



Oatlands College

Additional Educational Needs Policy

1. INTRODUCTION

- 1.1 Oatlands College endeavours to respond to the educational needs of the community. It aims to create and sustain a caring, flexible, supportive and safe environment in which staff and students feel valued, motivated and stimulated in their efforts to grow as human beings and to realise their full potential. Oatlands College believes that its objectives are best achieved in a safe and secure environment, which, while recognising individual rights and responsibilities, encourages commitment, and shared responsibility for the achievement of excellence and for the common good.
- 1.2 Oatlands College believes that all children and young adults should be valued equally, irrespective of any individual needs or differences and is committed to making effective provision, by way of partnership with the Department of Education and Skills and other agencies, for those students in its schools who have special educational needs. Oatlands College is committed to the highest standards so that that all students achieve to their true abilities in an inclusive environment. All staff must commit to supporting and nurturing students, and to supporting their families and those who work with them, where appropriate. The best possible working practices must be based on respect, trust, honesty and integrity.
- 1.3 This policy will be reviewed on a regular basis to incorporate changes in legislation and best practices in the provision for students with special educational needs.

2. AIMS AND PRINCIPLES

- 2.1 As set out in The Education Act 1998 and The Equal Status Acts 2000-2004 Oatlands College aims to:
- a) Give practical effect to the constitutional rights of children including children who have a disability or who have other special educational needs, as they relate to education.
 - b) Provide that, as far as is practicable and having regard to the resources available, a level and quality of education appropriate to the needs and abilities of students attending the school.
 - c) Ensure that people with special educational needs are educated in an inclusive environment, as far as possible.
 - d) Affirm that people with special educational needs have the same right to avail of, and benefit from education as children who do not have those needs.
 - e) To ensure that the school cooperates and work closely with the National Council for Special Education (NCSE) other agencies with regard to the education of people with special educational needs.
 - f) To ensure that Oatlands College does not discriminate in relation to:
 - The admission or the terms and conditions of admission of a student
 - The access of a student to any course, facility or benefit provided
 - Any other term or condition of participation in the school by the student
 - The expulsion of a student or any other sanction
- 2.2 To ensure that students with special educational needs are identified and provided for in a fair and equitable manner so that their learning potential and their sense of self-worth and dignity is developed and respected.
- 2.3 To ensure that all members of staff are aware of the special educational needs of students and of the contribution they, the staff members, can make in this area.
- 2.4 To ensure that literacy/numeracy is not viewed in isolation, but in the context of the whole school and community.
- 2.5 To ensure that special educational needs is not viewed in isolation, but in the context of the whole school and community.
- 2.6 To ensure that students with special educational needs are offered a broad, balanced, relevant, progressive, continuous and differentiated curriculum and that they are provided for in an inclusive way.
- 2.7 To ensure, in as far as is practicable, that all students, including those with special educational needs, leave school with an adequate level of certification to enable them to enter the workplace or further education, as appropriate.

- 2.8 To encourage the creation of a caring, welcoming, stable and stimulating environment in Oatlands College, encouraging each child to develop intellectually, socially, and physically according to their abilities.
- 2.9 To set appropriate standards for students with special educational needs and to provide them with appropriate guidance, in order to encourage them to achieve to their full potential and to prepare them for their roles as adult members of society.
- 2.10 To ensure that the achievement of students with special educational needs is recognised, celebrated and encouraged.
- 2.11 To develop staff expertise in supporting students with special educational needs.
- 2.12 To encourage and foster positive partnership with parents, in order to achieve appropriate support at school and at home.
- 2.13 To ensure a commitment to informed decision-making based on secure evidence.
- 2.14 To co-ordinate the advice, guidance and support of other agencies in supporting students with special educational needs.
- 2.15 To ensure the effective and efficient use of resources.
- 2.16 To monitor and evaluate the effectiveness of practice in support of students with special educational needs.

3. **SCOPE OF THE POLICY**

- 3.1 This policy applies to all students attending Oatlands College and who have special educational needs, either short or long term and to the teachers, staff and management of Oatlands College.

