

C.B.S. PRIMARY



SPECIAL EDUCATION NEEDS POLICY

SPECIAL EDUCATION NEEDS POLICY:

Context: CBS Mitchelstown is an all boys Primary School under the patronage of the Catholic Bishop of Cloyne with, mainstream Class Teachers, Support Teachers, Special Needs Assistants and an Administrative Principal. In September 2018, school opened a new class, catering for children with Autistic Spectrum disorders. Unfortunately, from September 2018, the NCSE has suppressed the other two integrated special classes, (1) catering for pupils with mild level learning disability (2) catering for pupils with behavioural emotional difficulties. The Board of Management is actively working that, particularly the class for children with behavioural and emotional difficulties, can be reinstated, to cater for the specific needs of some children. As a DEIS School, we have services of Home School Community Liaison Co-ordinator (H.S.C.L.) and School Completion Personnel (SCP). These parties, Parents Reps, SENO, NEPS Psychologist and SESS Facilitator, were involved in the formulation of our original policy.

Following meeting of all staff May '05 and further consultation, 30.08.06, having perused the best interests of all SEN children – policy was ratified. Annual review thereafter. Fully revised November 2010. Revision January 2012, updated November 2012, October 2013, the following December 2017, ratified by B.O.M., 22nd May 2018, Review September / October 2018

(In light of The Education Act 1998, Equal Status Act 2000, Education Welfare Act 2000 and Education for Persons with Disabilities Act 2004, Circular No 0014/2017, Circular No 0013/2017, Special Education Needs- A Continuum of Support 2007, Guidelines for Primary Schools supporting pupils with SEN in mainstream schools, NCSE 2016 Guidelines for Setting up and Organising Special Classes and recommendations of WSEMLL 2017.)

Our Priority is that all children are supported in the best way, with best use of all available resources.

Emphasis is placed on early identification of pupils with SEN. The assignment of support teacher time will vary, dependant on needs of children. Thus, the SET supports traveller children, children with spelling reading / numeracy difficulties, (high incidence) EAL children, and SEN children (low incidence), either in class with mainstream teacher or with groups / individuals.

Rationale: The purpose of the SEN Policy is to provide practical guidance for staff, parents and other interested parties, on the provision of the most effective support to pupils of all abilities, as well as to fulfil our obligations under the aforementioned Acts and Circulars.

Relationship with School Ethos: In keeping with the spirit of Edmund Ignatius Rice, we endeavour to create an atmosphere of inclusiveness, while best meeting the needs of each individual child in helping him to develop to his full potential academically, physically, spiritually, morally, socially, and emotionally. We will always endeavour to use every resource available to us to best meet all children's needs. We want all children to learn in a positive, happy school environment, while cultivating good relationships with everybody.

Aims:

- To outline our whole school approach to teaching / learning in relation to pupils with SEN.
- That all pupils, irrespective of special educational needs are welcomed, can avail of and benefit from an appropriate education.
- Strive to bring about improved educational experiences and outcomes for all pupils.
- That each individual child's needs can be met in the most effective way with best use of all available supports/resources, within a continuum of support, which is inclusive and responsive.
- That pupils with the greatest level of need have access to the greatest level of support.
- To involve parents in supporting their children's learning and outline communication structures re. all partners in the education of pupils with SEN.
- To promote transformational collaboration amongst all members of the educational team that all respect diversely.

- To develop positive self-esteem and positive attitudes to school and learning.
- To take into account the ascertainable wishes of the children concerned and, whenever possible, directly involve them in decision making in order to provide more effectively for them
- To identify and support children with special needs as early as possible
- To provide a graduated approach in order to match educational provision to children's needs
- To ensure that all staff are aware of their responsibilities towards children with special needs and are able to exercise them
- To monitor our effectiveness.

Table 1: Identification of Educational Needs through the Continuum of Support Process

Classroom Support	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none">• Parental consultation• Teacher observation records• Teacher-designed measures /assessments Basic needs checklist *• Learning environment checklist*• Pupil consultation - My Thoughts About School Checklist• Literacy and numeracy tests• Screening tests of language skills <p>A Classroom Support plan runs for an agreed period of time and is subject to review.</p>
School Support	<p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none">• Teacher observation records• Teacher-designed measures / assessments• Parent and pupil interviews• Learning environment checklist• Diagnostic assessments in literacy/numeracy• Formal observation of behaviour including ABC charts, frequency measures• Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition.</p> <p>A School Support Plan operates for an agreed period of time and is subject to review.</p>
School Support Plus	<p>This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none">• Teacher observation and teacher-designed measures• Parent and pupil interviews• Functional assessment• Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc.

Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress.

A support plan at this level will be more detailed and individualised, and will include longer term planning and consultation.

*These checklists are available in the *Continuum of Support Guidelines for Teachers* and are adopted by B.O.M. C.B.S. Primary, as part of the record templates used in our school.

Effective teaching and learning:

Roles and Responsibilities - The Class Teacher

Effective teaching and learning is critically important for all pupils, and especially for those with special educational needs. Meaningful inclusion implies that all pupils are taught in a stimulating and supportive classroom environment, where they are respected and valued. Mainstream class teachers have first-line responsibility for the education of all pupils in their classes. Accordingly, classroom teachers will ensure that they plan their lessons carefully to address the diverse needs within the classroom. Teachers will adapt their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour, or interaction with peers, are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs. These include:

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Differentiation
- Interventions to promote social and emotional competence
- Embedding Information and Communications Technology (ICT) in teaching, learning and assessment

At C.B.S. Primary, we endeavour that every pupil is taught a broad and balanced curriculum that is appropriate to his developmental level. To cater for the range of learning needs in any class, mainstream class teachers regularly differentiate their lessons. This is achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of pupils' interests
- Matching tasks to pupils' abilities and needs
- Adapting and utilising resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

The Class Teacher is the first contributor with parents/guardians and the child to the Pupil Support Plan.

The Special Education Teacher

At C.B.S. Primary, Special education teachers use a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported at classroom level, or through mainstream classroom placement, with additional teaching delivered through in-class or withdrawal support models.

Some pupils with more complex and enduring needs require specific methodologies, teaching approaches and/or learning activities. Such interventions are based on identification of strengths and needs, including multi-disciplinary assessment, when necessary.

Special education teachers, in consultation with class teachers, plan their interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant Continuum of Support plan. Short-term planning reflects the Support Plan targets and breaks down the development of skills and content into small incremental steps to address each pupil's specific needs. Outcomes for pupils are routinely assessed, recorded and used to review progress. (Progress Reports) These outcomes are used to inform the targets for the next phase of intervention. At C.B.S. Primary, we have two instructional terms, September - Mid February, Mid February - June.

The School Principal and Management Team

Under the new allocation model for catering for children with SEN and indeed, around all aspects of school life- the principal's leadership is central -

- Developing an effective whole school approach to integration
- Developing inclusive whole-school policies and monitoring their implementation
- Assigning staff strategically to teaching roles, including special education roles - co-ordinating school provision plan for pupils with SEN.
- Co-ordinating teachers' work to ensure continuity of provision for all pupils
- Ensuring that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals / agencies
- Ensuring that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- Facilitating the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensuring that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities.

Some of the above actions are delegated to other members of staff, however, the Principal retains overall responsibility for the school's provision for pupils with special educational needs.

Parents

Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs. This is recognised by C.B.S. Primary and is seen in the many good practices and initiatives we use to promote parental involvement. Parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and in regular reviews of progress. C.B.S. Primary provides opportunities for parents to work collaboratively with the school through initiatives such as paired reading, class novel, school projects and other initiatives through H.S.C.L. Co-ordinator..

In addition to consultation around the individual needs of their child, parents receive information on the nature and type of the special educational needs provision available at C.B.S. Primary. Parent Reps are consulted when we develop and review policies relating to the education of children with special educational needs.

All parents of children with SEN are met individually, prior to enrolment, by Principal and again in September by relevant members of SET Team and at regular intervals thereafter.

We meet parents formally in October and February each year. The school year is divided into two instructional terms January - February, February - June, with a written Report to parents at the end of each instructional term.

Pupils

At C.B.S. Primary we believe good engagement and participation in their own education has many associated benefits for pupils. This is particularly important for pupils with special educational needs and helps enhance their academic and social and emotional outcomes.

We actively include pupils in shared assessment through established practices, pupil profiles, SALF folders, and feedback from Student Council, when developing educational interventions. Where appropriate, pupils are also involved in setting learning objectives and reviewing progress.

At whole-school level, we continually review our approaches to pupil engagement and participation so that all pupils, including those with special educational needs, have opportunities to share their views on issues that affect them in school, and so contribute to reviews of relevant policies and practices in schools.

