

Additional Educational Needs Policy



CLOGHER ROAD
Community College

Clogher Road Community College

Ratified by the BOM Management 12th Dec 2023

Rationale

This policy is linked to the principles underpinning all the work of Clogher Road Community College. This document provides a framework for the identification and provision of resources for children with special educational needs.

This policy is to benefit all members of the school community and to act as a guide and support to staff members.

It is also to assist parents in making an informed decision in relation to the enrolment of their child in our school.

Aims and Objectives

Aim: To provide educational, physical and emotional/behavioural support to students, while allowing students to experience success in school and to reach their potential as members of the school community.

The role of the AEN Department/ Coordinator includes the following:

- To identify all students who are in need of AEN provision in line with our Admissions Policy.
- To ensure these students are given appropriate support to allow them to access a broad and balanced curriculum
- To complete RACE/AT applications and other applications as appropriate.
- To ensure these students are fully integrated into all activities of the school.
- To involve parents in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school by being active participants in the developing of Student Support Plans
- To maintain and store safely all AEN records
- To co-ordinate the Learning Support team
- To oversee and support the organization of the Special Class – Blossom
- To ensure provision is provided for students who are identified as exceptionally able

Categories of AEN

Borderline mild general learning disability (BMGD)

This category consists of children who have been assessed by a psychologist as having a borderline mild general learning disability (DES Circular Additional Education 08/02).

Mild general learning disability (MGLD)

This category consists of pupils who have been assessed by a psychologist as having a mild general learning disability (DES Circular Additional Education 08/02).

Specific learning disability (SLD)

This category includes children who have been assessed by a psychologist as:

- being of average intellectual ability or higher
- having a degree of learning disability specific to basic skills in reading, writing or mathematics which places them at or below the 2nd percentile on suitable, standardised, norm-referenced tests.*

Children who do not meet the above criteria and, in the opinion of the psychologist, have a specific learning disability are more properly the responsibility of the learning support teacher and/or the class teacher (Circular Sp Ed 08/02).

Physical disability

Pupils have permanent or protracted disabilities arising from such conditions as:

- congenital deformities
- spina bifida
- dyspraxia
- cerebral palsy
- brittle bones
- severe accidental injury.

Because of the impairment of their physical function, they require additional intervention and support if they are to have available to them a level and quality of education appropriate to their needs and abilities.

Many require the use of a wheelchair, mobility or seating aid, or other technological support.

They may suffer from a lack of muscular control and co-ordination and may have difficulties in communication, particularly in oral articulation, for example, severe dyspraxia.

Pupils with a physical disability who have learning difficulties arising from the disability may need resource teaching where there are consequent significant learning difficulties. Others may need assistive technology only (DES Circular Additional Education 02/05).

Hearing impairment

This includes pupils who have a hearing disability that is so serious as to impair significantly their capacity to hear and understand human speech. This prevents the child from participating fully in classroom interaction and from benefiting adequately from school instruction. The great majority of these children have been prescribed hearing aids and are availing themselves of the services of a Visiting Teacher.

This category is not intended to include pupils with mild hearing loss (DES Circular Additional Education 02/05).

Blind/visual impairment

Pupils have a visual disability which is so serious as to impair significantly their capacity to see, thus interfering with their capacity to perceive visually presented materials, such as pictures, diagrams, and the written word. Some will have been diagnosed as suffering from conditions such as congenital

blindness, cataracts, albinism and retinitis pigmentosa. Most require the use of low-vision aids and are availing of the services of a Visiting Teacher (This category is not intended to include those pupils whose visual difficulties are satisfactorily corrected by the wearing of spectacles and/or contact lenses (DES Circular Additional Education 02/05).

Emotional disturbance (EBD) and/or behaviour problems

Pupils are being treated by a psychiatrist or psychologist for such conditions as neurosis, childhood psychosis, hyperactivity, attention deficit disorder, attention deficit hyperactivity disorder (ADHD) and conduct disorders that significantly impair their socialization and/or learning in school. (This category is not intended to include pupils whose conduct or behavioural difficulties can be dealt with in accordance with agreed procedures on discipline).