4. *THE LEGAL CONTEXT*

- 4.1 This policy is drafted in the context of the specific provisions and definitions with regard to children with disabilities and special educational needs, and the statutory requirements placed on schools and Boards of Management by
 - 4.1.1 The Education Act 1998
 - 4.1.2 The Education (Welfare) Act 2000
 - 4.1.3 The Equal Status Acts 2000-2004
- 4.2 This policy is drafted in the context of guidelines published by the Special Education Support Service.
- 4.3 This policy is drafted in consideration of the Education for Persons with Disabilities Bill.

5. DEFINITIONS

- 5.1 Students with special educational needs should be recognised as individuals who have strengths that can be nurtured and needs that can be supported.
- 5.2 The statutory definition of “disability” in Section 2(1) of the Education Act 1998 is as follows:
- a) The total or partial loss of a person’s bodily or mental functions, including the loss of a part of the person’s body, or
 - b) The presence in the body of organisms causing, or likely to cause, chronic disease or illness, or
 - c) The malfunction, malformation or disfigurement of a part of a person’s body, or
 - d) A condition or malfunction which results in a person learning differently from a person without the condition or malfunction, or
 - e) A condition, illness or disease which affects a person’s thought processes, perception of reality, emotions or judgment or which results in disturbed behaviour.
- 5.3
- 5.3.1 Section 1 of the Education of Persons with Disabilities Bill 2003 defines a child with Special Educational Needs as a child who, due to a disability, is unable to benefit from an ordinary school programme without special classes or other special educational services.
- 5.3.4 Section 1 of the Education of Persons with Special Educational Needs Act defines special educational needs in the following terms: “Special educational needs means in relation to a person, a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition...”
- 5.4 Students identified under the ‘NEPS Continuum of Support’ model by the school as Support or Support+ will be entitled to support.
- 5.5 Oatlands College defines special educational provision as educational provision, which is additional to or otherwise different from the educational provision made generally for students of the same age.
- 5.6 In the context of this policy the term ‘Special Educational Needs’ shall include students identified under the ‘NEPS Continuum of Support’ model by the school as Support or Support+.
- 5.7 In the context of this policy Special Educational Needs Teachers shall include teachers who provide support classes for students identified under the ‘NEPS Continuum of Support’ model by the school as Support or Support+.

6. ROLES AND RESPONSIBILITIES

6.1 Oatlands College Board of Management

- 6.1.1 To promote educational inclusion.
- 6.1.2 To adequately resource the special educational needs of students subject to those resources being made available by the Department of Education and Skills.
- 6.1.3 To ensure the effective and efficient use of resources through monitoring and evaluation.
- 6.1.4 To support teachers and other staff in their work by way of targeted professional development and training, linkages with the Special Education Support Services (SESS), membership of ILSA, IATSE and other relevant organisations, and attendance at courses, seminars and conferences.
- 6.1.5 To delegate responsibilities, where appropriate, to the Principal.
- 6.1.6 To ensure that all students with special educational needs are identified and assessed by the school or relevant professional as appropriate.
- 6.1.7 To ensure that the school has a comprehensive special educational needs policy in place, which has been developed collaboratively with all the relevant partners, to monitor the implementation of that policy and to ensure its evaluation.
- 6.1.8 To ensure that a broad, balanced, relevant, progressive, continuous and differentiated curriculum is provided in the school to ensure in as far as is practicable that students with special educational needs leave school with the skills necessary to participate to the level of their capacity in an inclusive way in society and to live independently in their adult lives.
- 6.1.9 To ensure that necessary resources are sought on behalf of students with special educational needs.
- 6.1.10 To ensure that a special educational needs co-coordinator is appointed from among the teaching staff.
- 6.1.11 To promote the development of positive partnership with parents and other relevant agencies/personnel and to ensure that parents are informed of their child's special educational needs and how those needs are being met.
- 6.1.12 To ensure that parents are consulted with regard to and invited to participate in the making of all significant decisions concerning their child's education.
- 6.1.13 To ensure that the Special Educational Needs Policy forms part of the School Plan.
- 6.1.14 To develop a whole school approach to literacy and numeracy.
- 6.1.15 To ensure that an awareness of special educational needs is inculcated in students in the school.