External Bodies and Agencies

Support and guidance is available to teachers from external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the NCSE Support Service, the Inspectorate, and allied health professionals. C.B.S. Primary has established procedures / protocols for liaising with these services and bodies in order to optimise the quality of provision for pupils with special educational needs at the individual, group or whole-school level. This is especially important for those pupils with more significant and enduring needs, who would benefit from a multi-disciplinary approach to identification of need and the development of interventions.

The needs of some pupils may span both health and education services. Health services (HSE and HSE-funded) play an important role in identification, assessment, diagnosis, intervention and review for pupils with special educational needs. At C.B.S. Primary, we endeavour to incorporate relevant recommendations from health professionals, in developing support plans, at each level of the Continuum of Support. C.B.S. Primary makes every effort to liaise with and contribute to, health led assessments and we go to every length to facilitate meetings between parents and various support services.

The Board of Management recognises that, at present, the waiting lists for outside agencies is intolerable, at present Services such as speech and language, occupational therapy, psychological services and mental health interventions, are taking up to 2 years, before any intervention. This does not meet the needs of pupils vis a vis interventions it also currently happens the level of appropriate support school can provide when professional reports are required by school to access same. (e.g. access to SNA support, access to special class structures)

Whole-school planning

In light of the new allocation model, we have adapted our existing special educational needs policies to guide the approach to the allocation of resources. We endeavour to ensure that we address all needs from the transient, to difficulties that are severe and enduring.

C.B.S. Primary has engaged in the school self-evaluation (SSE) process over many years. At time of revision, we are now using "Looking at Our School 2016 - A Quality Framework for Primary Schools (DES 2016)"

SEN provision is discussed at Board level, at whole staff level, at ISM Team meetings and at SEN Team meetings.

Early Intervention and Prevention:

Following process of school self evaluation, C.B.S. Primary employs a range of initiatives and strategies, particularly at the junior classes, which help integrate the development of learning and social and emotional difficulties

e.g.

- Maths Recovery
- Literacy Lift Off
- Station Teaching
- Friends for Life
- Zippy's Friends
- Incredible Years
- 1, 2, 3 Magic

Target Setting

At C.B.S. Primary, the targets we set for pupils are

- Linked to findings of evidence gathering and assessment
- Strengths - based
- linked to the interventions we are deploying
- formulated in consultation with those involved with the child (including himself)
- Few in number and measurable
- Regularly monitored, at class, group and whole school level.

Transitions to C.B.S. Primary

C.B.S. Primary has a long established programme for Transition which involves all the partners in education.

From Feeder School /other primary school to C.B.S. January / February - Liaison with NCSE, school principal, parents re. needs of incoming children.

February - April - Meetings with individual parents of incoming children with SEN and outside agencies depending on needs.

May - Information Packs to all incoming pupils

June - Meeting of all parents and staff (night time)

June - Visit of incoming pupils (whole group)

Individual visits arranged of incoming pupils arranged separately, depending on needs.

Liaison between feeder school teachers and teachers at C.B.S. Primary, particularly vis a vis children with SEN.

Transfer of all documentation from feeder school with permission of parents / guardians.

From C.B.S. Primary to Second Level Schools:

January / February - Liaison with NCSE, relevant school personnel, at Second Level and parents.

May - Transition meetings (group) for parents at C.B.S. Primary.

Individual meetings re children with SEN, with parents, relevant outside agencies (where available) personnel from C.B.S. Primary and Secondary School personnel. C.B.S. Primary has devised its own template to record these meetings, that all aware of outcomes and next steps.

In addition, C.B.S. Primary uses the Education Passport per the National Council for Curriculum and Assessment, which includes.

- 6th class report
- Profile sheet written by child.
- Profile sheet written by parents.
- SEN Summary Form (where applicable)

Continuing Professional Development:

Research shows that the quality of teaching is the most critical factor in enhancing pupils learning and educational experiences. On an annual basis at C.B.S. Primary, we review our ongoing professional development needs, in light of SSE and DEIS planning, for provision of teaching and learning, in all education settings.

Based on the review, we identify needs and, where required, apply for support from PDST, SESS, NEPS and other relevant agencies. This may be at whole school level, for groups of staff, or individual staff members.

A record of all professional development opportunities availed of by staff, is presented at each Board of Management meeting.

Special Classes:

Mission Statement

We, at C.B.S. Primary, aim to develop the full potential of every child.

We address the challenges they face, be it academic, social or emotional and aid them with skills and strategies to overcome these challenges in order to live a full and happy life.

