



CLONGOWES

CLONGOWES WOOD COLLEGE SJ

POLICY ON STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

PREAMBLE:

Within the context of The Education Act of 1998; The Equal Status Act of 2000; The Education for Persons with Special Educational Needs Act 2004; DES regulations, the rights of the Patron and the resources available, the College supports the principles of inclusion, parental choice and equality of access and participation in the school.

Section 9 of the Education Act of 1998 states that:

“A recognised school shall provide education to students which is appropriate to their abilities and needs... It shall as far as resources permit

- ensure that the educational needs of all students, including those with special needs, are identified and provided for.
- establish and maintain an admissions policy which provides for maximum accessibility.

In this regard the College uses the following definition:

“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.....”

Education for Persons with Special Needs Act 2004.

Clongowes welcomes applications from all pupils irrespective of their educational needs. Within the community setting of a boarding school, the College wishes to provide the highest quality of teaching and learning to all its

students through the development of the individual talents of each. Within this community setting, we aspire to teach and educate boys in accordance with individual learning aptitudes. As a boarding school, Clongowes reserves the right to assess from time to time, the suitability of each pupil for boarding school life and to advise parents/guardians accordingly.

The aspirations of the College with regard to access are somewhat restricted due to the physical constraints of many of the existing buildings, some dating back to the nineteenth and early twentieth centuries. In the context of the current development programme, the College aims to provide new facilities that reflect best practice in relation to barrier-free universal accessibility and to improve the accessibility of older buildings. In addition, new learning facilities in support of this policy are proposed in the development plan.

The College employs three teachers to work full-time with students in need of special educational support and learning support. The College receives a baseline allocation of .7 of a permanent and post .7 of a part-time post. This allocation will remain until 2019.

POLICY

The College will endeavour to provide for students with special educational needs and support such facilities as resources in order for them to realise their potential. In this context, in addition to the normal tuition available to all students, the College will endeavour to provide individual or small group support with specialist Learning Support Teacher/s in an effort to assist the student as much as is practicable. It is College policy that in-service training in the area of Special Education Needs will be provided to the staff.

It is College policy that all students will be enabled to avail of such special provisions as exist in order to assist them to fulfil their potential in the Public Examinations.

In accordance with our Admissions Policy, parents/guardians of boys who wish to attend the Assessment Day will furnish the College with details of;

1. academic progress to date (Primary school reports)
2. any learning difficulties
3. any medical condition
4. any disabilities
5. any special educational needs

6. any psychological/educational assessment carried out.
7. any Individual Educational Programme produced in a previous school

Where such documents are not provided for whatever reason, the College will attempt to identify students with special educational needs as early as possible. When identified, the College will facilitate the testing of students through the limited resources provided by the National Educational Psychological Services. If the NEPS is not in a position to provide such assessments the College will expect the parents/guardians to ensure that psychological/educational assessments of their son are carried out and they shall provide the College with copies of any such reports.

Important conclusions and recommendations from such reports will be circulated to staff and included on VSWare. This will enable teachers to prepare appropriate teaching strategies to accommodate the specific educational needs of students. Copies of student educational assessments are kept in the Learning Support Office files and are available for teachers to consult.

Procedures for dealing with students who have special needs:

- The College is in the process of adopting the principles and practices of the NEPS Continuum of Support. This includes a graduated solution orientated framework of assessment and intervention which comprises the distinct processes of Support for All, School Support for Some, and School Support Plus (for a Few).
- Identification and assessment of students with special education needs will be on-going. Referrals can be made from multiple sources, including the AYH, classroom teachers, parents, pastoral staff and students themselves. Information will be gathered from a variety of sources, including teacher observation, school-based assessments, and psycho-educational reports.
- The AYH will consult with the Head of Learning Support regarding the continuum of support in relation to individual students, or groups of students.
- The Head of Learning Support, within the resource constraints of the College, will be responsible for coordinating programmes for students identified as needing either School Support(for Some) and School Support Plus (for a Few).
- On an on-going basis the Head of Learning Support will liaise with classroom teachers, the Academic Year Head, Learning Support teachers, pastoral staff and parents to plan and implement

interventions, and monitor progress.