6.2 The Principal

- 6.2.1 On behalf of the Board of Management the Principal has responsibility for all aspects of the day-to-day management of policy and provision for students with special educational needs, the Principal may delegate certain functions to appropriate teachers.
- 6.2.2 To appoint a special educational needs co-coordinator from among the teaching staff and to work closely with the co-coordinator.
- 6.2.3 The Principal in consultation with the Special Educational Needs Coordinator shall ensure that a Student Support File is prepared for relevant students in the given timeframe.
- 6.2.4 On drafting or reviewing such plans as specified at 6.2.3 above, the Principal shall ensure that cognisance is taken, at the appropriate time, of the needs of the student to continue his/her education or training on becoming an adult.
- 6.2.5 To inform the Board of Management of issues which are relevant to special educational needs.
- 6.2.6 In consultation with the special educational needs co-coordinator and other relevant personnel to liaise with all relevant agencies in terms of needs and provision.
- 6.2.7 To ensure the effective and efficient use of resources, including the allocation of resource hours and funds. This should include equality of access and opportunity for students with special educational needs in terms of well-equipped rooms and other resources.
- 6.2.8 Physical Resources allocated to a student shall remain the property of Oatlands College at all times.
- 6.2.9 To establish a “**Special Educational Needs Team**” within the school with a specific remit to ensure identification of and support for students with special educational needs. (See Appendix 1)
- 6.2.10 To actively promote a whole school approach to special educational needs and to make all staff aware of their responsibilities in this area as outlined in section 6.4 and to organize appropriate staff development in this area.

6.3 Special Educational Needs Co-Coordinator

- 6.3.1 The strategic role of the Special Educational Needs Coordinator is:
 - a) To have an overview of the management of the provision that is being provided in the school
 - b) To be the first point of contact on behalf of the teachers and Special Needs Assistants when communicating to the Principal.
 - c) To facilitate effective systems of communication between all staff and colleagues involved in the provision.
 - d) To ensure all staff and colleagues involved are working within school policy in relation to special educational needs.
 - e) To ensure that school policy and practice has regard for the integrity of the work the staff is doing.

- f) To facilitate and chair the meeting schedule for the Special Educational Needs Team.
 - g) To assist staff in overcoming barriers to their work and offering guidance.
 - h) To ensure that all provision in the school has the effect of integrating the student into a safe, secure, supportive learning environment.
 - i) To ensure that all action taken supports a student's progress, wellbeing and learning.
 - j) To be aware of issues of attendance and child protection as they relate to Special Educational Needs and refer such issues of concern in relation to child protection to the Designated Liaison Person in the school as appropriate.
- 6.3.2 To supervise the day-to-day operation of the school's special educational needs policy, and to work closely with and under the overall direction of the school principal.
- 6.3.3 To engage in personal professional development.
- 6.3.4 To liaise with and advise other teachers.
- 6.3.5 To meet regularly with the special educational needs team, the guidance counsellor and other relevant personnel, as appropriate.
- 6.3.6 To assist the Deputy Principal in the management of the special needs assistants under the direction of the Principal.
- 6.3.7 To oversee the records of all students with special educational needs.
- 6.3.8 To liaise with parents of students with special educational needs.
- 6.3.9 To facilitate the in-service needs and training of staff.
- 6.3.10 To ensure the distribution of suitable teaching and learning resources and teaching aids in accordance with Circular 0014/2017 from the Department of Education and Skills.
- 6.3.11 To liaise with external agencies including primary schools, National Educational Psychological Service, TUSLA and Voluntary bodies.
- 6.3.12 In consultation with the Principal to ensure that Student Support Files and/or Personal Pupil Plans are in place, as required, and to develop other practices to aid the identification of students with special educational needs.
- 6.3.13 To co-ordinate the provision for students with special educational needs, and keep a register of needs and provision, with particular reference to 6.3.4 above.