Some pupils in this category may need resource teaching support. Care support from an additional needs assistant may be required where a pupil's behavior is a danger to themselves or where it seriously interferes with the learning opportunities of other pupils. In certain circumstances, some pupils may require both supports (DES Circular Additional Education 02/05).

Severe emotional disturbance and/or behaviour problems (severe EBD)

A child with severe EBD must be in the care of a psychiatrist or clinical psychologist for a severe clinical disorder. A very small number of pupils would be expected to fall within this category.

Moderate general learning disability

This category includes pupils who have been assessed by a psychologist as having a moderate general learning disability (DES Circular Additional Education 02/05).

Severe and profound general learning disability

This category includes pupils who have been assessed by a psychologist as having a severe or profound general learning disability. In addition, such pupils may have physical disabilities (DES Circular Additional Education 02/05).

Autism/autistic spectrum disorder (ASD)

This category includes pupils who have been assessed and classified by a psychiatrist or psychologist as having autism or autistic spectrum disorder according to DSM-IV, DSM-V or ICD-10 criteria.

In the interest of the pupil with an ASD and in order that the needs of the pupil are adequately addressed, it is important, where feasible, that for a definitive assessment of ASD, a multi-disciplinary assessment team should be involved. The need for a multi-disciplinary assessment is also in keeping with NEPS policy (DES Circular Additional Education 02/05).

Pupils with additional educational needs arising from an assessed syndrome

The level of additional support to be provided for pupils who present with a particular syndrome, for example Down syndrome, William's syndrome and Tourette's syndrome, will be determined following consideration of psychological or other additional reports which describe the nature and degree of the pupils' additional educational needs (DES Circular Additional Education 02/05).

Specific speech and language disorder (SSLD):

This category includes:

- pupils assessed by a psychologist on a standardised test of intelligence that places non-verbal or performance ability within the average range or above
- pupils assessed by a speech therapist on a standardised test of language development that places performances in one or more of the main areas of speech and language development at two standard deviations or more below the mean, or at a generally equivalent level
- pupils whose difficulties are not attributable to hearing impairment; where the pupil is affected to some degree by hearing impairment, the hearing threshold for the speech-related frequencies should be 40Db
- pupils whose emotional and behavioural disorders or a physical disability are not considered to be primary causes of the difficulty experienced.

This category is not intended to include pupils with speech and language delays and difficulties. Two assessments, a psychological assessment and a speech and language assessment are necessary in this case (DES Circular Additional Education 02/05).

Multiple disabilities

Pupils assessed with multiple disabilities meet the criteria for two or more of the low incidence disabilities described above (DES Circular Additional Education 02/05).

SET Core Team

Katie Comiskey – AEN Co-Ordinator
Anne Conway
Elaine Luby
Barry Hurley
Stacey Nicholson
Lesley Byrne
Graham Maher
Wayne Grehan (NCSE)

Team Meetings

Core Team meetings are held once a week: 60 minutes. The minutes of these meetings are kept in the department folder/diary. Informal meetings take place regularly.

Roles and Responsibilities

AEN Co-Ordinator

- To delegate responsibilities to the AEN Team and Additional Needs Assistants.
- To coordinate testing for students with AEN.
- To create student support plans for all students on the learning support register and Personal Pupil Plans for students that have SNA access.
- Where appropriate to meet with outside personnel who are involved with students in receipt of additional teaching.
- To organise applications to NCSE for SNA support.
- To meet weekly with the AEN Team.
- To meet with the team of SNAs when the need arises.
- To ensure that relevant information in relation to students with a diagnosed AEN is disseminated effectively.
- To plan the timetables with the Principal//Deputy Principal.
- To work with all relevant personnel to ensure that all students with AEN are receiving appropriate interventions.
- Along with Year Heads/Class teachers, to liaise with parents in relation to the supports being provided for their children with AEN.
- To work with the relevant Year Heads to prepare applications for RACE.
- To attend the Student Support Team Meetings.

