



Clonakilty Community College

Colaiste Phobail Chloch na gCoillte

“As a college we wish to empower our pupils to become independent and confident young adults enabling them to reach their full potential”

Special Education Needs Policy

In CCC we are committed to the continuing development of an inclusive environment where **all** pupils feel welcomed, valued and engaged in college life. We are dedicated to developing the unique atmosphere for which our college is known and to the promotion of young adults into being active, responsible, resilient, connected, respected and aware members of our school community. We have created this policy as advocates for pupils with special educational needs.

Our definition of “special educational needs” incorporates: *“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.”* (E.P.S.E.N. Act, Government of Ireland, 2004, section 1)

Aims of the Policy:

- To continue to develop our college as an inclusive learning environment where all students feel welcomed, valued and are engaged in the life of the college.
- To support the student to function as independently as possible in society through the provision of such educational supports as are necessary to realise that potential.
- To enable the student to continue lifelong learning/in adult life.
- To support students with learning needs through a collaborative team approach, involving students, teachers, parent/guardian.
- To support the pupils by engagement with relevant external professionals.
- To establish and maintain a communications network with relevant stakeholders.
- To develop awareness of, and to facilitate collaboration around, the special needs of students within our college
- To identify and meet SEN pupil needs by planning, implementing, evaluating and reviewing through the framework of the NCSE Continuum of Support **Appendix 1**
- To recommend educational programmes such as LCA and L2LP relevant to student capacity.
- To provide professional support re SEN to colleagues.

The S.E.N. Policy is informed by the following:

- College Mission Statement: *we wish to empower our pupils with the skills to be*



confident and independent young adults enabling them to reach their full potential.

- Our System of Care.
- Admission Policy: *“The College endeavors to provide an appropriate education for pupils with special educational needs in an inclusive setting other than where that would be inconsistent with the best interest of the child or the provision of education to other children”.*
- Guidance Plan: The Whole School Guidance Plan is a structured document that describes the comprehensive range of student-support services in place in the College. The SEN Policy and Plan are integral parts of The Whole Guidance Plan.
- GDPR Guidelines
- Record Retention Policy
- Child Safeguarding Statement.
- NCSE continuum of Support.
- Department of Education Indicators of Wellbeing
- Relevant Acts, Circulars and Publications can be found in **Appendix 2.**

We use the following guidelines in implementing the Special Education Teaching (S.E.T.) model in Clonakilty Community College to create a whole-school approach in providing support for students with S.E.N:

- Students with the greatest level of need will have access to the greatest level of support, and where possible, those students will be supported by teachers with relevant expertise who can provide continuity of support.
- The college has a core team of teachers who coordinate the identification, meeting, monitoring and review needs of pupils with SEN.
- We also have established core Literacy, Numeracy and IT teams that support pupils in these areas.
- The remainder of our staff are also involved in differentiating subject specific content in mainstream settings while also providing one-to one support for individual pupils.
- Supports provided to SEN students will be based on identified needs and be informed by regular reviews of progress (in consultation with teachers, parent/guardian and students) as outlined in the Continuum of Support Guidelines.
- The subject teacher has primary responsibility for the progress and care of all students in the classroom, including students with SEN.

HOW we support pupils with SEN through Special Education Teaching (SET):

- When an Irish/French exemption is in place or where the student is following a reduced curriculum, students are withdrawn in small groups (in consultation with parent/guardian) and receive Literacy, Numeracy, IT and subject support (**School Support for Some - we designate this SET 1**)
- Where possible, pupils are encouraged to sample all subjects in First Year. Students are supported within a mainstream classroom setting through differentiated teaching and learning and Co-teaching. (**School Support for All – we designate this SET 2**).



- Students presenting with complex needs receive individual specialist support through the provision of special programmes for students with Moderate learning needs and students on the ASD spectrum. **(School Support for Few- We designate this SET 3)**
- Teachers are deployed to supporting pupils with SEN based on their areas of specialism e.g. subject specific, literacy, numeracy, IT, practical, organisational skills, life skills, emotional support and general support.
- The level of support provided is reviewed in consultation with parent/guardian, students and teachers.
- Students with emerging needs or where the identified need intensifies during the school year may receive individual or small group support.

