



**PRESENTATION COLLEGE, BRAY**

**SPECIAL EDUCATIONAL NEEDS POLICY**

**Ratified by the Board of Management: Friday 09<sup>th</sup> June 2017**

## ***Mission Statement***

*Presentation College is a Catholic Boys' School.*

*The staff, students and parents of Presentation College, Bray, seek to promote a safe, caring environment and a well-balanced student-centred curriculum which encourages self-reliance, respect and responsibility.*

*Parents are recognised as the primary educators while teachers nurture and develop student learning. In partnership, we hope to enable all students to leave school with the skills necessary to participate fully in society and to live independent and fulfilled lives.*

## **INTRODUCTION**

This policy is based on the religious and educational philosophy of the presentation brothers and is intended to reflect the Presentation Brothers Schools Trust (PBST) desire to create a school community whose central purpose is the education and growth of the whole person. It aims to create and sustain a caring, flexible, supportive and safe environment in which staff and students feels valued, motivated and stimulated in their efforts to grow as human beings and to realise their full potential. Presentation College, Bray, believes that its objectives are best achieved in a safe and secure environment, which, while recognising individual rights and responsibilities, encourages commitment, and shared responsibility for the achievement of excellence and for the common good.

Presentation College, Bray, believes that students should be valued equally, irrespective of any individual needs or differences and is committed to making effective provision by way of partnership with the Department of Education and other agencies, for those students who have special educational needs (SEN). Presentation College, Bray, is committed to the highest standards and ensuring that all students achieve to their true abilities in an inclusive environment. All staff are encouraged to supporting and nurturing students, and to supporting their families and those who work with them, where appropriate. The best possible working practices must be based on respect, trust, honesty and integrity.

## **AIMS AND PRINCIPALS**

As set out in the Education Act 1998, The Education for Persons with Special Educational Needs Act 2004 and the Equal Status Acts 2000-2004 and Presentation College, Bray, aims to:

- a. Give practical effect to the constitutional rights of children including children who have a disability or who have other SEN, as they relate to education.
- b. Provide that, as far as is practicable and having regard to the resources available , a level and quality of education appropriate to the needs and abilities of the students in Presentation College, Bray.
- c. Presentation College, Bray, ensures that students with SEN are educated in an inclusive environment, as far as possible.
- d. Affirm that students with SEN have the same right to avail of, and benefit from education as other students who do not have those needs in Presentation College, Bray.
- e. Provide for the greater involvement of parents in the education of their children and in the decision making process in relation to their children.
- f. Presentation College, Bray, co-operates and works closely with the National Council for Special Education (NCSE) and other agencies with regard to the education of their students with SEN.

- g. Presentation Collee, Bray, SEN Policy does not discriminate in relation to:
- The admission or the terms and conditions of admission of a student.
  - The access of a student to any course, facility or benefit provided
  - Any other term or condition of participation in the school by the student.
  - The expulsion of a student or any other sanction.
- h. To 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.
- i. To ensure that all members of staff in Presentation College, Bray, are aware of the special educational needs of students and of the contribution they, the staff members can make in this area.
- j. To ensure that literacy/numeracy is not viewed in isolation but in the context of the whole school.
- k. To ensure that students with SEN are offered a broad, balanced, relevant progressive, continuous and differentiated curriculum and that they are provided for in an inclusive way.
- l. To ensure, in as far as is practicable, that all students, including those with SEN leave school with an adequate level of certification to enable them to enter the work place or further education, as appropriate.
- m. To encourage the creation of a caring, welcoming, stable and stimulating environment in Presentation Collee, Bray, encouraging each student to develop intellectually, socially, morally, and physically according to their abilities.
- n. To set high standards for students with SEN and to provide them with appropriate guidance, in order to encourage them to achieve to their full potential and to prepare them for their roles as adult members of society.
- o. To ensure that the achievement of students with SEN is recognised, celebrated and encouraged.
- p. To develop staff expertise in supporting students with SEN.
- q. To encourage and foster positive partnership with parents, in order to achieve appropriate support at school and at home.
- r. To ensure a commitment to informed decision-making based on secure evidence.
- s. To co-ordinate the advice, guidance and support of other agencies in supporting students with SEN.
- t. To ensure the effective and efficient use of resources.
- u. To monitor and evaluate the effectiveness of practice in support of students with SEN.

