



CLONGOWES

CLONGOWES WOOD COLLEGE SJ

WHOLE SCHOOL INCLUSION POLICY

PREAMBLE

This policy aims to ensure that this school promotes the individual gifts of all our students, irrespective of ethnicity, attainment, age, disability, gender or social background. The policy is a revision to the existing Special Educational Needs policy and is a 'work in progress' involving a consultative process with staff, students, parents and Board of Management.

This policy document also aims to outline the form that additional educational support for students with additional needs takes in our school and the philosophy which underpins it. It is written in the context of The Education Act (1998) and takes cognisance of The Equal Status Act (2000), The Equality Act (2004), The Education Welfare Act (2000), The Data Protection Acts (1988, 1998 2003 and 2018), The Education for Persons with Special Educational Needs Act (2004), and GDPR (2018). Several further publications have closely informed the content of this policy - "Inclusion of Students with Special Educational Needs: Post-Primary Guidelines (DES, 2007)", "Guidelines for Post-Primary Schools- Supporting Students with Special Educational Needs in the Mainstream School" (DES, 2017), Special Education Teaching Allocation Circular 14/2017 and "Exceptionally Able Students-Draft Guidelines for Teachers" (NCCA, 2007).

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; the Admissions Act 2018; 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.

While recognising the rights of the parent to send their child to the school of their choice, the Board of Management of Clongowes Wood College SJ is also responsible for respecting the rights of the existing school community and in particular, the students already enrolled. This requires balanced judgements, which are guided by the principles of natural justice and acting in the best interests of **all the** students.

Within the community setting of a boarding school, the College wishes to provide the highest quality of teaching and learning to all of 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 and the Characteristics of Jesuit Education. As a boarding school, Clongowes reserves the right to assess the suitability of each pupil for boarding school life and to advise parents/guardians accordingly in accordance with our Admissions Policy

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.

AIMS AND OBJECTIVES

As an inclusive school, we aim to remove the barriers to learning and participation that can hinder or exclude students or groups of students, including

- students who need support to learn English as another language
- students with special educational needs
- gifted and talented students
- students at risk of exclusion or marginalisation
- students from different ethnic and minority groups

The Secondary Curriculum is our starting point for planning a curriculum that meets the specific needs of students. We meet those needs through:

- setting suitable learning challenges
- responding to students' diverse learning needs
- helping students to overcome potential barriers to learning and assessment
- providing other curriculum opportunities outside the Secondary Curriculum to meet the needs of individuals and groups.

We achieve education inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do we support all students in their efforts to achieve their potential?
- Are there differences in the achievement of different groups of students?
- Are our interventions effective?
- Are we successful in promoting a culture of inclusion and preparing students to live in a diverse and multicultural society?

ETHOS

The Mission Statement of the College speaks of educating our pupils according to the best traditions and highest standards of Jesuit schooling and the values of the Gospel and this is a succinct expression of what we are hoping to achieve in Clongowes. Each one of our boys is valued and encouraged. Our aim is to create an open, happy, stimulating, mutually respectful community environment in which young people are able to develop the full range of their talents and abilities in a balanced, integrated and generous way.

The statement further stresses the criterion of excellence, which we apply to all aspects of life in the school, as well as our special concern to foster a sense of values and a commitment to the service of others. We are pledged to an ever-renewed faith, which actively promotes the struggle for greater justice in the world. Traditional values are at the heart of the College's community, which, at the same time, is forward thinking and vibrant as we seek to meet the challenges of a changing world.

DEFINITIONS

- Students with particular educational needs are those who are restricted from participating in and benefiting from education because 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 (EPSEN Act 2004).
- Exceptionally able students are those understood to require opportunities for enrichment and extension that go beyond those provided for in the general cohort of students.
- Bursary students are those coming from socio-economically disadvantaged circumstances.
- Students belonging to ethnic/other minorities are those of a different skin colour or religious background.
- Students with specific mental ill-health are those who require regular access to counselling services.

PROCEDURES FOR DEALING WITH STUDENTS WHO HAVE ADDITIONAL NEEDS

The College will endeavour to provide for students with special educational needs and support such facilities as resources allow 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 support (co-teaching, individual or small group support) with Special Education Teachers (SET) in an effort to assist the student as much as is practicable. It is also College policy that in-service training in the area of Special Education Needs will be provided to the staff.