Currently we support students presenting with needs in the following areas:

- Borderline/ Mild and Moderate General Learning Disability
- Social/Emotional / Behavioral Difficulties
- ADD/ADHD
- Specific Learning Difficulty including Dyslexia —Dyspraxia, Literacy difficulties Numeracy difficulties
- Physical Disabilities
- Speech and Language Disorders
- Special educational needs arising from an assessed syndrome
- Sensory Issues including hearing & visual impairments
- Autistic Spectrum Disorders
- Multiple disabilities
- Exceptionally able students
- Other needs in conjunction with parent/guardian and available college capacity to meet these needs.

The College provides an appropriate education for pupils with special educational need in an inclusive setting. However, there may be specific situations where this would be inconsistent with the best interests of the child or the provision of education to other children. Consultation with parent/guardian and with relevant external professional will inform this decision. The College also has a designated Multi-Sensory Room for students with additional sensory needs. Extra-Curricular Activities (ECAs) and lunch time social activities are also part of our college culture.

Transition: The school recognises that moving from primary to secondary school can be challenging for all students and may pose even greater challenges for children with SEN. We support this move in the following ways:

- Students attend Open Night and registration evening.
- School personnel visiting primary schools.
- Observation of student in Primary setting by a member of SEN team for students presenting with complex needs.
- Students attend transition assessment (where appropriate)
- Students are provided with an opportunity to visit CCC prior to commencing in August.



- Transitional work book provided to students.
- Students meet with Year Head and mentors.
- Students enrolled in Moderate and ASD programmes are provided with extra opportunities to sample school life.
- Special Education Needs Co-ordinator meets parent/guardian to discuss student profile and draw up a plan.
- Applications to NCSE for additional supports are made prior to transition.

Before a pupil with SEN comes to our college, we:

- Hold an open night where pupils with special educational needs and their parent/guardian are encouraged to meet with members of our SEN Team in order to initiate the collaborative procedures outlined in this policy
- Consult with student and parent/guardian on enrolment evening
- Conduct an entrance assessment. (Differentiation where necessary, in consultation with parent/guardian)
- Consult with the Primary School in relation to student achievements, areas of interest, learning strengths and needs.
- Consult with external agencies where appropriate.
- Gather a Pupil Passport form from the Primary schools.
- Access, collate and analyse all assessment data to identify and respond to the needs of pupils in line with the Continuum of Support. This provision will be routinely monitored.

Assessment: In house College assessment and screening is integral to supporting students within the COS (Continuum of Support). The purpose of assessment is to:

- Inform teaching and learning.
- Identify students with an additional need.
- Create a profile of student with SEN.
- Identify students who are not reaching their potential.
- Meet these pupils needs.
- Inform pupil and parent/guardian about student performance.
- Ensure teachers are fully informed re. attainment and development of students.
- Monitor and review student outcomes
- Inform decisions about the use of SEN Resources.
- Identify gaps in SEN provision.
- Assess effectiveness of interventions.

While a pupil with SEN is with us in the College, we:

- Carry out on- going teacher observation- both formal and informal.
- Administer class tests and tasks.
- Conduct informal interviews with student.
- Carry out in house assessment.
- Drawing up, implementation and evaluation of Student Support Files.
- Processing R.A.C.E. applications.



- Support students through State Examinations.
- Organise in house RACE accommodation
- Where teachers have concerns about progress, referral for further support is made to the SEN Coordinator.
- Administer diagnostic testing
- Referral to outside agencies

Special Education Programmes: The College offers two specific programmes for students with special educational needs. The educational programmes offered are be informed by:

- Professional Reports
- Information from parent/guardian
- Transitional Assessments carried out by Clonakilty Community College

Moderate General Learning Disability Programme: This is a programme that caters for students presenting with a Moderate General Learning Disability. The maximum number of pupils in this class is 8. Students in this class currently follow a Level 2 Learning Programme. Students access level three curricula where relevant, in consultation with parent/guardian and the SEN Core team. Details for both programmes are available on www.clonakiltycc.ie under Curriculum.