## **SCOPE OF THE POLICY**

This policy applies to all students attending Presentation College, Bray, who have SEN, either short or long term and to the teachers, staff and management of Presentation College, Bray.

## **THE LEGAL CONTEXT**

This policy is drafted in the context of the specific provisions and definitions with regard to children with disabilities and SEN, and the statutory requirements placed on schools, Board of Management and the Department of Education by:

- a. The Education Act 1998
- b. The Education (Welfare) Act 2000
- c. The Education of persons with Special Educational Needs Act 2004
- d. The Equal Status Acts 2000-2004

This policy is drafted in the context of the following Circular Letters:

- a. MIO/94
- b. S70/00
- c. SII/00
- d. M37/03
- e. PPT06/04
- f. MI/05
- g. PPI/05
- h. TES07/05
- i. TES08/05
- j. TES09/05
- k. PPT12/05
- l. M14/05
- m. M23/05

This policy is drafted in the context of guidelines published by the Special Education Support Service (SESS)

This policy is drafted in consideration of the Education for Persons with Disabilities Bill.

## **DEFINITIONS**

Students with SEN should be recognised as individuals who have strengths that can be nurtured and weaknesses that can be supported

The statutory definition of “disability” in Section 2 (1) of the Education Act 1998 is as follows:

- a. The total or partial loss of a person’s bodily or mental functions, including the loss of a part of the person’s body.
- b. The presence in the body of organisms causing or likely to cause, chronic disease or illness.
- c. The malfunction, malformation or disfigurement of a part of a person’s body.
- d. A condition or malfunction which results in a person learning differently from a person without the condition or malfunction.

- e. A condition or malfunction which results in a person learning differently from a person without the condition or malfunction.
- f. A condition, illness or disease which affects a person's thought processes, perception of reality, emotions or judgement or which results in disturbed behaviour.

Section 1 of the Education of Persons with Disabilities Bill 2003 defines *a child with SEN as a child who, due to a disability is unable to benefit from an ordinary school programme without special classes or other special educational services.*

Section 1 of the Education of Persons with Special Educational Needs Act defines special educational needs in the following terms:

*"Special educational needs means in relation to a person, a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition.."*

In consideration of these statutory definitions, Presentation College, Bray, considers a student may need learning support if he:

*Is recognised as being at the 10<sup>th</sup> percentile or below on a standardised test and following a personal profile investigation by the relevant professional personnel or if he is failing to achieve in school due to specific personal circumstances*

In consideration of these statutory definitions Presentation College, Bray, considers a student with SEN as one who has a learning/physical difficulty, which calls for support provision to be made for him. This in particular refers to:

Students with a disability/difficulty that prevents or hinders them from making use of educational facilities of a kind provided for all student of the same age in Presentation College, Bray.

Students, who following the correct identification procedures, have been assessed as SEN by an educational psychologist and are deemed to be entitled to learning support or resource support. The Department of Education defines this as the 2<sup>nd</sup> percentile or below.

Gifted and talented students are those who have outstanding abilities, are capable of high performance and who require differentiated educational programmes (beyond those normally provided by regular school programmes) in order to realise their contribution to self and society. Gifted children are usually, but not always, high achievers. Even when they don't achieve good grades, they tend to score high on achievements tests, most often in the 95-99 percentile range.

Presentation College, Bray defines SEN provision as educational provision which is additional to or otherwise different from the educational provision made

generally for students of the same age in Presentation College, Bray. In the context of this policy, SEN Teachers shall include Learning Support and Resource teachers.

## **ROLES AND RESPONSIBILITIES**

The Department of Education endeavours to promote educational inclusion in all its schools and:

