not to use them as a definitive measure of a student's ability and in so doing to limit a student's possible achievement except in the case of the top cohort of students.
- To help create and maintain Student Support Plans for students with SEN

### 3.7 The Role of the Guidance Counsellor

- The guidance counsellor is a member of the SEN Support Team and works with other members of the team in facilitating the provision of education for students with special educational needs and their inclusion in the school. The guidance counsellor has an important role in assisting all students, including those with SEN at the different stages of schooling.
- It is acknowledged that students with SEN may require greater support at formal transfer points in their school career and the Guidance Counsellor will be particularly aware of these students. When appropriate the guidance counsellor is available to staff who may want to seek advice/relevant information regarding students with SEN and how they can best be supported in school.

### 3.8 The Role of the Learning Support / Resource Teacher

The resource/learning support teacher works closely with students who have SEN, the SEN Team and in partnership with subject teachers thus ensuring that students are supported as effectively as possible. The duties of the resource/learning support teacher include:

- Identifying students with SEN.
- Teaching students with SEN in small groups or one-to-one settings.
- Providing additional support in the areas of literacy and numeracy.
- Planning and implementing effective teaching strategies for students with SEN.
- Helping students to cope with and overcome problems that arise because of learning difficulties.
- Encouraging students to develop self-confidence and independence, and to reach their full potential.
- Developing and fostering the appropriate skills and social abilities to enable the optimum development of students.
- Assessing and recording students' progress
- Recording students' progress through the use of progress reports.
- Evaluating interventions and teaching methodologies and making the necessary amendments to ensure student learning and progress.
- Adapting the National Curriculum and conventional teaching methods to meet individual needs.
- Using audio-visual materials and computers to stimulate interest and learning.

- Planning and delivering lessons, setting and marking assignments.
- Working as part of the SEN Team and within the wider school staff and liaising with other relevant individuals such as educational psychologists and parents.
- Providing advice to subject teachers as to the teaching methodologies best suited to that student where appropriate.

### 3.9 The Role of the Year Head of First Year

- Be involved with the transition programme of incoming First Years
- Meet with incoming students outside of First Years
- Become familiar with any difficulties each student may have through the SEN Register
- Be aware of students results in psychometric testing
- Communicate the social, behavioural and emotional needs of students with SEN to teachers in conjunction with the SEN Dept.
- Keep records of attendance, punctuality and encourage good practice in both areas
- Monitor motivation level of students with SEN in particular
- Provide the opportunity for students to access information regarding their own learning styles through liaison with Guidance
- Link with the Care Team regarding students with SEN who are at risk
- Communicate with parents of student with SEN re his/her social, behaviour and emotional and learning needs where necessary
- Oversee academic tracking of the year group
- Provide information on students to get involved in extra-curricular activities and leadership programmes
- Monitor students with SEN re the Learning Code as for all students in the year group
- Support the students in developing study and exam skills
- Help in maintaining Student Support Plans and filling out of ISA/BCN1 Forms.

### 3.10 The Role of the Class Teacher

The role of the class teacher in Cabinteely is a very important one in the school. The class teacher's responsibilities include:

- Get to know each student in their CT group
- Become familiar with any difficulties each student may have
- Monitor attendance and punctuality every morning
- Ensure that all students have journals, or a Journal Report
- Check that journals are signed by parents each night
- Check the journal for positive notes, ensure all students are recognised when they excel
- Insist that students come to you with negative notes, and record as agreed by year head
- Support students to avoid getting on Stage One of the Learning Code
- Monitor students on Stage One of the Learning Code
- Take up journals regularly and put in a note for parents
- Check absence notes and collect completed notes for student files
- Check uniforms and books at tutorial every morning
- Attend weekly meetings with the year head

