

Castletroy College



Additional Educational Needs Plan 2022

Additional Education Needs Department Plan
Castletroy College
2022

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This policy was designed based on three distinct yet inextricable aspects of education

The promotion of wellbeing is central to the AEN Department's mission to enable our school community to achieve their full potential. This policy was designed and created with this in mind as we, as a department and working collaboratively with the wider school community, contribute to our young people's social emotional and life skill development. Our students face a wide range of challenges that impact on their wellbeing. Promoting the wellbeing of our children and young people is a shared school responsibility and is the entire school's business.

The Additional Needs Department of CTC is wholly committed to the principles of the Special Education Teacher model of Resource Allocation (SETAM) (DES, 2017) and we work, as a department and a school, within this framework, ensuring the student with the greatest level of need receives the greatest level of support, using the CoS.

ADDITIONAL EDUCATION TEAM

AEN Co-ordinator:

Veronica Callinan

Core Team

Michelle Gillan

Angela Martin

Screening Assessment and RACE:

Michelle Gillan

Angela Martin

ICT Support

Joe Shortt

Conor Keyes

There are currently 64 teachers involved in Special Education Teaching in small group and 1:1 format

S.N.A. Staff

Breeda O' Meara

Marie McMahon

Dolores Clery

Martina Meskell

Mary McInerney

Marie Keating

Olive Shelton

Maeve Conroy

Claire She

Mission Statement

Our mission in Castletroy College is the holistic education of the individual; enabling students to become responsible, caring members of society as well as encouraging them to reach their full potential. We are committed to the highest standards of learning, teaching and reporting, offering an extensive and balanced curriculum to empower students. We value the principles of justice and mutual respect; embracing all denominations and cultures. We endeavour to nurture and maintain a school community which involves the partnership of staff, students, parents, trustees and the local community. In the pursuit of this ideal, we provide a broad and balanced range of curricular and extra-curricular experiences for all students.

The importance of the individual student is emphasised in the Aims and Philosophy of Castletroy College. It is therefore the policy of Castletroy College to identify and to endeavour to provide for those students who have additional educational needs.

The objectives and values underpinning this policy are:

- To support students who have any form of additional educational need thus fostering positive self-esteem and promoting their wellbeing.
- To provide interventions and targets to students with additional needs and to minimise its impact on their education and development.

- We work within the NEPS Continuum of support framework to identify needs and create appropriate evidence based interventions.
- Acknowledgement that students' needs can be transient or long term.
- Promoting an environment which meets the student's learning, physical, social, emotional and sensory needs.
- Recognition of individual talents and abilities.
- Promoting strong collaborative relationships between students, staff, parents and community.
- Collaborating with external support agencies.
- To ensure that every student has as wide an access to the curriculum as possible.
- EAL students identified and additional support may be offered.
- Students with exceptional ability are identified and, where possible, are offered an enrichment programme in literacy and numeracy.

It must be noted that this AEN Policy should be considered in tandem with the relevant DE circulars, the 'Rules and Programmes for Secondary Schools', the National Council for Special Education (NCSE) Guidelines and National Educational Psychological Service (NEPS) Continuum of Support (CoS), using the 'Education for Persons with Special Education Needs Act' 2004 (EPSEN), Education Act 1998, Education Welfare Act 2002, Disability Act 2005 as a framework.

Legal Framework

Castletroy College sets out to provide education for all its students, with reference to legislation regarding students with AEN as listed below:

- The Education Act (1998)
- The Education Welfare Act (2000)
- The Equal Status Act (2000)
- The Education for Persons with Disabilities Bill (2003)
- The Equality Act (2004)
- The Data Protection Acts (1988, 1998, 2003)
- The Freedom of Education Acts (1997, 2003)
- The Education of Persons with Special Educational Needs Act (2004)

This policy is drafted in the context of:

- DE Circular Letters and specifically the Special Education Circular 0014/2017.
- All guidelines published by the NCSE.
- The guidelines on the Individual Education Plan Process 2006.
- The Guidelines on the Continuum of Support for Post-Primary Schools (NEPS)