- a. To adequately resource the SEN of students in Presentation College, Bray, subject to those resources being made available by the Department of Education and Skills (DES) and to make representations to the DES in respect of such resources.
- b. To ensure the effective and efficient use of resources through monitoring and evaluation.
- c. To support and encourage schools in the development of best practice.
- d. To support teachers and other staff in their work, by way of targeted professional development and training, linkages with the Special Education Support Services, (SESS) membership of ILSA, IATSE and other relevant organisations, and attendance at courses, seminars and conferences.
- e. To delegate responsibilities, where appropriate, to the Board of Management and Principal of Presentation College, Bray.
- f. To ensure that all students with learning support/SEN are identified and assessed.
- g. To ensure that the school has a comprehensive SEN policy in place, which has been developed collaboratively with all the relevant partners, to monitor the implementation of that policy and to ensure its evaluation.
- h. To ensure that a broad balanced, relevant, progressive, continuous and differentiated curriculum is provided in the school to ensure in as far as is practicable that students with SEN leave school with the skills necessary to participate to the level of their capacity in an inclusive way in society and to live independently in their adult lives.
- i. To ensure that necessary resources are sought on behalf of students with SEN.
- j. To ensure that a Special Educational Needs Co-ordinator (SENCO) is appointed from among the teaching staff.
- k. To promote the development of positive partnership with parents and other relevant agencies/personnel and to ensure that parents are informed of their child's SEN's and how those needs are being met.
- l. 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.
- m. To ensure that the SEN Policy forms part of the School Plan.
- n. To develop a whole school approach to literacy and numeracy as required 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.

## THE PRINCIPAL

On behalf of the DES and the Board of Management, the Principal has responsibility for all aspects of the day-to-day management of policy provision for students with SEN. As outlined in Section 18 of the Education for Persons with Special Educational Needs Act 2004, the Principal may delegate certain functions to appropriate teachers.

- To appoint a SENCO from among the teaching staff and to work closely with the co-ordinator.
- To inform the Board of Management of issues, which are relevant to SEN
- The Principal in consultation the with SENCO and other relevant personnel, shall liaise with the DES regarding needs and provision. This also includes applications for reasonable accommodation and exemptions in relation to state examinations as well as assessments.
- To ensure the effective and efficient use of resources, including the allocation of resources hours and funds. This should include equality of access and opportunity for students with SEN in terms of well-equipped rooms and other resources. Physical resources allocated to a student shall remain the property of the DES at all times.
- The Principal will establish a “Special Needs Support Team” within the school with a specific remit to ensure identification of and support for students with SEN.
- The Principal will actively promote a whole school approach to SEN and to make all staff aware of their responsibilities and to organize appropriate staff development in this area.

### **The strategic role of the SENCO is:**

- a. To have an overview of the management of the provision of hours and resources that is being provided in the school
- b. To be the first point of contact on behalf of the teachers and SNA’s when communicating with the Principal.
- c. To facilitate effective systems of communication between all staff and colleagues involved in the provision.
- d. To ensure all staff and colleagues involved are working within school policy in relation to SEN.
- e. To ensure that school policy and practice has regard for the integrity of the work the staff is doing.

- f. To facilitate and chair the meeting schedule for the SEN support team or appoint a chairperson.
- g. To assist staff in overcoming barriers to their work and offering guidance.
- h. To ensure that all provision in the school has the effect of integrating the student into a safe, secure, supportive learning environment.
- i. To ensure that all action taken supports a student's progress, wellbeing and learning.
- j. To be aware of issues of attendance and child protection as they relate to SEN and refer such issues of concern in relation to child protection to the Designated Liaison Person in the school as appropriate.
- k. To supervise the day-to-day operation of the school's SEN Policy and to work closely with and under the overall direction of the school Principal.
- l. To engage in personal professional development.
- m. To liaise with and advise other teachers.
- n. To meet regularly with the SEN team, the guidance counsellor and other relevant personnel as appropriate.
- o. To manage SNA's under the direction of the Principal.
- p. To oversee the records of all students with SEN.
- q. To ensure the distribution of suitable learning resources and teaching aids, subject to those resources and teaching aids being made available by the DES.
- r. To liaise with the DES or other agencies.
- s. To liaise with external agencies including Primary Schools, National Educational Psychological Service, (NEPS), Health Boards and Voluntary bodies.
- t. In consultation with the Principal, develop other practices to aid the identification of students with SEN.
- u. To co-ordinate the provision for students with SEN and keep a register of needs and provision.
- v. Liaison with Primary Schools in relation to incoming students.

#### **GENERAL TEACHING STAFF**

- a. To make provision for students with SEN in their classes and subject areas.
- b. To use resources effectively and efficiently
- c. To be aware and supportive in relation to SEN within the College
- d. To work with the students towards the achievement of excellence in all aspects of his work.
- e. To develop a positive ethos in the classroom for fostering an inclusive approach to meeting the needs of all students including students with SEN.
- f. To engage in training needs where needed. This will be supported by Presentation College, Bray, school management.