6.4 General Teaching Staff

- 6.4.1 To make provision for students with special educational needs in their classes and subject areas.
- 6.4.2 To use resources effectively and efficiently and to be accountable for the use of resources.
- 6.4.3 To be part of a whole school approach in relation to Special Educational Needs as well as literacy and numeracy.

- 6.4.4 To develop policy and practice and to work towards the achievement of excellence in all aspects of his/her work.
- 6.4.5 To develop a positive ethos in the classroom for fostering an inclusive approach to meeting the social and educational needs of all students including students with special educational needs.
- 6.4.6 To identify personal training needs and to secure training where needed. This will be supported by school management subject to the availability of adequate resources.

6.5 Parents

- 6.5.1 To work in positive partnership with the school and other agencies.
- 6.5.2 To support and encourage their child in his/her education.
- 6.5.3 The school has a responsibility to:
 - a) Inform parents of their child's special educational needs and how those needs are being met.
 - b) Consult parents regarding the making of all decisions of a significant nature concerning their child's education and invite them to participate in such decisions.
 - c) In addition, Oatlands College has the following responsibilities to parents:
 - To provide training to staff on good communication and relationships with parents
 - To develop positive relationships with parents
 - To ensure that parents' views are heard and understood.
 - To involve them in the drafting of Student Support Files and/or Personal Pupil Plans.

6.6 Special Needs Assistants

- 6.6.1 Special Needs Assistants (SNAs) work closely with and under the direction of the Deputy Principal and the special educational needs coordinator and the individual subject teachers in the implementation of the school's policy as it relates to individual students or groups of students. In particular, SNAs play a very important role in the health and safety of the student/s and in his/her/their social and emotional development.
- 6.6.2 The Principal in accordance with the guidelines of the Department of Education and Skills assigns the duties of Special Needs Assistants.
- 6.6.3 SNAs provide students with assistance in terms of the following primary care needs:
 - a) Assistance with mobility and orientation
 - b) Assisting teachers to provide supervision in the class, playground and school grounds
 - c) Non-nursing care needs associated with specific medical conditions

- d) Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential
- e) Assistance with moving and lifting of children, operation of hoists and equipment
- f) Assistance with severe communication difficulties
- g) Assistance with the secondary care needs as informed by the Principal and the special educational needs coordinator.

6.6.4 **Special Needs Assistants may not act either as substitute or temporary teachers. In no circumstances may they be left in sole charge of a class. However, it is expected that they will act in the capacity of a responsible adult if they find themselves in an unexpected supervisory situation.**

6.6.5 Special Needs Assistants may have access to student files under the supervision of the Special Educational Needs Coordinator or a relevant subject teacher.

6.7 Support Teachers

6.7.1 **Support Teachers from the SEN core team** provide diagnostic assessments, monitoring, and advice to teachers, students and parents as well as direct teaching for students who have learning support needs either on an individual or small group basis.

6.7.2 The work of the **Support Teacher from the SEN core team** can be divided into the following key areas:

- a) **Assessment** and identification of students with special needs
- b) **Consultation with teachers:** Recommending appropriate materials for students in terms of concepts, relevance, readability, layout and presentation; consulting with colleagues on appropriate methodology to help obviate learning barriers; consulting with colleagues to devise a range of teaching and learning strategies; contributing to cross-curricular issues concerned with the broader ideas of learning and teaching throughout the school which will influence school policy; advising subject teachers in regard to adapting the curriculum, teaching strategies, suitable textbooks, use of Information Technology and suitable software and a range of other related matters;
- c) **Consultation with Parents:** Oatlands College recognises that communication and engagement with parents is critically important in planning and providing for students identified as requiring support.
- d) **Consultation with Students:** Oatlands College recognises that all students who require support can engage in the review and planning processes with support teachers in school and will be expected to do so, as appropriate.