We endeavour to work, in partnership, with parents and professional agencies, to extend every opportunity for success.

We provide a positive, stimulating, child centred environment in which the children in our care are supported to be both confident and happy in developing their potential skills and talents.

Special Class Policies and Procedures are an integral part of our overall SEN provision that we can facilitate meaningful inclusive.

Please note:

- C.B.S. Primary can only accommodate boys from First Class to Sixth class inclusive, including in the special class structures.
- This School Policy has regard to and is contingent on the funding, resources, services and space available to our school in the future.
- In general, the maximum period that a child can be educated in a Special Class at CBS Primary is the same as for mainstream i.e. 1st - 6th class.

Aims

- To enable the children to participate in the National Curriculum at their own level with clear and consistent expectations.
- To facilitate meaningful, tailored inclusion for pupils with their peers in a mainstream.
- To develop positive self esteem and a positive attitude to school and learning
- To establish communication and collaboration structures for all significant adults involved with the special classes
- To give clear outline to procedure and practice to be followed in relation to pupils within the special classes.
- To build improvement in pupils and staff well being, engagement and performance.

CBS Primary, we believe that where possible, children with SEN should be educated in mainstream classes along with their peers with additional supports, as necessary. It is one of our core beliefs that good teaching in mainstream classes goes a very long way towards meeting the needs of all.

Our Special Classes are part of a continuum of educational provision which enables students, with more complex special educational needs, be educated in smaller groups, in a very supportive learning environment. At CBS Primary, our pupils who access our special classes are included as part of their peers' mainstream class and participate with the mainstream classes for as many activities / lessons as possible, in line with their abilities / needs. We are always working towards maximising opportunities for inclusion.

The decision to enrol a child in a Special Class takes account of -

- His strengths, abilities and needs
- His school experiences and outcomes to date
- The interventions to support his full inclusion in mainstream education to date.
- Views and opinions of parents, pupils (where relevant) and other relevant professionals

In order to access a special class a student must have a report from a relevant professional or team of professionals (for example, psychologist, speech and language therapist, psychiatrist) stating that:

1 S/he has a disability (in line with the designation of the special class in question) and

2 S/he has complex or severe learning needs that require the support of a special class setting and the reasons why this is the case.

Parents(s) / Guardian(s) make the final decision (in consultation) whether their child will access a special class. Parental written consent has to be obtained before placement in a special class can go ahead. Enrolments to, and discharge from, special classes, is made known, in writing, to the NCSE, per local SENO.

All pupils access to Special Classes is kept under continual review.

The review of Special Class placement includes -

- Views of parents, teachers, pupils and other relevant professionals
- Suitability of the placement
- Whether pupils should be in mainstream setting or Special School setting going forward.

Enrolment:

Parents are informed that the enrolment to a Special Class is subject to CBS Primary Enrolment Policy and Special Education Policy. Parents contact CBS Primary and provide necessary Professional Reports. Parents may also be informed by the SENO of the availability of spaces in our Special Classes. School based Policies apply also in these cases.

Organisation of Special Classes:

Special Classes have been a feature of CBS Primary since 1989 and we have developed much good practice to meet the needs of our students.

Our approach to our Special Classes is fully integrated into the overall School Plan.

All pupils who access Special Classes are part of the pupil cohort in their mainstream classes and engage with their mainstream peers, to the greatest possible extent.

Mainstream pupils and teachers also work with the teacher and pupils in the Special Class setting (reverse inclusion). Pupils in Special Classes are given the opportunity to access the full range of educational areas, in line with their abilities, either through differentiated teaching in Special Class, or in the Mainstream setting.

Support Plans:

Each child in the Special Class structures has a Support Plan and Individual Learning Plan, based on a detailed assessment of individual needs and evidence based interventions per Student Support File. They include independence and communication goals designed to facilitate inclusion in mainstream classes and / or to return to mainstream placement, where feasible.

Staff Professional Development:

The Board of Management recognises that pupils in Special Classes have complex learning needs and supports the Principal in allocating teachers who are knowledgeable and experienced in working with pupils with SEN. The Board of Management at CBS Primary encourages Special Class Teachers to engage in Professional Development opportunities to ensure they have the necessary skills and competencies. The Board of Management supports efforts to build the capacity of Mainstream teachers in the area of SEN. A record of Professional Development undertaken by all staff is presented at each B.O.M. Meeting and recorded in the minutes.