- Communicate with home re absence of more than two days – liaise with Attendance Officer and year head if absence persists
- Record incidents of absence/late in VS Ware
- Help students set achievement targets for themselves
- Coordinate wellbeing in the year group with the year head and coordinator
- Implement the SPHE programme as agreed by the school
- Encourage a positive class spirit by interclass competitions and reward good behaviour
- Encourage students to participate in extra-curricular/leadership activities and monitor credits for ECAs
- Monitor friendships and promote good relationships among students

### 3.11 The Role of the Inclusion Support Assistant

The Inclusion Support Assistant provides care assistance to named students who have SEN. They make a valuable contribution to the school's capacity to provide inclusive education to these students. The SEN Coordinator and SEN Team work collaboratively in devising an appropriate strategy plan for a student with SEN. The ISA is made aware of this plan and given guidance on their role in the successful implementation of this plan. The ISA plays an important role in the health and safety of the student and in their social, emotional and educational development. It is important that the ISA supports student participation in school life without developing a culture of dependency. The duties of the ISA involve tasks of a non-teaching nature such as:

- Attending Staff and Departmental meetings when appropriate.
- Attending a weekly meeting with the SEN Coordinator and the Assistant Coordinator
- Assisting/escorting students on school trips.
- Supporting students before and after school at the lockers
- Monitoring students at breaktimes
- Giving special assistance as necessary for students with particular difficulties e.g. helping special needs students with typing, writing or other use of equipment.
- Assisting with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the student.
- Assisting with examinations (if appropriate).
- Assisting the teacher in the supervision of students during assembly, recreation and in movement from one classroom to another.
- Accompanying individual or small groups who may be withdrawn temporarily from the classroom. An ISA should not be asked to withdraw a student from a classroom unless this is a strategy that has been agreed by the SEN department. In such instances, teachers will have been informed.
- Participation with school development planning, where appropriate, and co-operation with any such changes with policies and practices arising from the school development process.
- Engagement with parents of special needs students in both formal and informal structures as required and directed by the SEN Coordinator.
- Other appropriate duties as may be determined by the needs of the students and the school.
- ISAs may be re-assigned to other appropriate work when special needs students are absent or when particularly urgent work demands arise.

### 3.12 The Role of the Special Educational Needs Support Team

The Special Educational Needs support team comprises of the:

- Principal/Deputy Principal
- Resource Teachers
- Learning Support Teachers
- Guidance Counsellor
- Year Head
- SEN Coordinator
- Assistant SEN Coordinator

The SEN Support Team play a key role in the evaluation of practice and procedures relating to SEN. The School acknowledges that it is particularly important to continually review and develop our practices in relation to:

- Accessing relevant information about all our intake students.
- How SEN information is made available on VS Ware
- Being mindful of GDPR in relation to SEN information (sensitive information)
- How we use assessment data results, including the Cognitive Ability Tests to support and challenge our students.
- Literacy and Numeracy Testing for Junior Cycle and Senior Cycle students.
- How we support the more able students.

## 4. Transfer from Primary School

A Transition Programme for incoming students is in place. Currently the system in place is as follows;

### 4.1 New Transition Programme

Formal enrolment takes place in November prior to entry to First Year. At this meeting parents are asked to furnish the following documentation:

- Formal Application Form (Blue booklet)
- Formal Acceptance Form (Page 2)
- Department of Education and Skills Consent Form for Sensitive Personal Data
- Central Statistics Office Information Form (Circular 23/2016)
- Primary School Information Consent Form
- Extra-Curricular Activities Form
- Mobile Phone & Internet Usage Agreement
- Photo Consent Form
- Learning Code Acceptance Form
- Uniform Policy Statement
- School Policy Document Acceptance Form (including SEN Policy)
- Proof of payment of the €75 voluntary contribution from Easy Payments Plus

The completion of this pack will allow the school to liaise with parents, national schools to ensure the transfer of relevant documentation to the school.