#### **PARENTS**



It is the parents responsibility to inform Presentation College, Bray, of any issues prior to their son starting school or as they occur while attending school. The role of parents is to work in positive partnership with the school and other agencies and to support and encourage their child in his education.

### **LEARNING SUPPORT AND RESOURCE TEACHERS.**

Learning support teachers provide diagnostic assessments, monitor and advise teachers, students and parents as well as direct teaching for students who have learning support needs.

- a. Assessment: Assessment and identification of students with special needs.
- b. Consultation: Recommending and devising appropriate materials for students in terms of concepts, relevance, readability, layout and presentation; consulting with colleagues on appropriate methodology to help obviate learning barriers; consulting with colleagues to devise a range of teaching and learning strategies; contributing to cross curricular issues concerned with the broader ideas of learning and teaching throughout the school which will influence school policy.
- c. In-class support/team teaching: in class support/team teaching is planned work with a group of students where two or more teachers are working together.
- d. Withdrawal if or where required
- e. Liaising with external support services.
- f. Participating in staff development: by taking part in the formulation of whole school policy; organising and providing in-service, thus raising staff awareness in relation to relevant issues and theories; working directly with subject departments on curricular development to make the curriculum more accessible and relevant to all students.
- g. Participating in curriculum development and training.
- h. Liaison with parents
- i. Liaison with teaching staff.

Resource teachers provide diagnostic assessment, monitoring, advice as well as direct teaching to one student with SEN on a one to one basis. This support is provided through:

- a. Assessing and recording the students' needs and progress.
- b. Setting specific, time related targets for the student and agreeing these with the subject teacher, principal and or the SENCO.
- c. Direct teaching of the student, either in a separate room or within the mainstream class.
- d. Team-teaching – as deemed appropriate
- e. Advising subject teachers in regard to adapting the curriculum, teaching strategies, suitable textbooks, use of information technology and suitable software and a range of other related matters
- f. Meeting and advising the students' parents when necessary, accompanied by the subject teacher, principal, and or the SENCO as necessary.

- g. Short meetings with other relevant professionals in the students' interest – e.g. psychologist, speech and language therapists, occupational therapists, visiting teachers and so on.
- h. Resource and learning support teachers should be involved in the development and delivery or the organisation of delivery of individual Education Plans and in the context of a whole school approach to the issue.
- i. Learning Support and Resource teachers shall participate, as appropriate in the SEN Support Team

## **SPECIAL EDUCATIONAL ASSISTANTS**

Special Needs Assistants (SNA's) work closely with and under the direction of the Principal and the SENCO and the individual subject teachers in the implementation of the school's policy as it relates to individual students or groups of students. In particular, SNA's play a very important role in the health and safety of the students and in his social and emotional development. The Principal in accordance with the guidelines of the DES assign the duties of SNA's.

## **INDIVIDUAL EDUCATION PLAN**

- a. Agreed by all (parents, student and school)
- b. Realistic (can be achieved by the students)
- c. Time related (that targets will be met in a set time).

The Individual Education Plan includes the following:

- a. A description of the nature and degree of the student's abilities, skills and talents.
- b. A description of the student's SEN and how those impact on his/her educational development.
- c. A description of the present level of educational performance of the student.
- d. Targets to be achieved in a given time, not exceeding 12 months.
- e. The special educational provision, (staff involved, frequency of support, specific programmes, activities, materials/equipment).
- f. Help from home – agreed homework, how often, how long.
- g. Expected input from student.
- h. Any other support needs (e.g. medical or counselling).
- i. Monitoring and assessment arrangements (how is it checked?).
- j. Review date and arrangements

Their work should be supervised either by the Principal or by the SENCO or by a relevant subject teacher. Their duties involve tasks on a non-teaching nature such as:

- a. Assisting students to write, take notes and write down their homework etc.
- b. Assisting students to board and alight from school buses.
- c. Where necessary, travelling as an escort on school buses may be required.