Special Class(es) Designated for Children with Autistic Spectrum Disorder (A.S.D.)

- The child must have a diagnosis of Autism / Autistic Spectrum Disorder
- A written Psychological Assessment / Report or a written Report from a Multi-disciplinary team must be provided. A multi-disciplinary team may consist of a Clinical Psychologist, Occupational Therapist, Social Worker and a Physiotherapist. Please note all Reports in operation on a child should be provided to the school for assessment by the Admissions Team. (Principal, Deputy Principal, HSCL and ASD Sp. Class Teacher).
- There must be a recommendation by the relevant professionals, in the Report, that special class placement in a mainstream school is suitable for the child.

The function of the Admissions Teams (Principal, Deputy Principal, H.S.C.L. and A.S.D. Special Class Teacher) is to:

- Ascertain how many places are to be filled in the A.S.D. Class. The maximum number of pupils in the class will be 6 pupils.
- Review all applications and all documentation relevant to a child applying for a place in the A.S.D. class.
- Verify the class suitability in meeting the needs of the child.
- Verify that there is a recommendation from a Psychologist for placement in a special class in a mainstream school.
- Verify the suitability of the child for potential meaningful integration in an age appropriate mainstream class.
- Identify qualifying applicants.
- To make a recommendation, based on these findings, to the Board of Management.

The Board of Management is responsible for and must respect the rights of the existing school community. The Board of Management has the right to endorse, or overrule, any decisions made by the Admissions Team. The Board of Management reserves the right to refuse enrolment if they believe the school cannot meet the needs of a particular child.

In the event that the number of children that apply for a place is greater than the number of places, such places, will be filled on review of Enrolment Applications received, in the following order of priority:

- Pupils already enrolled in our mainstream school and seeking transfer to ASD class.
- Pupils already enrolled at ASD class in feeder school - Bunscoil na Toirbhirte.

Furthermore, the Board will exercise its discretion in the application of the criteria per Section 3 of School Admission Policy.

All unsuccessful qualifying applicants will be placed on the Placement List, in accordance with the criteria, for places that may become available. All unsuccessful applicants have a right of appeal under Section 29 of the Education Act, 1998, within 42 days from the date of the decision by the Board of Management. The Placement List is valid for vacancies which occur in the school year only.

Parents who are offered a place must complete and return our regular Enrolment Form within two weeks of the letter of offer to accept a placement. If the school does not receive the Enrolment Form within the two week period, the place will be offered to the next child on the Placement List, for that school year.

Pupils Transferring:

Pupils may transfer to the A.S.D. class during the school year, subject to availability of places. Pupils transferring must enter the same class level that they are leaving, and have the necessary diagnosis and recommendations as previously outlined.

Parents and Principal will complete form re. notification to NCSE, of enrolment in a special class.

Placement:

1. After placement in the class, a relevant Individual Education Plan will be provided for the child in line with Student Support File. This plan will have an input from all parties involved with the education of the child to foster the inclusive ethos of the school. All records will be in line with C.B.S. Primary Policy on Record keeping.

2. Each child in the A.S.D. class will be assigned to an age appropriate mainstream class for integration purposes, while having due regard to the education of all pupils enrolled in our school. Every opportunity will be used to promote inclusion in mainstream classes, provided the child is ready for this step, has the necessary supports in place, and that it is in his best interests.

3. A review will take place at the end of the child's first year to assess whether the child's placement is appropriate.

- The review will be carried out by school staff, with parental involvement

- The outcome of the review will be examined by the Board of Management
- If in the event that a placement is inappropriate, the school will liaise with parents / guardians and appropriate agencies, in an effort to obtain a more suitable placement.
- If in the event that a placement is inappropriate, in consultation with parents / guardians and appropriate agencies, there may be full integration into mainstream class.

Outside Agencies:

At time of writing, services such as speech and language, occupation therapy, sensory activities, etc. are provided by agencies, statutory and non statutory, which are outside of the remit of C.B.S. Primary. Permission for relevant school staff to engage with these, will be per parent/guardian.

Discharge:

It is school policy to facilitate the discharge of pupils, from the classroom, once they have reached the age of thirteen. It will be deemed compulsory that the year that the student turns 13 will be their last year. Pupils who reach the age of thirteen after September 30th, in any year, will be permitted to complete that academic year. This means a June discharge in the following year. The onus will be on parents / guardians in consultation with the NCSE (local SENO), to negotiate placement with a suitable Secondary School. With parental consent, CBS Primary School will facilitate all transfer of records/reports and assist with information required regarding to the student.

