



**Deele College
Raphoe**

The Inclusion and Special Educational Needs (SEN) Policy

Updated 11th March 2020

This Policy has been reviewed and approved by the Board of Management of Deele College at their meeting on Wednesday 11th March 2020.

Proposer	<i>Mr Noel Rodden</i>
Seconder	<i>Ms Patrice Gallagher</i>
Chairperson of the Board of Management	<i>Mr John Kelly</i>
Principal	<i>Mr Joe Boyle</i>
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1. Scope of Policy

This policy has been drawn up in consultation with the Board of Management, staff, parents and students of Deele College and has been approved and ratified by the Board of Management on **11th March 2020**. The policy applies to all pupils who have special educational needs and their parents/guardians who wish to enrol or transfer to Deele College:

1. in Junior Cycle.
2. in Transition Year (TY).
3. in Senior Cycle – Leaving Certificate, Leaving Certificate Vocational Programme (LCVP) or Leaving Certificate Applied Programme (LCA).
4. to enrol into the Safe-base / Autism Spectrum Disorder (ASD) classroom.
5. to repeat the Leaving Certificate.

This policy should be read in conjunction with all other Deele College policies, which are available on request from the school Principal or administration office.

2. Mission Statement and Peace Pledge

Deele College aims to protect the well-being of its students and staff by providing a safe and nurturing environment at all times. Our Mission Statement affirms that we are:

“A Caring Learning Community, we promote mutual respect in a safe and happy school, where the fulfilment of each individual’s potential is our goal”.

Our Peace Pledge inspires that:

“Together we are rooted in peace which nurtures others and respects differences. In a spirit of true peace, we pledge to fulfil the happiness of others and build unending harmony.”

The Board of Management, through the Principal, Mr. Joe Boyle and Ms Carmel Mulligan (SEN Coordinator) has drawn up the Inclusion and Special Educational Needs (SEN) Policy.

3. Operating Context

3.1 Relevant Legislation

In the Operating Context, the Inclusion & Special Educational Needs (SEN) Policy is being set out in accordance with the provisions of

- The Education Act 1998, The Education (Welfare) Act 2000, The Equal Status Act 2000, The EPSEN Act 2004, The Disability Act 2005 and The Education & Training Board (ETB) Act 2013.

Subject to:

- The context and parameters of the Department of Education & Skills (DES) Regulations and Programmes;
- The rights of the Patron, i.e. ETB as set out in the Education Act;
- The Mission Statement as set out above;
- The funding and resources available.

The school supports the principles of:

- Inclusiveness in enrolment policies.
- Equality of access and participation in the school.
- Parental choice in relation to enrolment.
- Respect for diversity of traditions, values, beliefs, languages and ways of life in society.
- The enrolment of students who have a disability or other special educational needs.



3.2 Aims and Objectives

- Give practical effect to the constitutional rights of children who have a disability or who have other special educational needs, as they relate to education.
- Provide, a level and quality of education appropriate to the needs and abilities of all students in the school.
- Ensure that students with special educational needs are educated in an inclusive environment.
- Affirm that students with special educational needs have the same right to avail of, participate in and benefit from education as students who do not have those needs.
- Provide for the involvement of parents in the education of their children and in the decision making process in relation to their children.
- Cooperate and work closely with the National Council for Special Educational Needs (NCSE) and other agencies with regard to the education of students with special educational needs.
- Ensure that students with special educational needs 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.
- Ensure that all members of staff are aware of the needs of students and of the contribution they can make in this area.
- Ensure that special educational needs are not viewed in isolation, but in the context of the whole school and community.
- Ensure that students with special educational needs are offered a broad, balanced and differentiated curriculum and they are provided for in an inclusive way.
- Set high standards for students with special educational needs and provide them with appropriate guidance, encouraging them to achieve to their full potential.
- Develop staff expertise in supporting students with special educational needs.
- Encourage and foster positive partnerships with parents, in order to achieve appropriate support at school and at home.
- Coordinate the advice, guidance and support of other agencies in supporting students with special educational needs.
- Ensure the effective and efficient use of resources.
- Monitor and evaluate the effectiveness of practice in support of students with special educational need.