- Within the constraints of the available resources, each student's needs will be regularly reviewed through consultation between the Academic Year Head, the Learning Support Teachers and the parents/guardians,

Application for Reasonable Accommodation for Certificate Examinations (RACE):

- Students who have been identified as having specific learning difficulties may apply for special consideration in the Leaving Certificate and in the Junior Certificate Examinations.
- All applications will be processed through the Learning Support Department and Academic Year Heads.
- The Head of Learning Support will consult with the Academic Year Heads, parents/guardians of students applying, and the students themselves will be consulted before the application is processed. Written consent to process the application will be supplied by the parents/guardians/guardian.
- Every effort will be made to ensure that the special considerations to which a student is entitled are secured for him.
- During the course of the examinations every effort will be made by the school to ensure that the relevant facilities are provided.
- Copies of all applications will be made and kept by the Head of Learning Support. After the examinations the application shall be put on the student's College file.
- The Head of Learning Support will inform students and parents as to when they should/could apply for similar consideration at third level (DARE) and will supply academic references for this purpose.

ROLE OF THE PARENT/GUARDIAN

Parents/guardians shall;

- when they receive an invitation to attend the Induction Day , provide the College with all relevant documentation regarding the applicant as outlined above and in the Admissions Policy.
- ensure that psychological/educational assessments are carried out where it is the opinion of the College that such assessment is required for a student and where such an assessment is not available from the resources provided by the National Educational Psychological Service
- provide to the College copies of any relevant assessments carried out prior to the student's entry to Clongowes

- liaise and communicate with the Learning Support Department and Academic Year Head as appropriate regarding the learning and progress of their son.

ROLE OF THE LEARNING SUPPORT TEACHERS

The Learning Support Teacher shall;

- endeavour to identify any student who has a learning disability using the data provided by the parents/guardians, the results from school-based assessments, the results of any psychological/educational assessments, or by referrals by the Academic Year Head, classroom teachers, parents/guardians and students.
- in consultation with the AYH, classroom teachers and the parents/guardians of each student, the Learning Support Department shall consider and apply the continuum of support for each student experiencing learning difficulties within the resources available to the College.
- use the processes and interventions described in School Support (for Some) and School Support Plus (for a Few) where appropriate.
- coordinate an IEP for students requiring one.
- summarise the conclusions and recommendations of psycho-educational reports on students for inclusion on VSWare.
- in conjunction with the Deputy Headmaster, decide each term which, if any student requires psychological assessment.

ROLE OF THE ACADEMIC YEAR HEAD

The Academic Year Head shall;

- help to determine which students in his/her care require special educational support by means of reference to any information supplied by the parents/guardians of a student, any information gained at the Induction Day or during further school assessment and by consultation with teachers
- consult with the Head of Learning Support regarding the implementation of the continuum of support for each student who appears to need special educational support.
- in consultation with the Head of Learning Support , monitor the progress of the student
- liaise with the Head of Learning Support regarding application for special consideration in the State Examinations.
- liaise with and support classroom teachers regarding the implementation

of the Support for All process of prevention, effective mainstream teaching and early identification.

- inform and support classroom teachers regarding students who have special educational needs.

ROLE OF THE TEACHER

The teacher shall;

- carefully read all documentation provided by the Head of Learning Support to familiarise themselves with the learning profiles of students with special educational needs in their care.
- for all students: use differentiated teaching and learning strategies, create a positive classroom environment, including the use of positive and constructive feedback, assess and monitor progress, create opportunities for success, communicate concerns to the AYH and collaborate with specialist teachers (School Support for All)
- for students requiring additional supports: contribute to group or individual planning and review, implement agreed strategies, and communicate progress and concerns to the AYH and/or Learning Support teachers (School Support for Some)
- for students with severe and complex needs: prepare information for CSSP planning meetings when required, implement individualised and specialist programmes and strategies, and collaborate with Learning Support teachers in cooperative teaching contexts [School Support Plus (for a Few)]
- as far as resources allow, provide the same examination considerations to the students as they have been granted by the DES.

APPEALS

Should a parent or student feel a student's needs are not being met in the College then they can organise an assessment with an agreed professional. The report of the student's needs would then be given to the Academic Year Head who, with the Learning Support Department, will determine the level of support that can be provided.

Learning support can only be given up to the level of resources available within the school. The Learning Support Department uses the principles established by the DES in their Learning Support Guidelines and the Continuum of Support Model to inform their decisions regarding the selection of students for learning support.

MONITORING THIS POLICY

This policy was first passed by the Board of Management in June 2005.

It was reviewed in December 2006 and passed by the Board in June 2007

It was reviewed in October 2011 and passed by the Board in 2012

It was reviewed in October 2017 and passed by the Board in

Prepared by

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Signed: _____

Date: 20th November 2017

Mr Peter Gray, Chair of the Board of Management