Discharge may also be recommended after the first and / or any subsequent year if, following psychologist assessment and consultation with the parents / guardians, it is felt that the placement is no longer appropriate and no longer serves the child's best interests.

Staff Roles Regarding ASD Special Class:

Principal:

With reference to the Education for Persons with Special Needs Act 2004, the role of the Principal entails:

1. Direct responsibility for co-ordination an effective whole school approach to inclusion.
2. Responsibility for the provision of in-service training and adequate resourcing.
3. Monitoring the effectiveness of the policy and making relevant adjustment following consultation.
4. Working with parents and out-of -school agencies.

Special Class Teacher:

1. Will identify the appropriate curriculum area the child in the ASD Special Class should experience, tailored to the child's individual needs.
2. Ensure SNA support is available during inclusive mainstream activities.
3. Collaborate and consult with mainstream teachers in setting specific, measurable, achievable, relevant, short-term and long term targets.
4. Assume responsibility for an ongoing Learning Plan in consultation with the relevant support services, parents and the Principal.
5. Being the main point of contact for the child's parents / guardians.
6. Involving parents in the educational process, e.g. Individual Learning Plans and Progress Reports, Home-School Communication Diaries, etc.
7. Initiating a review of that ILP each term and organising venue, date and time to consult with parents, mainstream class teacher and SNAs.
8. An integral part of the school SEN Team.
9. Collaboration with external agencies, when devising programme for child.
10. Accompany ASD pupil on occasions when required for inclusion.

Integration:

"Partial Integration" will take the form of contact during specific situations or curricular areas, where particular skills and interests and / or learning can be advanced.

"Increasing Integration" will be put in place for children who are successful in the integrated setting. Success criteria will be based on the level of meaningful learning and functioning within the setting.

"Reverse Integration" will be put in place for children where integration in the integrated setting is not appropriate. It can be used as a stepping stone to and / or in conjunction with Partial Integration. The focus of "Reverse Integration" will be on social and play skills only.

The minimum level of integration and inclusion for all pupils, where appropriate, will include some lunch times, some group activities and some playground breaks.

Class Teacher:

1. Will differentiate teaching programmes to meet the needs of the child from the ASD Special Class.
2. Provide a suitable seating arrangement in a mainstream setting.
3. Collaborate with the Special Class Teacher and the SNA.
4. Provide feedback on progress.

Special Needs Assistants:

Each class will be allocated a number of SNA's by the area SENO.

Their main role is to assist the Class Teacher with the specific goals and targets set down in the child's ILP. c.f. Special Needs Assistants Policy.

Refusal to enrol on grounds of 'Exceptional Circumstances'

The BOM reserves the right to refuse enrolment to the ASD Special Class in exceptional circumstances i.e.

1. The pupil has special needs such that, even with additional resources available from DES, the school cannot meet such needs and / or provide the pupil with an appropriate education
- or / and
2. In the opinion of the BOM, the pupil poses an unacceptable risk to the health and safety of other pupils, school staff and / or school property.

Right of Appeal:

Unsuccessful applications for enrolment may be appealed to the BOM. Appeals must be in writing addressed to the Chairperson of the BOM and lodged within 10 days after notification of the Principal's decision.

Following the conclusion of the appeal procedure above, Parents/Guardians, under the Education Act 1998 (section 29), have the right to appeal decisions by the BOM in relation to enrolment or exclusion, to the General secretary of the Department of Education and Science on the official form provided by the Department.

Success Criteria:

- Direct feedback of all partners in Education - teachers, parents, pupils, B.O.M., outside agencies.
- Standardised Test results - evidence of all pupils in Literacy and Numeracy - whole school.
- Improvement in records of incidences - progress improvement, measure of emotional regulation - whole school.
- The feeling in our school "how are we doing"?
- Progress in all areas of targets set for individual children - Progress Reports

Revision / Reviews of Policy

Policy Reviewed on:

November 2010, January 2012, November 2012, October 2013, December 2017

January 2018

February 2018

Amendments to policy ratified at B. O. M Meeting 6th November 2012

- Proposed by Fr. Fitzgerald
- Seconded by Breda Crotty

Policy reviewed and ratified by B.O.M. on – January 2018, May 2018
This version - November 2018

Proposed: _____

Seconded _____

Signed: _____
Chairperson B.O.M.

Signed: _____
Principal