Following on from this meeting, parents and students will be furnished with the options form and asked to choose five options for First Years. Information session will be held to allow parents and students to fully understand the content of each subject option syllabus to choose well. The CAT (Cognitive Ability Test) assessment will be held in January and options will be expected to be returned on this date. Based on the results of the CAT assessment, the SEN Department and Guidance will advise parents on the most suitable options for their child according to his/her strongest cognitive score.

In May, parents will be invited to an Information Evening about First Year and at the same time students will attend a session with their class teacher/year head to meet their new classmates and do some "Get to Know You activities". The purpose of these events is to allay any anxieties on the part of students or parents about the upcoming transition. Student with SEN are welcome to attend the school with members of the national school staff such as ISA or SEN teacher or with parents from February to June to smooth their transition.

All First Year teachers are briefed on matters relating to the students they are going to teach or come into contact with. Clearly the extent to which individual teachers are given confidential information is a sensitive matter. It is, however, important that teachers have as much information as possible regarding the students they teach if they are to contribute towards the best possible learning environment for them.

#### 4.2 Students transferring into other Year Groups

To make initial contact all with new students to the school outside of the 1<sup>st</sup> year cohort and to set up an interview with the relevant year head. Where the student has SEN, the Deputy Principal will ensure that the SEN Coordinator or the Assistant Coordinator is at this meeting also.

### 5. The Model of SEN Provision

The Model of S.E.N. provision is focused on the individual needs of the student. It is firmly based on the following principles:

- The support of students with special needs in the school is a whole-school responsibility.
- The Special Needs Coordinator oversees a support team (of teachers and ISAs, i.e. Inclusion Support Assistants) that assists the class teacher to meet the needs of students with special needs.
- Parents/guardians are involved in the process of supporting their children through their partnership with the class teacher/s, the support team of S.E.N. personnel, Year Head and school management.
- The Principal/Management provides a structure and environment that supports and monitors the learning of all students and is particularly sensitive to the learning needs of students with special needs.

The provision for special needs students is carried out in a number of ways including; withdrawal of students for extra support on a 1-1 basis in a way that does not disrupt their learning in that subject; withdrawal from Irish of students with exemptions to do English/Maths Learning Support work; the creation of small class groupings; In-Class Support (team-teaching).

Each academic school year, Literacy and Numeracy testing (WRAT Maths, Spelling and ART) is conducted with first, second and fifth year students in Cabinteely Community School. Where possible, learning support time is provided to a student whose scores in literacy and numeracy are under the 16th percentile. Resource time is allocated to those students with and without psychological assessments. Some students have modified programmes and timetables appropriate to their individual needs.

A significant number of resource students have Irish language exemptions. The SEN Department have structures in place to ensure that students get maximum benefit from the additional timetable allocation that exemption from Irish creates. At Junior and Senior Cycle, students with an Irish exemption are withdrawn from all their Irish classes and receive additional lessons in numeracy and literacy with their resource teacher.

## 5.1 Continuum of Support

The model of assessment and intervention, as practiced in Cabinteely Community School, is underpinned by recognition that special educational needs occur along a continuum from mild to severe and from transient to long term. Our response to the needs of students is organised according to NEPS's Continuum of Support.

## 5.2 Student Support Plans and Individual Education Plans

A Student Support Plan is devised for students with Special Education needs. All students involved in SEN support will have a tailored learning plan. Prioritising the needs of students informs the development of Individual Education Plans (IEPs). Staff are briefed and informed about the IEPs by the Special Needs Coordinator and the relevant information is made available to staff on VS Ware/One Drive.

Once developed, Individual Education Plans for students concerned set clear learning/behavioural/social targets.

The I.E.P process involves:

- Gathering Information: Personal/ Background details.
- Educational details (primary school details/assessment and learning support details)
- Categorisation of need (assessment reports/ information attained from parents)
- General profile based on formal/informal assessment.
- SEN provision
- Priority Need
- Setting targets for each priority learning need:
- Identifying the strategies and resources required:

- Relevant documentation
- Setting the date for review: A review occurs each academic year. However, it may occur more often dependent on student progress and circumstances

These IEP's aim to include the most relevant information in a clear and concise manner. Cabinteely Community School in the academic year, 2017-2018, created a one-page IEP document to ensure only the most important information is included and that the IEP functions practically as a working document.