- d. Special assistance as necessary for student with particular difficulties, e.g. helping physically disabled students with typing or writing.
- e. Assisting with clothing, feeding, toileting and general hygiene.
- f. Assisting on out-of- school visits, walks and similar activities.
- g. Assisting the teachers in the supervision of students with SEN during assembly, recreational and dispersal periods.
- h. Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom.
- i. Generally assisting the subject teachers, under the direction of the Principal and or the SEN Co-ordinator with duties of a non-teaching nature.
- j. Where a SNA has been appointed to assist a school in catering for a specific student, duties should be modified to support the particular needs of the student concerned.

*SNA's may not act either as substitute or temporary teachers. In no circumstances may they be left in sole charge of a class.*

*SNA's should not have access to student files except under the supervision of the Principal or the SENCO or a relevant subject teacher*

## **INTERNATIONAL STUDENTS WITH ENGLISH LANGUAGE NEEDS'**

Presentation College, Bray, carefully plans how students from minority ethnic backgrounds with low levels of English are to be taught and integrated. Presentation College, Bray, endeavours to introduce initiatives to ensure students from minority ethnic backgrounds to mix with Irish students in and out of class. The College, through its normal operating procedures, shall ensure that adequate additional teaching and resource support is applied for.

## **RESOURCES**

Application for additional resources:

Presentation College, Bray, is committed to the provision of human, physical and practical resources in a fair, equitable, open and transparent manner. Presentation College, Bray, will make applications to the National Council for Special Education (NCSE), through the Special Education Needs Organiser (SENO) for additional resources on behalf of individual students on receipt of the following:

- (a) Duly completed forms as specified by the National Council for Special Education (NCSE).
- (b) Current psychological reports, as appropriate.
- (c) Other relevant documentation as appropriate
- (d) Cover letter signed by the School Principal

Once the DES hands down its decision to the College, the College will notify the student and parents. Presentation College, Bray, is entitled to appeal the DES and Science decisions and will be supported by relevant documentation. Should a student in receipt of resource (SEN) support leave the College for whatever reason, the Principal will notify the DES with immediate effect and teaching resources applicable to said student will be discontinued.

## **DEPLOYMENT OF RESOURCES**

Presentation College, Bray, through allocation of resources, seeks to meet the needs of its students. Presentation College, Bray, deploys resources in a way that best promotes the students' learning and development, with full accountability for all resources allocated. This includes the deployment of resources for the specific purpose for which they are intended.

## **PROVISION**

Presentation College, Bray, meets the needs of students with SEN through the totality of learning opportunities that they provide. Presentation College, Bray, constantly reviews the suitability of its learning environment and in order to identify deficiencies that impede the learning and development of its students and to remedy these deficiencies in as far as is practicable.

Presentation College have in place:

- (a) Policies for SEN, including curriculum delivery behaviour management, the assessment and monitoring of students' progress and attendance, as well as systems for monitoring and evaluating provision for SEN.
- (b) System for detecting SEN and for communicating them to all staff that will be in contact with the student.
- (c) Timetabling provision for Learning Support teachers in compliance with the terms of CL33/79. Appropriate pro-rata allocations in respect of meetings, assessments and co-ordination for the SENCO and resource teachers as appropriate.
- (d) A Pastoral Care system that offers support to students.
- (e) Access for students with SEN to appropriate facilities.
- (f) A counselling service for students.
- (g) Access to appropriate information technology and other appropriate equipment and aids.
- (h) Individualised Education Plans, as appropriate.
- (i) Systems offering access to external support agencies.
- (j) A system for ensuring that all additional resources are used for the specified target group and are not subsumed into the general teacher allocation for the school.

## **PARTNERSHIP WITH PARENTS**

Presentation College, Bray, operates an open door policy for parents and actively encourages parents to work in close partnership with them in the identification of need, the setting of educational targets and working with their child.

Presentation College, Bray, affirms that parents of students with SEN will be informed of such needs and how they are being met. In addition parents are involved in all significant decisions relating to their child's education. Presentation College, Bray, provides frequent opportunities for parents to discuss progress and to express their views about the way in which their child's needs should be met. Wherever possible, students will be included in discussion and decision-making regarding identification, target setting and progress. Presentation College, Bray, places great emphasis on transparency in all matters relating to the student's SEN. Therefore, parents will have access, in the prescribed manner to all records regarding their child.