AEN Team

- To provide appropriate resources and support for subject teachers of students with AEN.
- To ensure that student profiles are developed as appropriate.
- To ensure that all students with an identified need are adequately provided for either in the classroom or through withdrawal.
- To monitor and track the progress of those students.
- To prepare applications to the NCSE for SNA support.
- To liaise with Primary Schools to ensure a smooth transition to Post Primary Education/
- To prepare the application form for RACE in consultation with the appropriate personnel.
- To have an input into timetabling and planning.
- To keep parents informed and encourage them to participate in their child's education.
- To inform and support CPD in the school.

Behaviour For Learning support

The BFL teacher, in conjunction with the National Council for Additional Education (NCSE) Support Service aims to support and promote positive behaviour and academic learning in school. This is generally done via one-to-one interventions at Level 3 (support for few) and small group/whole class interventions at Level 2 (support for some). Students are supported at Junior and Senior cycle with an emphasis on early intervention to enhance greater participation in school through an evidenced-based scaffolded approach.

The BFL intervention aims to:

- improve attendance and retention,
- reduce the number of suspensions and exclusions,
- improve and promote positive behaviour,
- create Student support plan to ensure that students' behavioural and emotional needs are met (also liaise with AEN Coordinator),
- liaise with parents, school management and outside agencies to ensure that students' needs are met.
- support staff in dealing with challenging behaviour

Identification Process

	Subject Teachers	Specialist teachers (learning support/ resource/ language (EAL [*])/ guidance counsellors/ HSCL [*] / tutors/ heads of year)	School Management
Support for All	Differentiate teaching and learning activities Create positive classroom environment, including use of positive and constructive feedback Assess & monitor progress Create opportunities for success Communicate concerns to colleagues Collaborate with specialist teachers	Collection and analysis of school-wide screening data, including in-take screening, transfer information, attendance and behavioural records Collaboration with subject teachers	Leadership in developing relevant whole school policies: enrolment/ assessment/ inclusion Strategic management of implementation of policies and practices Strategic support for evidence based interventions
School Support (for Some)	As above, plus Contribute to group or individual planning and review Implement agreed strategies Communicate progress and concerns to co-ordinating teacher	As above plus Diagnostic testing Liaising with parents Gathering information from subject teachers/ other staff Plan, implement and review individual and/or group intervention Seek external professional advice, as needed Undertake tasks of co-ordinating teacher as needed	As above plus Assign roles and responsibilities Keep records of those receiving this level of support
School Support Plus (for a Few)	As above plus Prepare information for IEP planning meetings Implement individualised and specialist programmes and strategies Direct the work of SNAs [*] in the classroom	As above plus Plan, implement, monitor and review specialist and individualised responses Direct the work of SNAs in the school	As above plus Compliance with statutory requirements when EPSEN [*] is implemented.

*EAL- English as an Additional Language
*HSCL - Home School Community Liaison

*SNA - Special Needs Assistant
*EPSEN - Education for Persons with Special Educational Needs Act 2004

https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_additional_needs_guidelines.pdf

Continuum of Support

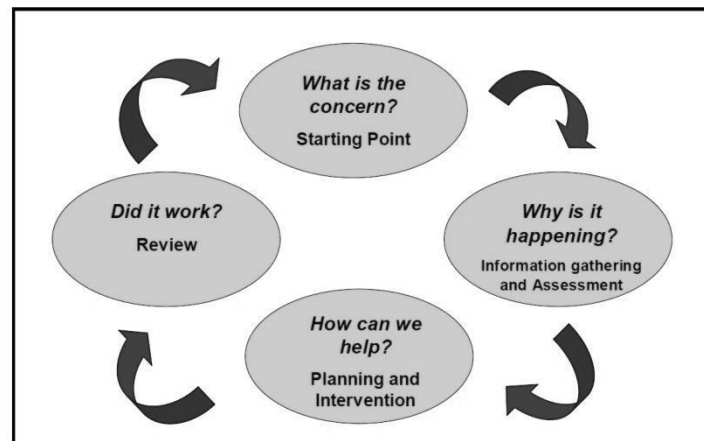
We use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognize that additional educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that

pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualized support, and are informed by careful monitoring of progress.