### 5.3 Reasonable Accommodations

Reasonable Accommodations for State and In-House Examinations (RACE) Applications are made by the SEN teacher for RACE provision for students with SEN sitting a Junior Certificate or Leaving Certificate Examination. From October 2016 the State Exams Commission SEC now operates a devolved model at both Junior and Leaving Cert Level. The school makes an application for relevant accommodations for students who meet the criteria as laid down by the SEC at Junior Cycle and these accommodations can be reactivated for Leaving Cert, with the school being satisfied that the student still has a need for the accommodation. Further details are available in the RACE Guide for Exam Students 2018 at [www.examinations.ie](http://www.examinations.ie). Where resources permit and when deemed appropriate, readers, scribes and other accommodations are available to students who qualify for such accommodations at mock exams and other school assessments.

If the SEN teacher considers that a student with SEN is entitled to reasonable accommodations, applications will be made to the DES. Generally, this involves:

- The assistance of a scribe or reader
- The use of a tape recorder or word processor
- A waiver in spelling or grammar
- The use of a separate centre

The State Examinations Commission considers and decides on the matter.

## 6. Monitoring Evaluation, Assessment and Reporting

In Cabinteely Community School, all students are assessed on an ongoing basis. Assessment may be formal, informal, summative or formative.

### 6.1 Formal Assessment

Incoming First Year students sit the Cognitive Ability Tests (CAT -Level E) prior to entry. Students sit house examinations at the end of Semesters 1 and 3.

A continuous assessment grade is reported to parents at parent teacher meetings. Students sit Cognitive Ability Tests (CAT -Level F) in Third Year.

Students sit WRAT Maths, Spelling and the Access Reading Test (ART) in First, Second and Fifth Year.

Other professionals working with the school may formally assess students with SEN.

## 6.2 Informal Assessment

An Assessment for Learning approach to learning is the most suitable approach for students with SEN in particular.

Continuous assessment results based on class tests is reported to parents at parent teacher meetings. These may be based on End of unit/chapter tests, In class questioning and homework/project work.

The literacy and numeracy skills of students with SEN may be assessed.

The responsibility for many aspects of formal and informal assessments lies in the first instance with the subject teacher. The organisation of the CAT tests is the responsibility of the Guidance Department who are supported by the SEN team. Resource/Learning Support teachers take responsibility for literacy and numeracy testing of students with SEN. The interpretation of results is the remit of the SEN Department.

Using Assessment Data Assessment data is used to:

1. Identify students with SEN.
2. Identify students' individual needs
3. Aid in the design of intervention strategies
4. Monitor student progress
5. Inform future learning direction

## 6.3 Recording Assessment Data

Teachers record assessment marks both formal and informal in the Teacher Planner. House examination results are included on the school report to parents in December, March and at the end of the school year. A continuous assessment result is reported to parents at parent teacher meetings. Copies of the student's reports are available on their file. The SEN department maintain files for the students with whom they work (Learning Support and Resource students). Included in these files are any additional assessments that the students may have taken.

## 6.4 Access to Assessment Records

The school is aware that some assessment material is of a sensitive nature and therefore it is treated confidentially and only made available to appropriate personnel. The SEN Department manage a significant amount of the assessment information for students with SEN. Relevant information is disseminated as appropriate by the SEN team.

## 6.5 Monitoring Arrangements

The responsibility for monitoring student progress lies in the first instance with the subject teacher. If a student has been identified as having SEN, the SEN Department will play a key role in monitoring student progress.



## 6.6 Evaluation

The successes of any intervention strategies are monitored on an on-going basis through formal and informal assessment. The SEN department endeavours to evaluate the progress of students with SEN on a continual basis and adjust intervention strategies when and where necessary.