## **NATIONAL COUNCIL FOR SPECIAL EDUCATION.**

Presentation College, Bray, is committed to working in a positive partnership as outlined in Section 14 of the Education for Persons with Special Educational Needs Act 2004, with NCSE whose functions inter alia include:

- (a) The dissemination to parents and such other persons as the Council considers appropriate, information relating to best practice, nationally and international, concerning the education of children with SEN
- (b) Consultation with health boards and such other persons as the Council considers appropriate to plan and co-ordinate the provision of education and support services to students with SEN.
- (c) Consultation with such persons as the Council considers appropriate to plan for the interaction of education for students with SEN with education for students generally; to make available to the parents of children with SEN information in relation to their entitlements and the entitlements of their children.
- (d) To ensure that the progress of students with SEN is monitored and that it is reviewed at regular intervals.
- (e) To assess and review the resources required in relation to educational provision for students with SEN.
- (f) To ensure that a continuum of special educational provision is available as required in relation to each type of disability.

## **NATIONAL EDUCATIONAL PSYCHOLOGICAL SERVICE (NEPS)**

Presentation College, Bray,, is committed to working in a positive partnership with NEPS whose goals inter alia include:

- (a) To provide direct contact and services to students who need the support of an educational psychologist.
- (b) To develop a well thought out model of service that balances prevention, assessment and systems work.
- (c) To engage in individual casework with students with special needs.
- (d) To collaborate with others in devising and evaluating appropriate intervention for its students.
- (e) To contribute to whole school planning in relation to the inclusion of students with disabilities.
- (f) To support whole school development in issues of disability, specific learning difficulties, behavioural management, bullying and responses to critical incidents.
- (g) To contribute to relevant professional development programmes for teachers.

### **NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT (NCCA)**

Presentation College, Bray, is committed to working in a positive partnership with NCCA, with particular reference to its draft guidelines. The goals of NCCA inter alia include:

- (a) Inclusion and access to a broad and balanced curriculum
- (b) A collaborative approach
- (c) Planning and skills development
- (d) A structured approach to assessment
- (e) The development of Individual Education Plans

### **THE EDUCATIONAL WELFARE BOARD**

The Education Welfare Board works within the framework of The Education (Welfare) Act 2000 and is primarily concerned with statutory responsibilities, including those of the DES, for insuring school attendance and participation.

Presentation College, Bray, is committed to working in partnership with the Educational Welfare Board and with the Educational Welfare Officer to ensure effective attendance at and participation in school.

### **EXCEPTIONALLY ABLE STUDENTS**

Presentation College, Bray, accepts that exceptionally able students have particular needs and have put in place accurate assessment systems, flexible planning and provision, responsive pastoral supports and monitoring strategies.

*While many very able students stand out because of their all-round ability and performance in examinations, some may be passed over. Presentation College, Bray, has adequate identification structures in place to meet this challenge.*

Identification of students with high ability comes from a successful amalgamation of evidence from a variety of sources including assessments and diagnostic tests, observations and classwork.

Exceptionally able students have SEN

Because regular schoolwork may not provide sufficient challenge they may experience boredom, which can lead to frustration at school. In addition, many may feel isolated and uncomfortable with their ability. This can lead to them under-achieving in school in an effort to conform. There are several approaches that can be of help and sometimes a combination of all of these may be implemented.

- (a) Differentiation: keep the student with their usual age group but provide different material
- (b) Open ended project work.
- (c) Special Classes: Have special classes available for a group of high ability students, perhaps on a weekly basis.
- (d) Enrichment Activities: Providing access to activities such as lunchtime clubs, e.g. chess, quizzes, debates. Presentation College, Bray, try to facilitate students meeting others with similar interests even if they are in different year groups.
- (e) The College avoids giving the student repetitious work: Most high ability students do not need a high level of repetitive works such as before introducing a new topic, checking if anyone in the group already knows the area. If teachers can establish that a student understands fully the new concept, have backup material ready for them. If a student has some ongoing project work, it can be helpful to let them work on that while the rest of the class are carrying out repeated examples.