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

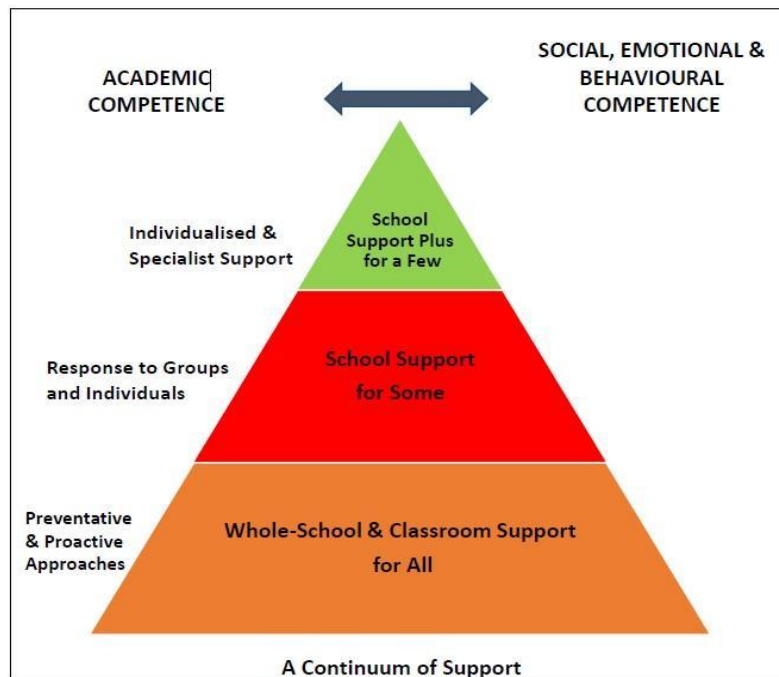
This problem-solving process is illustrated to the right.

Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils' educational needs, including academic, social and emotional needs, as well as needs associated with physical, sensory, language, and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way.



The Continuum of Support

STAGE 1



CLASSROOM SUPPORT

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviours which are **additional to or different** from those required by other pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher, Class Co-Ordinator and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

STAGE 2 SCHOOL SUPPORT

In some cases, interventions at classroom support level are not enough to fully meet the pupil's additional educational needs. School Support may, therefore, be required. The class teacher needs to involve the Additional Education Teacher Team (SET Team) in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan.

STAGE 3 SCHOOL SUPPORT PLUS

If a pupil's additional educational needs are **severe and/or persistent**, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will continue to be an important element of his/her student support plan.

The flow diagrams below outline how we gather information to identify needs and support children with additional needs. A more comprehensive explanation of each stage can be in the Continuum of Support – Guidelines for teachers

https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_additional_needs_guidelines.pdf

Information Gathering support the Continuum of Support

Classroom Support:

- Class Teacher
- Parental Consultation
- Teacher observation
- Basic Check Lists
- Belonging Plus
- Star reading test
- Accelerated Reading programme, GRT.
- JCSP profiling, CAT testing upon entrance

School Supports:

- Teacher Observations
- JCSP Profiling
- Diagnostic assessments
- Team teaching
- In class Learning Support
- Formal Observation
- Nurture Groups
- Ever to Excel

School Supports Plus:

- Teacher Observation
- SNA Observation/Check Lists
- Parent & student interviews
- Formal Assessment: Outside agency
- PPP/SSP
- Blossom outreach wellbeing programs.
- Small group/ 1:1 support programs- SNIP, Numeracy Ninja, Dolch words, Running Records, Vocabulary Enrichment Program (VEP), Rapid Plus reading intervention and levelled readers.
- BFL Programmes-Working Things Out, Getting it Together, Alert program, My Friends Youth, Retracking, Why try.