3.2 Funding Bodies

The financial, physical and teaching resources of the school are provided by

- Grants received from the Department of Education & Skills via Donegal ETB.
- The teacher allocations from the Department of Education & Skills.
- Additional facilities for school and community use.
- The implementation of the School Plan and School Policy, having due regard to resources and funding available.

The school operates within the guidelines and regulations laid down from time to time by the Department of Education & Skills and Donegal Education and Training Board.

The school follows the curricular programmes detailed in the prospectus for the school year as prescribed by the Department of Education and Skills, which may be amended from time to time in accordance with Sections 9 and 30 of the Education Act 1998.



4. School Details

4.1 Type of School

- Multi-Denominational, Co-educational school.
- Under the trusteeship of Donegal ETB.
- Grant aided and publicly funded.

4.2 Management

- Under Donegal ETB, as patron of the school.
- The Deele College Board of Management.

Members of Board of Management

1. Ms Bernie Mulhern - Donegal ETB Nominee
2. Ms Anne-Marie Meehan - Donegal ETB Nominee
3. Mr Noel Rodden - Donegal ETB Nominee
4. Councillor Gary Doherty - Donegal ETB Nominee
5. Ms Donna Cannon – Parent Nominee
6. Mr John Kelly –Parent Nominee
7. Ms Patrice Gallagher – Teacher Nominee
8. Mr Andrew Mc Fadden - Teacher Nominee
9. Mr Joe Boyle – Secretary to the Board / Principal

4.3 Organisations

- A Parents' Association and Student Council have been established.

4.4 Curriculum Provision

The following programmes are offered at Junior Cycle:

- Junior Cycle
- The Junior Certificate School Programme
- Level Two Learning Programme (L2LP's)

The following programmes are offered at Senior Cycle:

- Transition Year
- Leaving Certificate Programme
- Leaving Certificate Vocational Programme (LCVP)
- Leaving Certificate Applied Programme (LCA)

4.5 Extra-Curricular Activities / Parallel Curriculum

These activities complement the formal curriculum in contributing to the all-round holistic development of students. Such activities offered in the school include: Drama/Music, Gaisce, John Paul II Award, Lunch-time club, GAA, Soccer, Basketball, Athletics, Swimming, Coding, Strength & Conditioning, Golf and Educational Tours.

Participation in extra-curricular activities is promoted through intra and inter-school activities, such as the lunch-time soccer league. All students are encouraged to participate in extra-curricular activities.

4.6 Other Relevant Information

- Full details of the school calendar for the school academic year will be published at the commencement of each year.
- The school is committed to continued development of a School Book Rental/Loan Scheme.



5. The list of Special Educational Needs

5.1 Assessed Syndromes

- Down Syndrome
- Fragile X
- Prader-Willi Syndrome
- Rett/Rhett Syndrome
- Tourette Syndrome
- Turner Syndrome
- Usher Syndrome
- Williams Syndrome

5.2 Autism / Autistic Spectrum Disorders

- Autistic Spectrum Disorders

5.3 Dyspraxia

- Developmental Co-ordination Disorder (DCD)
- Developmental Verbal Disorder (DVD) / Verbal Dyspraxia

5.4 Emotional Disturbance and/or Behavioural Problems

- Emotional Disturbance and/or Behavioural Problems
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Oppositional Defiant Disorder (ODD)
- Conduct Disorder (CD)
- Childhood Psychosis

5.5 Exceptionally Able

- Exceptionally Able
- Dual Exceptionality

5.6 General Learning Disabilities

- General Learning Disabilities
- Mild General Learning Disability
- Moderate General Learning Disability
- Severe/Profound General Learning Disability

5.7 Specific Speech and Language Disorders

- Receptive Language Disorder
- Expressive Language Disorder
- Global language Disorder

5.8 Physical Disabilities

- Physical Disabilities
- Brittle Bone Disease
- Cerebral Palsy
- Spina Bifida
- Muscular Dystrophy

5.9 Sensory Impairments

- Hearing Impairment
- Deafblind
- Visual Impairment

5.10 Specific Learning Disabilities:

- Dyslexia
- Dyscalculia
- Dysgraphia



6. Identification of Students for Support

Students with special educational needs should be recognised as individuals who have strengths that can be nurtured and weaknesses that can be supported.