## **WORKING WITH OTHER AGENCIES**

Presentation College , Bray, will promote multi-agency collaboration in order to provide a high quality service to its students and families. These agencies include:

- (a) Primary Schools
- (b) Social Services
- (c) General Practitioners
- (d) Health Boards
- (e) Juvenile Liaison Officer
- (f) Gardai
- (g) Adult Learning Centre
- (h) Lucena Clinic
- (i) Dyslexia Association (DAI)
- (j) Voluntary Organisations

- (k) Local development and partnership groups
- (l) County Library Services
- (m) National Educational Psychological Service (NEPS)
- (n) Enable Ireland
- (o) NTDI
- (p) FÁS

## **ACCESS FOR PERSONS WITH PHYSICAL DISABILITIES**

- Presentation College, Bray, wishes to promote understanding of the needs of its students with physical disabilities.
- Presentation College, Bray, wishes to offer equality of opportunity to students with physical disability and to ensure this by constantly reviewing and revising procedures, which may have the effect of being discriminatory.
- Presentation College, Bray, is committed to educating all students in such a way that discriminatory behaviour of any kind is addressed.
- Presentation College, Bray, is committed to providing for the particular needs of students with a physical disability. This is done in consideration of the availability of essential resources in this area.
- Presentation College, Bray, sought, through the Department of Education and Skills to have its new school site adapted to ensure total accessibility for the physically disabled.
- Presentation College, Bray, requires that school management recognise the needs of students with a physical disability, when designing curricula and drafting timetables.
- Presentation College, Bray, support teachers who engage in professional development courses specifically aimed at improving the service they can offer to students with a physical disability, e.g. Braille

## **DISCRIMINATION ON GROUNDS OF DISABILITY (Source: "Schools and the Equal Status Act")**

Presentation College, Bray, concurs with the Special Education Support Service's statement that "the inclusive school prevents and combats discrimination. It is one that respects, values and accommodates diversity across all nine grounds in the equality legislation – gender, marital status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller Community.

- The Equal Status Acts 2000-2004 set out certain activities that do not constitute discrimination.
- Presentation College, Bray, may make different arrangements for sport for students on the basis of age, gender or disability if these are reasonably necessary.



- Presentation College, Bray, will not be considered to discriminate against a student with a disability if compliance with the provisions of the legislation would have a seriously detrimental effect on or make impossible the provision of services to other students.
- In certain circumstances discrimination on the grounds of disability can occur if there is a failure to do all that is reasonable to accommodate the needs of a student with a disability.
- If a student with a disability cannot avail of a service without the provision of special treatment or facilities then the service provider may be required to provide such special arrangements if there is only a nominal cost involved. The meaning on 'nominal cost' will depend on the circumstances of the individual service provider concerned.
- Under the Equal Status Act, Presentation College, Bray, is liable for discrimination or harassment committed by an employee in the course of their work, whether or not it was done with the school's knowledge or approval.
- Presentation College, Bray, is also liable for discrimination or harassment committed by people acting on their behalf who are not employees.
- Every student admitted to Presentation College, Bray, may not be discriminated against in relation to the access of that student to any course, facility or benefit provided by the school.
- Presentation College, Bray, policies aim at achieving equal outcomes in terms of education credentials and personal development for all students.
- Presentation College, Bray, ensures that differences are acknowledged and valued throughout the school community.
- Presentation College, Bray, promotes equality directly through what is taught and indirectly through the school's ethos and culture
- The pursuit of the inclusive school is reflected in the school's Development Plan

#### **SUPPORT FOR STAFF**

- Presentation College, Bray, is committed to the provision of support for staff in relation to on-going in-service training.

#### **THE SPECIAL EDUCATION SUPPORT SERVICE (SESS)**

In September 2003, the DES established the Special Education Support Service (SESS) to manage, co-ordinate and develop a range of supports in response to the identified training needs of teachers. The SESS, which is hosted in Laois Education Centre, provides a nationwide service to teachers and special needs assistants. As part of its response to the growing demand from teachers for support and training, the SESS is currently developing teams of trainers to deliver training in four specific areas:

1. Autism
2. Challenging Behaviour
3. Dyslexia
4. Inclusion

This training will be delivered locally through the Education Centre Network. Presentation College , Bray, welcomes this initiative and affirms its support for it. This service can be accessed at [www.sess.ie](http://www.sess.ie)

## **REVIEW AND EVALUATION**

The Special Education Needs Department in Presentation College, Bray, shall review this policy annually. The following criteria shall be considered essential for the successful implementation of the policy:

- a. Acceptance by the school of the aims, objectives and principles as outlined in the policy.
- b. The fulfilment of roles and responsibilities, as outlined in the policy.
- c. Compliance with identification, inclusion and provision measures as set out in the policy.