Models of AEN support

- Team Teaching
- Small group withdrawal
- One to one withdrawal

Timetabling

Where possible all students are supported in the classroom through team teaching. Where the need arises to withdraw students from class, it is done in small groups or on a one-to-one basis. For those students who have been granted a language exemption, under the new criteria and guidelines, this may take place during these classes, timetable permitting.

It is good to note that a language exemption means an exemption from the actual exam and not from class. Therefore, if a student has a language exemption but no identified additional education need, they will remain in the language classroom.

If students fail to engage in or attend their resource class, parents will be informed.

Level 2 Programme

Students who will follow the Level 2 Programme will have an adapted timetable.

In House Exams

It is not a policy of Clogher Road CC to use reasonable accommodations in Mock exams or in house exams unless an exceptional need arises.

Communication

The AEN Register is available to all staff members on the Staff Teams page and indicated on vsware.. It shows a list of students in each year group and the supports in place for them.

It states

- The students name, class, class tutor, year head.
- Diagnosed category of AEN.
- Whether access to an SNA has been granted.
- If the students has a PPP.
- If the student is attending the Behaviour for Learning Room.
- The students with language exemptions.
- Those who attend EAL.
- Any additional information available.

We operate a policy of “one student one file” which can be found in the resource room.

Recommendations and plans are available both in hardcopy in the students support file and on the Teacher Share.

The AEN Team give a presentation to the staff at the beginning of each school year to re enforce the Continuum of Support and to disseminate any information regarding the incoming first year students.

The AEN Team also liaise with subject teachers in offering support regarding resources and strategies and in identifying students who are in need of testing for RACE.

The AEN Team will liaise with parents in the development of PPP for those students who have been granted access to an SNA and are available to meet parents/guardians at Open Evenings, Parent Teacher Meetings and by appointment.

Enrolment

Clogher Road CC SET Policy is based on inclusion of all students in accordance with our Admissions Policy.

Assessment for Screening, Monitoring and Tracking

This list is not exhaustive.

- CAT 4
- Pupil Passport : Primary school : Meeting with relevant Primary School Teachers
- Parental observation / Expectations
- Teacher Observations
- Star Reading/Accelerated Reading
- DRA- diagnostic reading assessment
- GRT/NGRT
- WIAT III
- YARC Testing
- Maths Computation Test
- DASH writing assessment
- JCSP Profiling
- Comprehension Boxes
- Vocabulary Enrichment Programme

RACE Applications:

- Referred by subject / resource teacher
- Identified by Student Support Team
- Consultation Students identified for RACE through Formal Assessments which state recommendations
- Identified with Parents
- Accommodations = Word Processor, Individual Reader, Grammar & Spelling waiver, scribe, Shared/individual centers.

Liaison with External Agencies

The SET Co-Ordinator or SET Team members will liaise with external agencies such as the CDETB Psychologist, HSE Psychologists, Mater CAMHS, and other agencies as the need arises.

The AEN Co-Ordinator attends the Student Support Team once a week.

Guidelines and Circulars

<https://www.education.ie/en/The-Education-System/Additional-Education/Guidelines-for-Post-Primary-Schools-Supporting-Students-with-Additional-Educational-Needs-in-Mainstream-Schools.pdf>

[EPAEN ACT 2004](#)

[Education welfare act 2000](#)

[Circular 0030/14](#)

[Circular 0014/17](#)

[Circular 0053/2019](#)

[Guidance on Continuity of Schooling: Supporting Students with Additional Educational Needs For post-primary schools](#)

Special Needs Assistants (SNA)

SNAs are allocated on a shared basis throughout the school. They are assigned to designated students depending on where the greatest need is.

SNAs are consulted in the process of devising the Pupil Profile Plan. They are also required to evaluate the student's targets at the end of the academic year.

Formal meetings are held as needed and informal meetings are held regularly with the SET Co-Ordinator.

At the beginning of the academic year, the Subject Teacher and the SNA will need to discuss students' requirements and class organization.

For the Role of the SNA and their duties please refer to Circular 0030/14 and 0071/11

The new Allocation Model for SNA Allocation came into effect for September 2021; Circular 0030/2020