## 7. Involvement of Parents

Cabinteely Community School regards the partnership with parents as a very important one and is always open and responsive to expressions of concern made by parents.

Parents/Guardians are invited and encouraged to attend any meeting concerning their son/daughters progress. Year Head and the SEN Coordinator are available to meet with parents regarding concerns. Parents/Guardians are encouraged to discuss any issues or concerns with the school at the earliest opportunity.

The school recognises its responsibility under Section 14 of the Education for Persons with Special Educational Needs Act 2004 to:

- Inform parents of their child's SEN and how those are being met.
- Consult parents with regard to the making of all decisions of a significant nature concerning their child's education and invite them to participate in such decisions.

The Special Needs Department is in regular contact with the parents of students with SEN. This contact can take the form of a meeting or a telephone call. Students receive a school report on three occasions in the school year. There is one parent teacher meeting each year where parents have the opportunity to meet with all teachers. The SEN Team make themselves available to parents on these evenings.

## 8. Involvement of Students

Students with SEN are encouraged to adopt an active approach to their education. Where appropriate, their needs and supports required are discussed. Thus, the student is involved in a practical way in learning plans and programmes and assessing progress. Generally, students with SEN are very open to discussing their educational development.

## 9. Links with Outside Agencies and Services

The school works with a significant number of outside agencies which include;

- National Education Psychology Service
- National Council for Special Education
- State Examination Commission
- Visiting Teacher Service HSE to include:
  - HSE Social Worker Team
  - Psychologists
  - Psychiatrists
  - Consultant paediatricians

- Foster Care Workers
- Occupational Therapists
- Physiotherapists
- Speech & Language Therapists
- College & University Student Support Services
- Dyslexia Association of Ireland
- Aspire (Asperger's support)
- Association for Higher Education Access and Disability
- National Council for the Blind of Ireland
- Irish Learning Support Teachers Association
- Irish Association of Special Education Teachers
- The Dyspraxia Association

This list is not exhaustive and the school will further develop links with outside agencies as the needs of the students dictate.

## Conclusion

This Policy is organic by its nature. It is envisaged that with changing perceived needs and with insights gained that it will need to be constantly appraised and, if necessary, changed.

# **Intimate Care Policy**

## **Ratified April 2022**

### **1. Intimate Care**

#### **1. Definition**

Intimate care may be defined as any activity required to meet the personal care needs of each individual child. Parents have a responsibility to advise staff of the intimate care needs of their child, and staff have a responsibility to work in partnership with children and parents/carers. Intimate care can include:

- Feeding
- Oral care
- Washing
- Dressing/undressing
- Toileting
- Menstrual Care
- Supervision of a child involved in intimate self-care

#### **2. Child Protection**

In a situation where an issue of concern arises while carrying out an intimate care task, the staff member will report this concern immediately to the Designated Liaison Person (DLP). Such issues may include:

- The student seems unusually sore, tender or bruised
- The student seems to misinterpret what is said or done
- The student has a very emotional reaction without apparent cause
- The student makes an allegation against a staff member

Any concerns will be dealt with by the DLP in accordance with Children First and the Department of Education and Skills Child Protection Procedures for Post-Primary Schools.

#### **3. Principles of Intimate Care**

The following are the fundamental principles upon which the Policy and Guidelines are based:

- Every child has the right to be safe.
- Every child has the right to personal privacy.
- Every child has the right to be valued as an individual.
- Every child has the right to be treated with dignity and respect.
- Every child has the right to be involved and consulted in their own intimate care to the best of their abilities.
- Every child has the right to express their views on their own intimate care and to have such views taken into account.
- Every child has the right to have levels of intimate care that are as consistent as possible.

#### **4. School Responsibilities**

Cabinteely Community School, Cabinteely is committed to working with parents / guardians, health professionals and other agencies to provide a supportive environment for students who

require assistance with intimate care. All staff working with children must be appropriately vetted.