## SUMMARY

This policy is based on the following key principles:

- All students with special educational needs will be identified as early as possible.
- There will be positive partnership with parents with regard to identification of and provision for students with SEN.
- There will be a whole school approach to issues of identification and provision in Presentation College, Bray.
- Presentation College, Bray, will encourage inclusive education for students with special educational needs.
- There will be close co-operation with all agencies to ensure a multi-agency approach to support.
- There will be targeted programmes of professional training and development. There will be a support network for teachers working in this area.
- There will be systems in place for the resourcing of schools in relation to students with special educational needs within a realistic understanding of resource availability from the DES.
- There will be regular review of policy and practice in relation to all issues pertaining to special educational needs in Presentation College, Bray.

## **THE SPECIAL NEEDS SUPPORT TEAM – Terms of Reference**

- To identify students with SEN as soon as possible following their enrolment in the school
- To ensure that assessment procedures are clear and that they are adhered to.
- To improve SEN advice and support.
- To raise the skills and awareness of staff.
- To explore the broadening of opportunities in mainstream education.
- The personalisation of learning for children with SEN
- The access of information on how well children with SEN are progressing in school.
- To encourage the development of a flexible curriculum and recognised qualifications for all.
- To encourage the involvement of students with SEN in decision making.
- The examination of opportunities for progression beyond school for young people with learning difficulties and disabilities.
- To monitor progress and support improvement in Presentation College, Bray
- To build parents' confidence in mainstream education.
- To investigate and plan for best practice in relation to all aspects of SEN, including methodologies, involvement of parents, student motivation and staff development.
- To help organise services around the needs of children and their families.

## **STRATEGIES FOR INCLUSION - GENERAL**

### **Definition**

- a. Inclusion in education is a process of maximising participation and removing barriers to learning for all children and young people in their local educational setting. A commitment to appropriate inclusion involves valuing diversity, understanding difficulties and recognising and respecting individual differences so all can feel that they belong.
- b. Inclusion involves ensuring that wherever appropriate children and young people will be educated within their local mainstream school.

## **CONTEXT**

- a. In 2004 the general principle that children with SEN should normally be educated at mainstreams schools was enshrined in law. (Education for Persons with Special Educational Needs Act 2004). Presentation College, Bray subscribes to this general principle.
- b. Presentation College, Bray, policy on this issue is led by national and international legislation which has placed progressively greater emphasis on:
  - The education of all children in their local community.
  - The rights of all children to have their views and needs heard

- Parents as partners in decisions regarding the education of their children.
- c. Presentation College, Bray, celebrates the diversity that exists across the county and is committed to equality of opportunity and to developing inclusive practices in the school within the overall framework of social inclusion.
  - d. Presentation College, Bray, believes that all students have an entitlement to equality of access to a broad, balanced and relevant curriculum and recognises the need to pay particular attention to students who are educationally vulnerable. This includes students who are at risk of social exclusion or underachievement and those who are gifted and talented. We are committed to removing barriers that exclude students from any opportunity to reach their full potential in whatever setting.
  - e. Presentation College, Bray, is committed to promoting an inclusive educational school by promoting excellence in lifelong learning through education and training so that all learners have the opportunity to reach their full potential and are thus empowered to contribute to the local, regional and national economy.
  - f. Presentation College, Bray is committed to preventative practice that includes early identification of need, and early intervention and support for its students.
  - g. Presentation College, Bray, commits itself to increased educational and social participation for all its students, especially those who are educationally vulnerable:
  - h.
    - Students with SEN
    - Students whose first language is not English
    - Travellers, refugees and asylum seekers
    - Children and young people in public care.
    - Gifted and talented students
    - Students with physical difficulties.
    - Vulnerable groups, for example: young carers, children from families under stress, children with persistent medical and health needs, children with poor school attendance, etc.
  - i. In accordance with the SEN Policy 2006 and relevant legislation, Presentation College, Bray will
    - Consult with parents on decisions about their child's educational progress, provision and placement, be right for its students all of the time, but aims to ensure that all children are placed in appropriate educational settings through liaison with the DES and other relevant providers