Autism Spectrum Disorders Programme: This is a programme catering for pupils with a diagnosis of Autism. We have two classes with capacity for 12 pupils in total. The educational curriculum to be followed by pupils in the ASD programme can vary based on the transitional assessment carried out by our team.

A review of pupil's progress, in conjunction with parent/guardian, will be carried out during third year. This will inform the most appropriate path of progression to Senior Cycle based on the pupil's individual needs. Details of this programme are available on www.clonakiltycc.ie under Curriculum.

We allocate places in each of these programmes as follows:

- Where a pupil has a current (within 3 years of application date) psychological report recommending access to one of the above programmes.
- Where there is availability of space in the recommended programme
- Applicant from our feeder schools – listed in our Admissions policy
- Applicant with siblings already in the college
- Applicant with siblings who are past pupils of the college
- Applicant who are children of staff members
- Applicant who are children of a past pupil
- Applicant who applied within the set application timeframe
- When the above have been satisfied, a lottery is held at a BOM meeting for remaining places.
- The Board of Management has the final decision on approving applications to the college and reserve the right to grant admission in exceptional circumstances.



After Secondary School Support: In consultation with parent/guardian and relevant professionals we support a post-secondary school plan by:

- Facilitating students transfer to Third level colleges through the Disability Access Route to Education (DARE) Scheme.
- Attending open-days at post leaving cert colleges to raise students' awareness of relevant courses.
- Liaising with service providers such as Co-Action, COPE and the National Learning Network where appropriate.

Record Keeping Procedures: Records of pupils needs, interventions, monitoring, and reviews are kept on pupils with SEN in line with current GDPR requirements. These records are created, collated and updated by the SEN Co-ordinator and are accessible to relevant staff. Details of pupils' identified area of need and focus of support is communicating to relevant staff via VShare. We are currently piloting a shared OneDrive system.

Special Educational Needs Team:

- Board of Management
- Principal/Deputy Principal
- S.E.N. Coordinator
- S.E.N. Core Team
- Special Education Teachers
- Guidance Counsellor
- Chaplain
- Mainstream / Subject Teachers (as set out in Appendix 1)
- Year Heads/ Tutors
- SNAs

All of the above roles are defined by the E.P.S.E.N. Act (2004) and *Inclusion of Students with S.E.N. – Post Primary Guidelines*.

Special Educational Needs Core Team: This team facilitates the organisation and provision of education for students with SEN. The members of the team work collaboratively to identify and meet the needs of the students and to monitor and review the outcomes of interventions. This team is part of a whole school approach to the review of policies and practices on learning behaviour and wellbeing. We engage in CPD to enhance our skills in supporting students with SEN.

Team Members

- Patricia O'Connor: Special Educational Needs Co-ordinator
- Mo Lucey: Assistant SEN Coordinator, In House Assessment and Screening
- Kevin O'Donovan: Co-ordinator Moderate Class Programme
- Ruth Deane: ASD Programme.
- John Foley: EAL Co-ordinator
- Marie Deasy: Co-ordinator L2LP, EAL
- SNA representative



Parents and Guardians are an integral part of their child's education and CCC values and supports partnership with parent/guardian as a means of supporting students learning and wellbeing.