In accordance with our Admissions Policy, parents/guardians of boys who wish to apply for a place will furnish the College with details of;

1. academic progress to date (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
8. any other relevant documentation

Where learning difficulties have not been identified previously, 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 the school's Management Information System and Google Drive. 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 Special Educational Needs Coordinator's files and are available for teachers to consult.

- 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 psychoeducational reports.
- The AYH will consult with the Special Educational Needs Coordinator regarding the Continuum of Support in relation to individual students, or groups of students.
- The Special Educational Needs Coordinator, 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 Special Educational Needs Coordinator will liaise with classroom teachers, the Academic Year Head, Special Education 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 Special Education teachers and the parents/guardians.

Organisation of Class Groups:

Junior Cycle classes are predominately mixed ability. Transition Year is mixed ability. Senior Cycle operates a mixture of banding and mixed ability.

Organisation of Support:

Currently, we have a mixed model of Support in operation:

- Small Group Support
- Individual Support
- Co-teaching

(a) Timing of Supports:

The Learning Support Department endeavour to take pupils during their free lessons. Those pupils in the Junior Cycle who have full timetables are withdrawn from Study in the evening.

(b) Irish Exemptions:

Irish exemptions will only be granted when the criteria outlined in Circular M 0053/2019 are met. All students who have an Irish exemption will be offered as much support teaching at this time as our resources allow. This may vary from year to year.

The Exceptionally Able Student:

Students who require opportunities for enrichment and extension that go beyond those provided for the general cohort of students are deemed to be exceptionally able.

Students may excel in various areas and the school will do what it can as an inclusive learning community to support them and encourage the development of their special abilities.

The exceptionally able student will have access to a broad range of co-curricular activities:

- Maths Modelling
- Science and Applied Maths Competitions
- Essay Writing Competitions
- Opportunities for artistic performance/ display

State Exams and House Exams:

Application for Reasonable Accommodation for Certificate Examinations

(a) RACE:

- Students who have been identified as having specific additional needs may apply for special consideration in the Leaving Certificate and in the Junior Certificate Examinations.
- All applications will be processed through the Special Education Team and Academic Year Heads.
- The Special Educational Needs Coordinator 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.
- Copies of all applications will be made and kept by the Special Educational Needs Coordinator. After the examinations the application shall be put on the student's College file.
- The Special Educational Needs Coordinator 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.

(b) House Exams:

Students who meet RACE criteria (use of assistive technology, reader, spelling and grammar waiver) in the state exam process are provided with the same types of supports in house exams. This is subject to staff availability.

CARE TEAMS

Care teams for each Year group consist of the Line and Year Prefects, the Academic Year Head, Assistant Academic Year Head, Deputy Headmaster/Director of Studies , Career Guidance Counsellor, Special Education Team, Nurse, Ethos Coordinator, AHP Coordinator and Chaplain. The care team meets regularly to evaluate the social, emotional and academic wellbeing of each student in their care.

ROLES

The following have responsibility for managing the school response for inclusion:

1. Role of the Parent/Guardian

Parents/guardians shall;

- 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
- as part of the Admissions process provide to the College copies of any relevant assessments carried out prior to the student's entry to Clongowes
- liaise and communicate with the Special Education Teachers and Academic Year Head as appropriate regarding the learning and progress of their son.

2. The Role of the Special Education Team

Role of Special Educational Needs Coordinator

- Liaise with the Director of Studies and guidance counsellor(s) and other staff members in relation to the selection and implementation of tests and other means for assessing students' achievement and progress.
- endeavour to identify any student who has an additional need 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.

- Coordinate the gathering of information for Student Support Files for students with special educational needs from assessment reports by outside professionals and in-school assessment in consultation with parents, students, SET and teachers.
- in conjunction with the Academic Year Heads and the Director of Studies, open a Student Support File for those students in need of interventions outside of the School Support for All stage on the Continuum of Support
- in conjunction with the Deputy Headmaster, decide if any student requires psychological assessment through NEPS or the Scheme for the Commissioning of Psychological Assessments.
- Administer and process the testing and applications for DARE/RACE/NCSE
- Facilitates communication with the general staff on SEN issues and provides advice to subject teachers as required.
- Communicates with parents/guardians if it is deemed that their son is in need of support.
- Liaises with the School Counsellor and gathers information about the learning needs of students with SEN.
- Coordinates student files and ensures their storage in the administration office.
- Ensures that student confidentiality is upheld.