Definitions relevant to this policy, as outlined in the Education Act 1998, the Education of Persons with Disability Bill 2003 and the Education of Persons with Special Educational Needs Act (2004). In consideration of these definitions the School considers a student as being in need of **support teaching** if he/she:

- Is recognised as being at the 10th percentile or below on a standardised test in reading and maths.
- Students who were previously in receipt of supplementary teaching from a support teacher and who continues to experience significant learning difficulties.
- Students who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES 2010). This will be evidenced through school-based assessment of attainment, and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. Schools should also take into account needs set out in professional reports, where available.
- Students with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties and students who have specific learning difficulties.
- Students with significant Special Educational Needs e.g. Students with significant learning, behavioural, emotional, physical, and sensory needs. These students need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs.
- Students who have additional literacy or language needs including those students who need additional English Additional Language Support (EAL).

6.1 Identification and referral procedure

Students needing extra help are identified on the basis of any of the following:

- Standardised tests and diagnostic assessments conducted prior to entry to Deele College.
- Information from principals, 6th class teachers, learning support/resource teachers from feeder primary schools.
- Information from Home School Community Liaison Officer (HSCL).
- Reports from psychologists, psychiatrists, social workers, visiting teacher of deaf, visiting teacher of blind and other health personnel.
- Expression of concern from subject teachers or year heads.
- Requests by individual students for extra help.
- Special education needs deriving from social disadvantage.
- Expression of concern by parents.

We welcome any concerns or queries that parents may have regarding the Special Educational Needs their child may have.

1. *You are an expert on your child.*
2. *Have confidence in yourself and your view and share them with us.*
3. *Keep in touch with the school. Visit and share information about your child.*



6.2 The continuum of support framework is used to identify and respond to student needs. The education of students throughout the school rests in the first instance with the subject teacher. Each teacher should be aware of which students are likely to experience barriers to learning.

In the majority of cases a student's needs are resolved through the provision of differentiated work suited to their needs (**Support for all**). For those students whose progress continues to cause concern referral to the Special Educational Needs team may be appropriate. Referral can be made via email or in person to the SEN team.

If the Special Educational Needs Support Team decides that a student would benefit from further intervention they will assess the student informally. Parents are informed and their consent is sought prior to any assessment taking place. The outcome of this assessment will determine what course of action is taken.

The results of the assessment may indicate that a student does not require extra support. In this case the students' needs are supported through the structures available to all students. These include:

- Differentiated work appropriate to students' needs
- Student Support Team
- Review of entry levels for State Examinations
- An Agreed referral to an outside agency (family matters)
- Career Guidance
- Home School Community Liaison
- School Completion Programme

If the results of the assessment indicate that a student requires support a decision is made as follows:

- Referral to school NEPS psychologist.
- Allocation of support through the new model of allocation. (**Support for some**).

A small number of students receive support in school and from outside agencies, e.g., CAMHS, NEPS. (**Support plus**).

- **Student support plans are drawn up for students at the 'support plus' level.**

We welcome any concerns or queries that parents may have regarding the Special Educational Needs their child may have.

6.3 Testing - Assessment Procedures

Currently all incoming first years are tested using the CAT 4 in February prior to entering Deele College. In early September and late May literacy and numeracy abilities of all first years are tested using the NGRT and PTM11. The WRAT4 is used for testing students for RACE. The WRAT4 is also used where a teacher/parent expresses concern regarding a student's progress.

In May 2018 the literacy and numeracy skills of all 2nd years will be tested using the Drumcondra Online Tests (DOTS) in literacy and numeracy.



7. The Allocation of classes to pupils with Special Educational Needs

- All classes are mixed ability. There is also a JCSP class. Students in the JCSP class are placed in this class as they have significant learning difficulties. The majority of students have Irish exemptions. There are a smaller number of students in the class and they have special tuition classes built into their timetable. These students do not study a foreign language.
- Most students have free subject choice as far as possible without any restriction.
- During 2nd/3rd year students are streamed for core subjects (English, Irish, Maths)
- Students with Special educational needs who have an exemption from Irish are withdrawn for literacy and numeracy support. A support class is timetabled against Irish for each year group.
- All students with special educational needs in the school have access to all school programmes i.e. Junior Cycle, Transition Year, Leaving Certificate Applied, and Leaving Certificate.