- Parent/guardian is initially informed about the nature of special educational needs provision in the school through the curriculum section of our website.
- Open night- SEN Coordinator speaks to parent/guardian outlining the range of supports in place to meet the needs of students.
- SEN core team meet with parent/guardian on Open night and Registration evening.
- Parent/guardian is asked to provide all relevant information and documentation to the school in relation to their child's learning strengths, needs and any other concerns they may have. Permission will be sought by the College to access relevant information from primary schools. This information will enable the school to identify, meet, monitor and review the pupil's outcomes.
- We facilitate communication through an interpreter where English is a barrier to effective communication.
- Following Transition assessment and collation of information gathered members of the core team meet with parent/guardian to discuss students' strengths and needs. A Student Support file is created to meet those needs.
- Communication channels with parent/guardian include Student journals, phone calls, VShare, Home-School Communication Book (Special Education Programmes), emails, parent teacher meetings and meetings with the SEN Co-ordinator and Year Heads.
- Information regarding other support agencies and services is provided to parent/guardian.

Students receiving additional support are asked to:

- Have a positive attitude towards additional supports.
- Be involved in their learning outcomes, where possible.
- Give us feedback to support their educational outcomes.

Special Needs Assistants provide a valuable contribution to the school's capacity to provide inclusive education for students with SEN. They participate fully in the life of the school and assist children who have intermittent care needs. SNAs play a vital role in supporting the student to develop independence and gain appropriate access to education alongside other students. The team works closely with all staff and provide support in the following areas:

- Assist teachers in the supervision of children with special needs during assembly, recreational time, dispersal periods and on out of school activities.
- Provide general assistance, of a non-teaching nature, in the mainstream classroom.
- Ensure awareness of health and safety, enabling students to access practical subjects.
- Assistance with feeding.
- Administration of medicine.
- Assistance with toileting and general hygiene.



- Assistance with mobility and orientation, including access to school transport.

The SNA team are deployed annually taking the following into consideration:

- Continuity of provision in the Special Education programmes
- Specialised experience /training in specific areas of SEN e.g. ASD, MGLD, etc.

Stakeholder consultation:	Date:
Last ratified by BOM	Oct 2023
Date of next review	Oct 2025



Appendix 1: Continuum of Support for Students with Special Educational Needs:

Step 1: Identification of need

1. Use the Continuum of Support problem-solving process to identify and respond to academic, social and emotional needs
2. Gather and analyse data, interview, curriculum based assessment, screening and diagnostic assessment, as well as from professional reports, as appropriate
3. Consult with parent/guardian and students, and with relevant external professionals, as appropriate
4. Use the Student Support File to record identification and assessment of needs, intervention supports and review of progress

Step 2: Meeting need

1. Plan, implement and review early-intervention approaches to promote academic, social and emotional skills
2. Subject teacher, special education teacher, parent/guardian and students collaborate to set specific time-bound targets
3. Carefully match interventions to identified need
4. Continue to promote effective teaching approaches, including differentiation of content and activities to ensure that all students are engaged purposefully in meaningful learning activities

Step 3: Monitoring and reviewing outcomes

1. Using baseline information, review and record progress and plan for next steps in students' learning
2. Maintain support plans that are clear, useful and easy to interpret and share
3. Review outcomes at individual, group, class and whole-school level



Appendix 2

- The Constitution (Article 42)
- The Education Act (1998)
- The Equal Status Act (2000)
- The Equality Act (2004)
- The Education Welfare Act (2000)
- The Data Protection Acts (1988, 1998 and 2003)
- The Education for Persons with Special Educational Needs (EPSEN) Act (2004)
- Circular 008/2019 Appendix A Special Education Teacher Model
- Circular 035/2017 Appendix B Assessment Instruments (including tests and web-based resources) approved for use for guidance and/or learning support in post-primary schools from May 2017
- Circular 014/2107 Appendix C 0014/2017 Special Education Teaching Allocation - Post Primary.
- Inclusion of Students with Special Educational Needs: Post-Primary Guidelines (DES, 2007)
- Looking At Our School, A quality Framework for Post- Primary schools. (2016)
- Supporting Students with Special Educational Needs in Mainstream Schools (DES, 2017)
- Special Educational Needs: A Continuum of Support – Guidelines for Teachers
- Implementation of the Revised Special Education Teaching Model (2017) (DES Guidelines for Post-Primary Schools: Supporting Students with SEN in Mainstream Schools)