- e) **In-Class Support:** In-class support is planned work with a group of children where two or more teachers are working together.
- f) **Withdrawal**
- g) **Liaising with external support services**
- h) **Participating in staff development:** By taking part in the formulation of whole school policy; organising and providing in-service, thus raising staff awareness in relation to relevant issues and theories; working directly with subject departments on curricular development to make the curriculum more accessible and relevant to all students.
- i) **Participating in curriculum development**
- j) **Liaison with Primary Schools**
- k) **Liaison with parents**

6.7.3 **Other Support Teachers** assist schools in providing support for students with special educational needs by:

- a) Assessing and recording student needs and progress.
- b) Setting specific, time-related targets for each student and agreeing these with the subject teacher, principal and/or the Special Educational Needs Coordinator.
- c) Direct teaching of the student, either in a separate room or within the mainstream class.
- d) Team-teaching – as deemed appropriate.
- e) Meeting and advising parents, when necessary, accompanied by the subject teacher, principal and/or the Special Needs Coordinator, as necessary.
- f) Short meetings with other relevant professionals, in the students' interest – e.g., psychologists, speech and language therapists, visiting teachers, special school or special class teachers.

6.7.4 **All Support Teachers** should be involved in the development and delivery, or the organisation of delivery, of Student Support Files and/or Personal Pupil Plans, and in the context of a whole school approach to the issue.

6.7.5 **All Support Teachers** shall participate, as appropriate in the Special Educational Needs Team.

7. MEETING THE NEEDS OF PUPILS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE (EAL):*SEPARATE POLICY FOR THIS*****

7.1 Oatlands College commits to supporting students from minority ethnic backgrounds with low levels of English and to how they are taught and integrated in the school community.

7.2 Oatlands College will develop initiatives to encourage students from minority ethnic backgrounds to mix with Irish students in and out of class.

7.3 Oatlands College shall ensure that adequate additional teaching and resource support is provided for international students.

7.4 The role of the EAL Teacher

7.4.1 The EAL Teacher in collaboration with parents, year heads and subject teachers will identify pupils requiring language support and will assess their proficiency in English.

7.4.2 The assessment tests administered to students will help inform programmes specific to the student's individual needs.

7.4.3 The EAL Teacher will record and monitor student progress and communicate with parents at parent teacher meetings as required.

7.4.4 The EAL Teacher will ensure that subject teachers are informed the progress of EAL students and how they may be catered for in the classroom.

7.4.5 The EAL Teacher will work on a one-to-one basis with the EAL student or, alternatively, will support the student in the mainstream class or participate in team teaching of classes.

7.5 How are EAL students assessed

7.5.1 The Post-Primary Assessment Kit is used to establish a student's level of English on arrival in school, to monitor progress over time in language support and to identify the point at which a student no longer requires additional language support.

7.5.2 The Post-Primary Assessment Kit examines 4 different skills:

- Listening
- Reading
- Speaking
- Writing

8. IDENTIFICATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

8.1 The identification process will usually involve the following:

8.1.1 Liaison with Primary Schools

8.1.2 Specific section on the registration form

8.1.3 Liaison with parents

8.1.4 Observations by school staff as appropriate.

8.1.5 Formal assessment/testing.

9. ASSESSMENTS

9.1. Oatlands College requires that students will be assessed as follows:

a) Standardised diagnostic testing on entry to the school.

- b) Assessment through teaching in general subject areas.
- c) Informal in-house assessment.
- d) Follow up assessment and testing relevant to 9(a) above.
- e) Referral to the National Educational Psychological Service as appropriate.
- f) Parental consent must be sought for psychological assessments as per the NEPS model of service.
- g) If parents inform the school of a concern about their child, the SEN team will organise in-school testing, where deemed appropriate and advise the parent on other avenues of progress and assessment.
- h) Original records of such assessments shall be maintained in the school as the property of Oatlands College and shall not be removed from the school under any circumstances.