7.1 Support Arrangements for students

In line with the new model of allocation, the SEN Department uses information from primary schools, including passports and information gathered by the SEN co-ordinator at transfer meetings, the results of the CAT 4, NGRT and PTM11, information from professional reports and information from parents to identify and allocate support hours. Support hours will be allocated to individual students in accordance with their needs and in cognisance of the revised model of allocation. Currently, students scoring below the 10th percentile (with a Sten of 4 or below) in English and Maths are targeted for support. First year students are given time to settle in to their classes before withdrawal is considered. Support classes take place during non-exam subjects as far as possible.

The SEN Department will endeavour to provide an eclectic mix of teaching styles and strategies when working with students with additional needs, which may include individual and small group tuition and team/parallel teaching. The individual needs of the student's dictate what type of practice is most appropriate. In deciding how best to support a student in the most appropriate manner the Special Educational Needs Team take cognisance of:

- The programme required
- The student's personality/wishes
- Recommendations from relevant professionals
- Parental wishes

7.2 Procedures for carrying out one to one teaching

Any activity which involves a child to staff member (teacher or SNA) ratio of 1:1, should take place in a room with a glass panel window on the door for visibility. Otherwise the door of the room in which they are working should be left open for the duration. Any blinds etc., on the glass panel on the door, should be opened for the duration also. Only staff members (who are all vetted appropriately), should engage in 1:1 activity.

The Principal is responsible for ensuring that any visitors who are to work with children on a 1:1 basis are appropriately vetted (e.g. HSE nurse, Psychologist, Photographer etc.).



8. Roles and Functions

8.1 Department of Education and Skills (DES)

The Department of Education and Skills have the overall responsibility for providing education within the state including the education of students with special educational needs. The department works with other government departments, state agencies, voluntary organizations, patron bodies, colleges, schools, teachers and other professionals in the provision of education to all students including those with special educational needs.

The policy of the Department is to secure the maximum possible level of inclusion of students with special educational needs in mainstream primary and post primary schools while ensuring that specialist facilities continue to be made available for those whose needs warrant their placement in a special class attached to a mainstream school or in a special school.

8.2 National Council for Special Education (NCSE)

Established December 2003 to co-ordinate the provision of education and related support services for students with special educational needs. The Special Education Needs Organiser (SENO) are the principal contact persons for parents, schools and local health authorities on all issues concerning the organization, co-ordination and provision of educational services for children with Special Educational needs.

SENOs make decisions on applications and co-ordinate the allocation of schools additional resources to facilitate the education and inclusion of students with special educational needs.

Resources that schools receive include special education teacher allocation and SNA's, assistive technology and special transport.

SENOs liaise with schools in relation to identifying an appropriate setting for an individual child with special educational needs to establishing special classes for students in particular categories of special education.

8.3 National Educational Psychological Service (NEPS)

NEPS provides a range of services to post primary schools. The NEPS Psychologists play a supportive role in promoting and facilitating the inclusion of students with special educational needs in mainstream school.

The nature of work in each school is agreed annually between the Principal and the assigned psychologist. Usually the Principal nominates teachers, who will liaise with the educational psychologist regarding the needs of the school. The educational psychologist may work with individual teachers, groups of teachers, school support teams, the whole staff and school management.

- Educational Psychologist – Mr Martin Gallen (Donegal ETB Psychologist)
- SEN Coordinator - Ms Carmel Mulligan

8.4 TUSLA (Child and Family Agency)

In 2013 the functions of the National Educational Welfare Board (NEWB) transferred to the new Child and Family Agency TUSLA established by the Child and Family Agency Act 2013.



Under the Education (Welfare) Act, 2000 Educational Welfare Officers (EWOs) of the Child and Family Agency work with young people and their families who are experiencing difficulty with school attendance. The main priority of their work is around the welfare of children and young people and on ensuring that concerns and problems around attendance are addressed before attendance becomes a crisis issue.

- Educational Welfare Officer - Ms Joanne Rafferty

8.5 The Health Service Executive (HSE)

The HSE responsibilities devolved on the health boards for providing services including assessment will be carried out with the assistance of persons possessing such expertise and qualifications, as the health board and the National Council for Special Education (NCSE) consider appropriate.