The Special Education Teacher shall;

- Provide specific support for students with special educational needs.
- May be involved in co-operative teaching in mainstream classes with mainstream teachers if resources allow.
- in consultation with the AYH, classroom teachers and the parents/guardians of each student, the Special Education teachers shall consider and apply the Continuum of Support for each student experiencing learning difficulties within the resources available to the College in individual, small group or co-teaching settings.
- coordinate a Student Support File for students requiring one.
- in conjunction with the Deputy Headmaster and Special Educational Needs Coordinator, decide each term which, if any student requires psychological assessment.

3. 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
- in conjunction with the Special Educational Needs Coordinator and the Director of Studies, open a Student Support File for those students in need of interventions outside of the School Support for All stage on the Continuum of Support
- consult with the Director of Studies and the Special Educational Needs Coordinator regarding the implementation of the Continuum of Support for each student who appears to need special educational support.
- in consultation with the Director of Studies and Special Education Needs Coordinator, monitor the progress of the student

- liaise with the Director of Studies and Special Educational Needs Coordinator regarding application for special consideration in the State Examinations.
- liaise with the Director of Studies and support classroom teachers regarding the implementation of the Support for All process of prevention, effective mainstream teaching and early identification.
- liaise with the Deputy Headmaster where there are concerns about the mental wellbeing of a student
- liaise with the Guidance Counsellor regarding HEAR applications at senior cycle
- liaise with the AHP Coordinator with regard to the welfare of bursary students

4. Role of the Teacher

The teacher shall;

- carefully read all documentation provided by the Special Education Team 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 Special Education Teachers, ensure that academically gifted students have opportunities to extend their learning [School Support for Some]
- for students with severe and complex needs: prepare information for Student Support File planning when required, implement individualised and specialist programmes and strategies, and collaborate with Special Education 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.

Guidance Counsellor:

- Administers diagnostic assessment tests to Transition Year students
- Counsels in personal, educational and career development.
- Provides career information management.
- Consults with the SET, staff and parents.
- Provides referrals to other professionals and agencies.
- Meets with students to assist them in subject choices

5. Role of the Prefect

The Year and Line Prefects have a particular responsibility

- to create an atmosphere of mutual support and inclusivity within their Year groups
- to monitor and support the emotional wellbeing of every student

6. Role of the AHP Coordinator (Alberto Hurtado Bursary Programme)

The AHP Coordinator has responsibility for coordinating supports for bursary students and their parents.

7. Role of the EAL teacher

The EAL teacher has responsibility for the provision of English language support classes for students whose first language is not English.

8. The School Counsellor

The School Counsellor has responsibility for supporting students with regular or intermittent mental health challenges.

9. Student

- Students are encouraged to approach the Special Education Team if they have concerns about their learning.
- Students are encouraged to contribute to the learning targets as set out in their Student Support File.
- Students who are experience distress are encouraged to approach the adult member of staff with which they feel most comfortable who will refer them to the School Counsellor via the Deputy Headmaster

10. Headmaster

Has overall responsibility for ensuring that the educational needs of students are met.

- Works with the School partners in the development of Whole School Inclusion.
- Ensures that mainstream teachers are aware of their responsibilities in relation to the education of students.
- Monitors implementation of support programmes and selection of students for additional support.
 - Consults and liaises with outside bodies and agencies.
 - Provides for in-service for staff.
 - Promotes the involvement of parents of students with special additional needs.

11. Board of Management

The Board of Management oversees the development, implementation and review of a Whole School Inclusion Policy.

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 Special Education Team, will determine the level of support that can be provided. Special Education Teaching can only be given up to the level of resources available within the school. The Special Education Team 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 special education teaching.

OUTSIDE AGENCIES

The Special Education Team liaise with the school NEPS psychologist and the NCSE Seno where appropriate to support the needs of the students and their parents/guardians. The School liaise with other agencies and interested parties as is necessary.

The Maths Modelling Group liaises with Professor James Gleeson from the University of Limerick.

MONITORING THIS POLICY

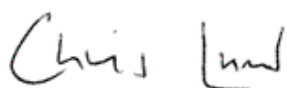
This policy was first passed by the Board of Management in June 2005.
It was reviewed in December 2006 and passed by the Board in June 2007
It was reviewed in October 2011 and passed by the Board in 2012
It was reviewed in October 2017 and passed by the Board in
It was reviewed in November 2018 and passed by the Board in Nov. 2018

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Mr Peter Gray
Chair of the Board of Management

12th November 2018



Mr Chris Lumb
Headmaster/Secretary to the Board

12th November 2018