10. STUDENT SUPPORT FILES AND/OR PERSONAL PUPIL PLANS

- 10.1 A student support file is a document written by the school for students identified as needing 'School Support +' on the NEPs Continuum of Support.
- 10.2 The student support file is developed to enable the school to plan interventions and to track a student's pathway through the Continuum of Support. It facilitates teachers in documenting progress over time and assists them in providing an appropriate level of support to students, in line with their level of need. Following a period of intervention and review of progress, a decision is made as to the appropriate level of support required by the student. This may result in a decision to discontinue support, to continue to provide the same level of support, or to move to a higher level of support.
- 10.3 A Personal Pupil Plan is an additional document written by the school for students who have been granted SNA access by the NCSE. It details care needs, supports given by the SNA, targets for independence and a plan to reduce and, if possible, remove SNA support over time.
- 10.4 Student Support Files and Personal Pupil Plans are working documents which will be amended to follow current needs of a student in collaboration with the student, their parents, teachers, SNAs and relevant professionals.
- 10.5 Student Support Files and Personal Pupil Plans will be amended as required in consultation with relevant agencies such as NEPS and the NCSE to ensure the provision of working documents that support students with Special, Educational Needs.
- 10.6 Student Support Files and Personal Pupil Plans will be reviewed at intervals deemed appropriate by the Principal or Special Educational Needs Coordinator.

11. RESOURCES

11.1 Application for Additional Resources:

11.1.1 Oatlands College is committed to the provision of human, physical and practical resources in all its schools in a fair, equitable, open and transparent manner.

11.1.2 Oatlands College will make application to the National Council for Special Education (NCSE), through the Special Education Needs Organiser (SENO) for additional resources on behalf of schools and/or individual students on receipt of the following:

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

11.1.3 Once the Department of Education and Skills hands down its decision to the school, students and parents will be notified as soon as possible.

11.2 Deployment of Resources:

11.2.1 Oatlands College, through allocation of resources, seeks to meet the needs of students. The school will deploy resources in a way that best promotes the students' learning and development.

12. PROVISION

12.1 Oatlands College will endeavour to meet the needs of students with special educational needs through the totality of learning opportunities that it provides.

12.2 Oatlands College has the following in place:

- a) Systems for detecting special educational needs and for communicating them to all staff that will be in contact with the student.
- b) Appropriate pro-rata time allocations in respect of meetings, assessments and coordination for the SEN Team as appropriate.
- c) A Pastoral Care system that offers support to students.
- d) A counselling service for students within the school resources.
- e) Access to appropriate information technology and other appropriate equipment and aids as available.
- f) Student Support files, as appropriate.
- g) Systems offering access to external support agencies.

13. PARTNERSHIP WITH PARENTS AND STUDENTS

13.1 Oatlands College and its parents will work in close partnership with each other in the identification of need, the setting of educational targets and working with the child.

13.2 Oatlands College affirms that parents of students with special educational needs will be informed of such needs and how they are being met. In

addition, parents must be involved in all significant decisions relating to their child's education.

- 13.3 Wherever possible, students will be included in discussion and decision-making regarding identification, target setting and progress.

14 NATIONAL COUNCIL FOR SPECIAL EDUCATION (NCSE)

- 14.1 Oatlands College is committed to working in a positive partnership with NCSE whose functions inter alia include:

- a) the dissemination to schools, parents and such other persons as the Council considers appropriate information relating to best practice, nationally and internationally, concerning the education of children with special educational needs.
- b) consultation with agencies as the Council considers appropriate to plan and co-ordinate the provision of education and support services for children with special educational needs.
- c) consultation with agencies as the Council considers appropriate to plan for the integration of education for students with special educational needs with education for students generally.
- d) to ensure that the progress of students with special educational needs is monitored and that it is reviewed at regular intervals.
- e) to assess and review the resources required in relation to educational provision for children with special educational needs.

15 NATIONAL EDUCATIONAL PSYCHOLOGICAL SERVICE (NEPS)

- 15.1 Oatlands College is committed to working in a positive partnership with NEPS whose goals inter alia include:

- 15.1.1 To provide direct contact and services to children and young people who need the support of an educational psychologist.
- 15.1.2 To provide a consultancy service aimed at developing competencies and effective use of resources in the educational setting.
- 15.1.3 To develop a well thought out model of service that balances prevention, assessment and systems work.
- 15.1.4 To engage in individual casework with students with special needs.
- 15.1.5 To collaborate with others in devising and evaluating appropriate intervention for such students.
- 15.1.6 To provide a consultancy service to teachers and parents of students with special needs.
- 15.1.7 To contribute to whole school planning in relation to the inclusion of children with disabilities.
- 15.1.8 To support schools in the development of whole school approaches to such issues as disability, specific learning difficulties, behavioural management, bullying and responses to critical incidents.
- 15.1.9 To contribute to relevant professional development programmes for teachers.