These may include one or more of the following:

- Psychologist
- Medical Practitioner
- Principal of school child is attending
- Teacher nominated by principal
- Appropriately qualified Social Worker
- Suitably qualified Therapist.

To provide support services in respect to the special educational needs child. The Disability Act (2005) sets out a framework within the HSE and the NCSE should collaborate with schools, parents and the students themselves in the provision of assessments and related services.

8.6 Board of Management

To ensure that the school has a Special Educational Needs Policy in place to monitor the implementation of that policy and to ensure its evaluation.

To ensure that a Special Needs Coordinator is 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 special educational needs and how these needs are being met.

To ensure that the Special Educational Needs Policy forms part of the school plan.

8.7 The Principal – Mr Joe Boyle

On behalf of the Board of Management of Deele College the Principal has responsibility for all aspects of the day-to-day management of policy and provision for students with special educational needs. The Principal may delegate certain functions to appropriate teachers (as outlined in Section 18 of the Education of Persons with Special Educational Needs Act (2004)).

- To appoint a special educational needs co-ordinator from amongst the staff and to work closely with the co-ordinator.
- To inform the Board of Management of issues, which are relevant to special educational needs.
- In consultation with the Special Educational Needs Co-ordinator and other relevant personnel to liaise with the Department of Education and Skills, NEPS and other relevant bodies regarding needs and provisions. This also includes applications for reasonable accommodations and exemptions 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 special educational needs.
- To promote a whole school approach to special educational needs, make 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 special educational needs.
- To ensure that procedures exist for consultation with feeder primary schools with regard to the enrolment of new students with special educational schools.

8.8 The Role of the Special Educational Needs Co-ordinator – Ms Carmel Mulligan

These duties may include:

- Overseeing the day to day operation of the school’s SEN policy.
- Formulate, implement and review of SEN policy or Inclusive Education Framework.
- Liaison with feeder schools, teachers & parents of incoming students.
- Liaison with follow-on schools/colleges/further education/training.
- Support the management team in terms of management and responsibility for provision of SEN within the school.
- Managing and timetabling of the SEN team (resource teachers/learning support teachers/SNA’s).
- Co-ordination and allocation of duties for SNA’s.
- Provision of cover for members of the SEN department, e.g. SNA’s.
- Liaising with and advising colleagues.
- Co-ordination, formulation, implementation and review of Individual Education Plans (IEP).
- Monitoring and tracking of students with SEN.
- Co-ordinating provision for students with SEN.
- Overseeing the records/reports/register on all students with SEN.
- Liaising with parents/guardians of students with SEN.
- Contributing to the in-service training of staff.
- Identification of Irish and 3rd language Exemptions.
- Application for Reasonable Accommodations in State Examinations (RACE).
- Withdrawing of students for individual/group instruction.
- Preparing resources and subject materials for individual, small group or whole class instruction.
- Liaising with external agencies including:
 1. NCSE Support Services
 2. Behaviour for Learning (BfL)
 3. Visiting Teachers Service
 4. National Education Psychological Service (NEPS)
 5. National Council for Special Education (NCSE)
 6. State Examinations Commission (SEC)
 7. Psychologists, Speech & language Therapists, Occupational Therapists
 8. Dyslexia, Dyspraxia Associations
 9. Autism/Asperger Support Ireland
 10. National Council for the Blind of Ireland
 11. National Council for the Deaf



These duties are reviewed regularly and may change to ensure the priority needs of the department are met.

8.9 The Special Educational Needs Support Team (SEN)

The purpose of the Special Educational Needs Support Team is to provide a suitable organizational structure to enable teachers in specialist roles related to inclusion to collaborate with one another and with mainstream teachers in an efficient and effective manner for the benefit of the students in the targeted groups.

The SEN support team in Deele College consists of:

1. Principal/Deputy Principal
2. SEN Coordinator
3. Guidance Counsellors
4. Year-heads
5. HSCL Coordinator
6. School Completion Coordinator
7. JCSP Coordinator
8. LCA Coordinator
9. Student Support Team
10. Support Teachers

Through the work of the Special Educational Needs team the school endeavours to create a whole school ownership in the management of Special Educational Needs.

The SEN Support team play a key role in the evaluation of practice and procedures relating to Special Educational Need.