- The Principal must ensure that all staff undertaking the intimate care of students are familiar with and understand the Intimate Care Policy and Guidelines together with associated policies and Procedures.
- The SNA team will liaise with the SENCO and parents in order to implement an Intimate Care Plan with the parents/guardians and student, and other health professionals if appropriate.
- Ongoing intimate care arrangements must be agreed by the school, parents / carers and students (if appropriate).
- Ongoing intimate care arrangements must be recorded in the student's support file and consent forms signed by the parents / carers and student (if appropriate).
- Staff should not undertake any aspect of intimate care that has not been agreed in the Intimate Care plan between the School, parents /carers, and student (if appropriate).
- Intimate care arrangements that have been specially agreed with a parent are reviewed annually. The views of all relevant parties, including the child (if appropriate), are sought, and considered to inform future arrangements.
- If a staff member has concerns about a colleague's intimate care practice, they must report this to the DLP or Deputy DLP (Designated Child Protection officers)

## **5. Guidelines**

All students have the right to be safe and to be treated with dignity and respect. These guidelines are designed to safeguard both students and staff. They apply to every member of staff involved with the intimate care of students.

Students with a physical disability can be especially vulnerable. Staff involved with their intimate care need to be sensitive to their individual needs and follow agreed care plans. Involve the student in their intimate care. Try to encourage the student's independence as far as possible in her intimate care.

Where the student is fully dependant talk with them about what is going to be done and give them a choice where possible. Check your practice by asking the student/ partner any likes or while carrying out intimate care. Treat the student with dignity and respect and ensure privacy appropriate to the student's age and situation.

Make sure practice in intimate care is consistent and only carried out by the named staff according to the Intimate Care Plan.

Sensitive information about a child's intimate care is confidential. If the child appears distressed or uncomfortable when personal care tasks are being carried out, the care should stop immediately. Try to ascertain why the child is distressed and provide reassurance.

Promote positive self-esteem and body image. Confident self-assured children who feel their body belongs to them are less vulnerable. The approach you take to intimate care can convey lots of messages to a child about their body worth. Your attitude to a child's intimate care is important. Keeping in mind the child's age, routine care can be relaxed, enjoyable and fun.

If you observe any unusual marks, bruises or swelling including the genital area, report immediately to the DLP or DDLP for Child Protection. Complete a written record of concern. If during the intimate care of a student you accidentally hurt them, or the child misunderstands or misinterprets something, reassure the child, ensure her safety and report the incident immediately to the Designated Teacher for Child Protection.

Adhering to these guidelines of good practice should safeguard Students and staff.

Some procedures must only be carried out by staff who have been formally trained, if required.

# **One to One Teaching Policy**

**Ratified April 2022**

## **1. One to One Teaching**

### **1.1 Context**

Provision for all students is based on NEPS continuum of support

Withdrawal of students is generally arranged in small groups and is the preferred method of deliver for support

Individual withdrawal is used only where a student requires specialised individual support such as help with basic literacy, numeracy or support for students with English as a second language etc.

Individual support may be used if a student is absent for the withdrawal group and has missed important learning.

### **1.2 Environment**

Teachers / Staff should ensure a classroom is free prior to withdrawing the student from their lesson. If a repeat intervention will take place a room may be block booked for the duration of the support. VS Ware can be used to check availability of classrooms during the desired time.

Classroom doors should be left open. If this is not possible for any reason, there must be a glass pane to see clearly into the room from outside without any obstruction (blinds, notices) on the glass pane.

Large, common areas should be avoided such as the assembly area etc.

The conference room can be used if it is free but this should be checked prior to any withdrawal.

Individual teaching may occur in a situation where teachers are providing support in relation to oral, practical, task, project or written exams.

### **1.3 Child Protection**

If there are any concerns a report will be filed with the DLP in accordance with Children First and the Department of Education and Skills Child Protection Procedures for Post-Primary Schools.