16 NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT (NCCA)

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

16.1.1 Inclusion and access to a broad and balanced curriculum

16.1.2 A collaborative approach

16.1.3 Planning and skills development

16.1.4 A structured approach to assessment

16.1.5 The development of Student Support Files and/or Personal Pupil Plans

17 TUSLA (CHILD AND FAMILY AGENCY)

17.1 TUSLA (Educational Welfare Services) works within the framework of The Education (Welfare) Act 2000 and is primarily concerned with statutory responsibilities, including those of Education and Training Boards, for ensuring school attendance and participation and child welfare.

17.2 Oatlands College is committed to working in partnership with TUSLA and with Educational Welfare Officer to ensure effective attendance at and participation in school. The school will also ensure that child protection matters are dealt with in accordance with the school's Child Protection policy.

18 WORKING WITH OTHER AGENCIES

18.1 Oatlands College will promote multi-agency collaboration in order to provide a high-quality service to students and families. These agencies include:

a) Primary Schools

b) TUSLA

c) General Practitioners

d) Juvenile Liaison Officer

e) Gardaí

f) Adult Learning Centre

g) Lucena Clinic

h) National Educational Psychological Service (NEPS).

i) Enable Ireland

19 ACCESS FOR PERSONS WITH PHYSICAL DISABILITIES

19.1 Oatlands College wishes to offer equality of opportunity to students with physical disability and to ensure this by constantly reviewing and revising procedures.

19.2 Oatlands College is committed to educating all students in such a way that discriminatory behaviour of any kind is addressed.

- 19.3 Oatlands College is committed to providing for the particular needs of the physically disabled. This must be done in consideration of the availability of essential resources in this area.
- 19.4 Oatlands College is committed, through the Department of Education and Skills, to ensuring that there is total accessibility for the physically disabled provided the DES provide funding to facilitate same.
- 19.5 Oatlands College will support teachers who engage in professional development courses specifically aimed at improving the service they can offer to the physically disabled.

20 DISCRIMINATION ON GROUNDS OF DISABILITY (SOURCE: SCHOOLS AND THE EQUAL STATUS ACT")

- 20.1 Oatlands College concurs with the Special Education Support Service's statement that "the inclusive school prevents and combats discrimination. It is one that respects, values and accommodates diversity across all nine grounds in the equality legislation – gender, marital status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community".
- 20.2 The Equal Status Acts 2000-2004 set out certain activities that do not constitute discrimination.
- 20.3 Oatlands College wishes to offer equality of opportunity to students with physical disability and to ensure this by constantly reviewing and revising procedures.
- 20.4 Oatlands College wishes to offer equality of opportunity to students with physical disability and to ensure this by constantly reviewing and revising procedures.
- 20.5 Oatlands College will not be considered to discriminate against a student with a disability if compliance with the provisions of the legislation would have a seriously detrimental effect on or make impossible the provision of services to other students.
- 20.6 After a student has been admitted to the school, Oatlands College is committed to not discriminating in relation to the access of the student to any course, facility or benefit provided by the school.
- 20.7 Oatlands College will ensure that differences are acknowledged and valued throughout the school community.
- 20.8 Oatlands College will promote equality directly through what is taught and indirectly through the school's ethos and culture.

21 SUPPORT FOR STAFF

- 22.1 Oatlands College is committed to the provision of support for staff in relation to on-going in-service training.