8.10 SEN Team in Deele College

1. Ms Carmel Mulligan – SEN Coordinator/Support Teacher
2. Ms Marisa Simms – Safe-base-ASD Classroom Coordinator/Support Teacher
3. Mr Gerard Mc Glinchey – Safe-base-ASD Classroom Coordinator/Support Teacher
4. Ms Fiona Henderson - JCSP Coordinator/Support Teacher
5. Ms Jacqueline Pearson - LCA Coordinator
6. Ms Mary Moore – Support Teacher
7. Ms Bernadette Mc Gettigan – Support Teacher
8. 15 Special Needs Assistant.

Through the work of the Special Educational Needs team the school endeavours to create a whole school ownership in the management of Special Educational Needs.

The SEN Support team play a key role in the evaluation of practice and procedures relating to Special Educational Needs.

8.11 Mainstream Teachers

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

It is the responsibility of the classroom teacher to ensure that each student is taught in a stimulating and supportive environment where all students feel equal and valued.



In line with 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 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 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.

Differentiation in the mainstream class

The term differentiation refers to the ways that teachers take into account the differences among their students in relation to their ability, aptitude, interest and experience, and adapt their teaching strategies to meet the needs of each student in the class.

The role of the Support Teacher

At Deele College the support teachers work closely with students who have SEN. The role of the support teacher is wide-ranging and varied. Support and subject teachers should work in partnership thus ensuring that students are supported as effectively as possible. Support teachers have a very good insight into a student's needs and when appropriate can provide advice to subject teachers as to the teaching methodologies best suited to that student.

The support teachers provide direct teaching to a student with SEN, 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.

At times withdrawal from the classroom may not be the most appropriate means of supporting the student. In these instances, the support teacher and the subject teacher may decide that team teaching / co-operative teaching would have a greater educational benefit.

When appropriate the support teachers and the SNA are invited to contribute at meetings involving parents and/ or outside agencies. Support teachers are involved in the following:

1. Team teaching and/or withdrawal
2. Developing specific support for students e.g. development of social skills
3. Keeping records of work covered by targeted students
4. Liaising with other teachers regarding students' progress
5. Advising on applications for reasonable accommodations in the Certificate exams.

Mainstream and support teachers are expected to treat all matters relating to school business and their work, as strictly confidential.



8.12 The Role of the Special Needs Assistant (SNA)

As laid out in circulars 07/02, 24/03 the role of the Special Needs Assistant is as follows:

Responsibility for the care and well-being of the student in a manner that values, respects and supports the student as well as promotes independence.

1. Assist
2. Model
3. Focus student
4. Listen
5. Clarify
6. Read material
7. Encourage
8. Anticipate
9. Make note of homework
10. Support Observe

Role of the SNA in collaboration with the teacher

1. Assist in the preparation of materials
2. Communicate and feedback observations to teachers/coordinators
3. Prepare/Maintain work areas
4. Support organisation of folders

The Special Needs Assistant provides care assistance to named students who have special educational needs. They make a valuable contribution to the school's capacity to ensure an inclusive educational experience for students.

The SNA 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 Special Needs Assistant supports student participation in school life without developing a culture of dependency.

The secondary duties of the SNA involve tasks of a **non-teaching** nature such as:

1. Attending both Staff and Departmental and other meetings when appropriate.
2. Assisting/escorting students on school trips.
3. Giving special assistance as necessary for students with particular difficulties e.g. helping special needs students with typing, writing or other use of equipment.
4. Assisting with examinations (if appropriate).
5. To supervise the students from one classroom to another.
6. Engagement with parents of special needs pupils in both formal and informal structures as required and directed by school management.
7. Other appropriate duties as may be determined by the needs of the pupils and the school.
8. SNA's may be re-assigned to other appropriate work when special needs students are absent or when particularly urgent work demands arise.
9. Special Needs Assistants are expected to treat all matters relating to school business and their work, as strictly confidential.
10. Personal care needs.

8.13 Year-head

Year-heads can facilitate on the inclusion of an individual with special educational needs by monitoring progress within the year group.



8.14 The Role of the Guidance Counsellor - Ms Gearóidín Brady and Ms Fiona Friel

The Guidance Counsellor works with the other members of the SST in facilitating the provision of education for students with SEN and their inclusion in the school. The Guidance Counsellor works closely with Year Heads and the SEN Department Special Needs and Learning Support Departments to identify students requiring further attention. If appropriate the Guidance Counsellor may assist with arrangements for the successful transfer of students from Deele College to third level institutions.

The Guidance Counsellor has an important role in assisting all students, including those with special educational needs at the different stages of schooling. To facilitate this students and parents are welcome to make appointments with the Guidance Counsellor. This is particularly encouraged for students progressing from Junior to Senior cycle. Students in sixth year are offered appointments with the Guidance Counsellor to support them in making career decisions. It is acknowledged that students with special educational needs may require greater support at formal transfer points in their school career and the guidance counsellor will be particularly aware of these students.

An options information evening is held for parents of students progressing to fifth year. The Guidance Counsellor attends and makes a presentation at this meeting.

At key stages throughout the students schooling the Guidance Counsellor is responsible for co-ordinating a number of assessments including the DAT's.

When appropriate the Guidance Counsellor is available to staff who may want to seek advice/relevant information regarding students with special educational needs and how they are supported in school.

8.15 Home School Community Liaison Co-ordinator (HSCL) - Mr Danny O'Brien

It is the role of the Home School Liaison Coordinator to:

Collaborate with the SST and staff in relation to individual students and groups of students. For example, the co-coordinator may facilitate the establishment of a support group for parents whose children have educational needs.

Other responsibilities of the HSCL coordinator in Deele College include:

- Organization of transfer programmed-transition from primary to post primary.
- After school study programmes.
- Link person for EWO.
- Link person for SCP.
- Link person for community groups/organisations.
- Coffee mornings for parents of first year students.
- Organisation of parent classes.
- Encouraging parents to take an active role in the school.

8.16 Transfer from Primary School

Prior to entry to Deele College the Principal/Deputy Principal and the Special Needs Coordinator visit or contact the feeder Primary Schools. The school sees this liaison as an important step in ensuring proper identification of students with special educational needs and the continuity of provision for them.

Where possible visits are arranged for students with special educational needs prior to their transfer to Deele College.



Information received from the Primary Schools and parents coupled with the results of assessments from primary schools, the CAT4, NGRT, PTM11, identify those students who may need additional support at Secondary School Level.

To support the transfer of all students to Deele College there is a comprehensive transfer in place. Students with SEN have an individual transfer programme and visit the school on a number of occasions prior to the transfer. Opportunities to meet with the SEN coordinator are offered to parents on open night, first year information night and on induction day.

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.

8.17 Students transferring into other year groups

When a student is accepted into Deele College to join a year group other than First year information is sought from their previous schools. The Principal/Deputy Principal usually does this. This information is passed to the Year Head and the Special Needs Co-Ordinator if appropriate. These students are also tested with WRAT IV Numeracy and Literacy.

8.18 Students with Irish Exemptions

A number of students have an Irish language exemption. In line with DES Circular 0053/2019 - Exemption from the study of Irish. The Special Needs Department process each exemption as per the Circular 0053/2019 when necessary and have structures in place to ensure that students get maximum benefit from the additional timetable allocation that an exemption from Irish creates. [..\..\DES Circulars\2019 Circular Letters\CL0053 2019 Irish Exemptions.pdf](#)

8.19 Junior Cycle Schools Programme Coordinator – Ms Fiona Henderson

Students are targeted for the JCSP programme based on family history of early school leaving and information from primary schools. The JCSP coordinator works with the SST team to decide possible inclusion of students in the programme.

8.20 Level 2 Learning Programmes

We don't currently have any student following the Level 2 Learning Programme. However, as a school we are aware of their existence and we are prepared to offer the programme to students if the need arises. Strict criteria will apply and students will only be considered for the L2LP programme when it is clear they have a low mild/high moderate learning disability and when all efforts to differentiate level 3 work have been exhausted. A student may do a blend of level 2 and level 3 dependent on their strengths.

8.20 Leaving Certificate Applied Programme Coordinator – Ms Jacqueline Pearson

The LCA Programme is offered to all students.

An advantage of the LCA programme is that it focuses on the talents of each individual student and it is intended to meet the needs of those students who are not adequately catered for by other Leaving Certificate programmes or who choose not to opt for such programmes. For these reasons a number of students with special educational needs opt to follow this course.