22 THE SPECIAL EDUCATION SUPPORT SERVICE (SESS)

23.1 In September 2003, the Department established the Special Education Support Service (SESS) to manage, co-ordinate and develop a range of supports in response to the identified training needs of teachers. The SESS provides a nationwide service to teachers and special needs assistants. As part of its response to the growing demand from teachers for support and training, the SESS developed teams of trainers to deliver training in four specific areas: Autism, Challenging Behaviour, Dyslexia and Inclusion. This training delivered locally through the Education Centre network. Oatlands College affirms its support for this service which can be accessed at www.sess.ie

24 REVIEW AND EVALUATION

24.1 The Board of Management will undertake a review of the school's Special Education Needs policy and its implementation every three years.

24.2 The Board of Management will ensure that an action plan is put in place to address any areas for improvement identified by the review.

24.3 Details of the review will be recorded in the minutes of the Board of Management meeting that adopted the review and a record of the review and its outcome will be made available, if requested, will be made available to the Patron and the DES.

This policy was ratified by the Board of Management on 14th June 2022.

APPENDIX 1

THE SPECIAL EDUCATIONAL NEEDS SUPPORT TEAM - TERMS OF REFERENCE

1. To identify students with special educational needs as soon as possible following their enrolment in the school
2. To ensure that assessment procedures are clear and that they are adhered to
3. To improve SEN advice and support
4. To raise the skills and awareness of staff
5. To explore the broadening of opportunities in mainstream education
6. The personalisation of learning for children with SEN
7. The access of information on how well children with SEN are progressing in school
8. To encourage the development of a flexible curriculum and recognised qualifications for all
9. To encourage the involvement of students with SEN in decision making
10. The examination of opportunities for progression beyond school for young people with learning difficulties and disabilities
11. To monitor progress and support improvements in school
12. To build parents' confidence in mainstream education
13. To investigate and plan for best practice in relation to all aspects of SEN, including methodologies, involvement of parents, student motivation and staff development
14. To improve availability of health and social services and to organise services around the needs of children and their families

APPENDIX 2

STRATEGIES FOR INCLUSION - GENERAL

Definition

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

Context

1. In 2004 the general principle that children with Special Educational Needs should normally be educated at mainstream schools was enshrined in law (Education for Persons with Special Educational Needs Act 2004). Oatlands College subscribes to this general principle.
2. Oatlands College's policy on this issue is led by national and international legislation which has placed progressively greater emphasis on:
 - the education of all pupils in their local community
 - the rights of all children to have their views and needs heard
 - parents as partners in decisions regarding the education of their children

Values

Oatlands College believes that children and young people should be educated within their local mainstream school wherever appropriate.

1. Oatlands College celebrates the diversity that exists across the community and is committed to equality of opportunity and to developing inclusive practices in education within the overall framework of social inclusion.
2. Oatlands College believes that all students have an entitlement to equality of access to a broad, balanced and relevant curriculum and recognises the need to pay particular attention to children and young people who are educationally vulnerable. This includes children and young people who are at risk of social exclusion or underachievement and those who are gifted and talented. Oatlands College is committed to removing barriers that exclude children and young people from any opportunity to reach their full potential in whatever setting.
3. Oatlands College is committed to promoting an inclusive educational system by promoting excellence in lifelong learning through education and training so that all learners have the opportunity to reach their full potential and are thus empowered to contribute to the local, regional and national economy.
4. Oatlands College is committed to preventative practice that includes early identification of need, and early intervention and support for children and young people.
5. Oatlands College commits itself to increased educational and social participation for all children and young people, especially those who are educationally vulnerable:

- Students with special educational needs
 - Students whose first language is not English
 - Travellers, refugee and asylum seekers
 - Children and young people in public care
 - Gifted and talented students
 - Students with physical difficulties
 - Vulnerable groups, for example: young carers, pregnant teenagers, children from families under stress, children with persistent medical and health needs, children with poor school attendance etc.
6. In accordance with relevant legislation Oatlands College will:
- Meet the needs of all children/young people in local mainstream education settings, where appropriate and advisable.
 - Consult with parents on decisions about their child's educational progress, provision and placement.
 - Listen to and take into account the wishes of children and young people regarding decisions about their educational progress, provision and placement.
7. Oatlands College recognises that mainstream education will not always be right for every child or young person all of the time but aims to ensure that all children are placed in appropriate educational settings thorough liaison with Special Schools and other relevant providers.