8.21 Banding students for English, Irish and Mathematics

The system of class placement is reviewed by management regularly to meet the needs of all our students. First year lass groups are mixed ability. Irish, English and maths classes are banded from second year onwards. This facilitates the creation of smaller groups for those students who find the subject difficult and require more individual attention.

8.22 Reasonable Accommodations (RACE)

Arrangements at Junior Cycle

Applications for Reasonable Accommodations are collated and signed off by the school. Testing begins in early September. Staff are invited to identify individuals struggling within their own subject area to ensure no student is overlooked. All students, highlighted by staff and students in receipt of additional school support, are tested using the WRAT IV Spelling and Word Reading Assessments. Applications are based on the results of these tests for eligible students. Applications for accommodations are also made for students with physical, behavioural and emotional difficulties.

Arrangements at Leaving Certificate

Accommodations granted at Junior Cert. level are now automatically follow through at Leaving cert level. However, some students may be highlighted by staff members or by members of the SEN team. These students are currently tested WRAT 4 reading and spelling tests to ascertain if they meet the criteria for RACE.

9. Assessment and Reporting

Monitoring Evaluation, Assessment and Reporting

All students are assessed on an ongoing basis. Assessment may be formal, informal, summative or formative.

9.1 Formal Assessment

- Incoming First Year students sit the CAT4 prior to entry and literacy and numeracy are assessed within the first week in the school using the NGRT and PTM11.
- Monthly Assessments.
- Students sit house examinations at Christmas and at the end of the school year.
- Students sit Differential Aptitude Tests (DATS) in 5th yr.
- Other professionals working with the school may formally assess students with SEN.

9.2 Informal Assessment

- End of unit/chapter tests.
- In class questioning.
- Assessing homework/project work.
- The literacy and numeracy skills of the students with SEN maybe assessed.

The responsibility for many aspects of formal and informal assessments lies in the first instance with the subject teacher. The organisation of the DATS, CAT4, literacy and numeracy testing is the responsibility of the Guidance Department and the SEN team.



9.3 Assessment Data

Assessment data is used to:

- Highlight strengths and needs of students.
- Profile a class group/year group
- Track student progress

9.4 Involvement of Parents

The 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 are invited and encouraged to attend any meeting concerning their son/daughter's progress. The Class teacher, Year head and when appropriate the Special Educational Needs co-ordinator are available by appointment to meet with parents regarding concerns. Parents 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 special educational needs and how those are being met.
- Consult parents with regard to making all of the decisions of a significant nature concerning their child's education and invite them to participate in such decisions.

The Special Needs Department are in regular contact with parents of students with special educational needs. This contact can take the form of a meeting or a telephone call. There is one parent-teacher meeting each year for each student, where parents have the opportunity to meet with all teachers. The Special Educational Needs co-ordinator makes herself available to parents on these evenings.

9.5 Involvement of Students

The school believes that achievements are maximised when students take ownership of their learning.

The Special Needs Department fully involve students in discussions around their difficulties and needs. Students in the Senior Cycle are particularly encouraged to adopt a proactive and independent approach to their studies.

9.6 Links with outside agencies and services

The school works with a significant number of outside agencies. These include:

- NCSE Support Service
- National Education Psychology Service
- Special Council for Special Education
- State Examination Commission
- Special Educational Needs Officer
- Education and Welfare office
- HSE Social Worker team
- TUSLA
- Autism services
- CAMHS
- BfL
- Donegal Youth Services
- LCA Support Services
- LCVP Support Services



9.6 The Health Service Executive (HSE) includes:

- Clinical Psychologists
- Clinical Psychiatrists
- Foster carers
- Family Support Worker
- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists
- Youth Liaison Workers
- Consultant Paediatric Psychiatrist

9.7 College and University Student Support Services

- Dyslexia Association of Ireland
- Aspire (Aspergers support)
- Association for Higher Education Access and Disability
- National Council for the Blind Ireland
- National Council for the Deaf
- National Braille Production Service
- 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.

This plan is a working document and is under constant review.

9.8 Priorities:

- Safe-base classroom/ASD classroom.
- Formal referral system for staff.
- Minimise number of teachers delivering support teaching.
- Encourage more staff members to attend CPD in the area of SEN.
- Gifted and talented provision.