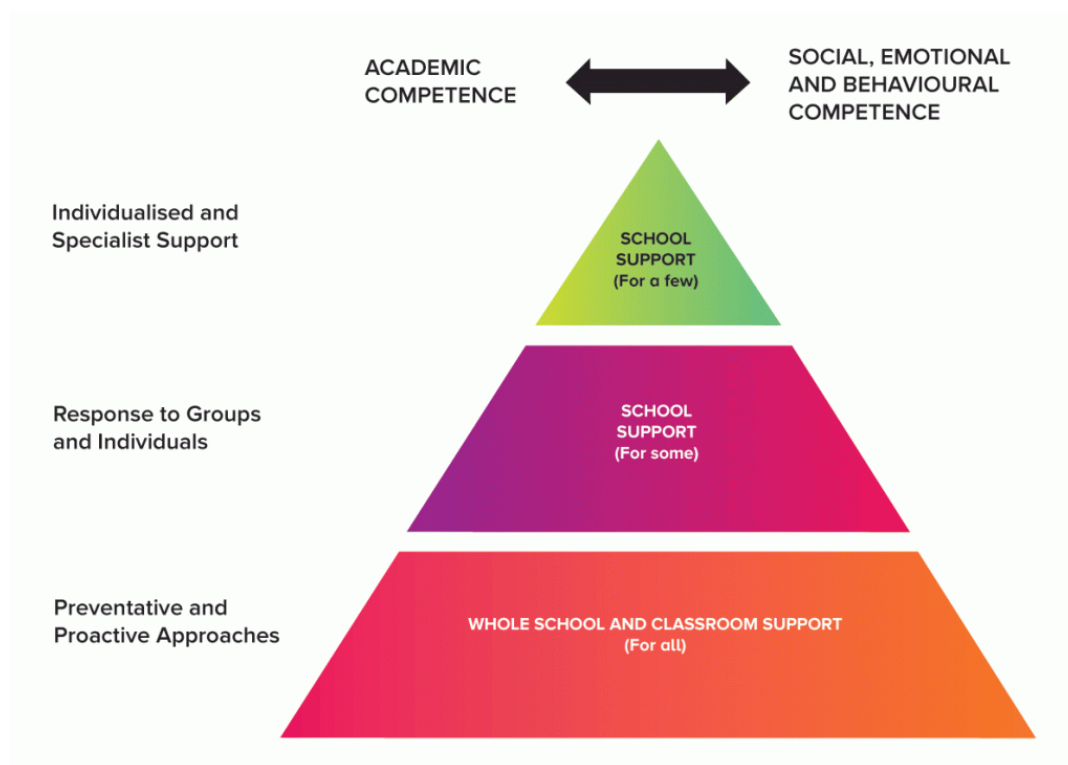
- Guidelines for Post-Primary Schools. Supporting Students with Special Educational Needs in Mainstream Schools published by the DE
- Circular 0055/22 Exemption from Gaeilge (Appendix A).
- Circular 0035/2022 Role of SNA (Appendix B)
- Circular 0014/2017 Special Education Teacher (SET) Model (Appendix D)
- Wellbeing Policy Statement and Framework for Practice (Appendix E)
- Looking at Our Schools 2022 A Quality Framework for Post Primary Schools (Appendix F)
- School Self Evaluation Next Steps 2022-2026 (Appendix G)

Overview of Continuum

The continuum of support encompasses a graduated solution orientated framework of assessment and intervention in schools, comprised of three distinct school based processes which are summarised below:

- **Support for ALL** is a process of prevention, effective mainstream teaching and early identification. These systems are available to all students and effectively meet the needs of most students.
- **School Support for SOME** is an assessment and intervention process which is directed to some students, or groups of students who require some additional input.
- **School Support Plus for FEW** is generally characterised by more intensive and individualised support. This level of intervention is for students with complex and/or enduring needs and relatively few students will need this level of support.

The model of assessment and intervention outlined here is underpinned by a recognition that additional educational needs occur along a continuum, from mild to severe and from transient to long term. Therefore, our response to the needs of students is also offered along a continuum, from whole school and preventative approaches to individualised and specialist approaches.



Allocation of Resources and Personalisation of Need:

Allocation of resources is based on Support Hours and Special Needs Assistant support granted annually from the NCSE and in accordance with Circular 0014/2017. Deployment of resources is supported by Student Profiling outlined above. The intensity of additional support that is provided for students with low achievement and students with additional educational needs is based on their needs/emerging needs and should be provided differentially through the continuum of support process.

Support teaching is granted in the following ways to help support the student:
 Classroom teachers, in consultation with the A.E.N. Team,
 Universal Design for Education
 Differentiated instruction, provinces and product

Based on NEPS Continuum of support, for identification of need and to create and provide appropriate interventions, we support students with the greatest level of need to receive the greatest level of expert support.

Special Education Teaching:

- Team Teaching.
- Extraction to a small group setting.
- Extraction for individualised teaching.

Team Teaching

It allows two teachers to monitor, assess and support all students in the classroom and is seen as more favorable than withdrawing a student. It can be particularly beneficial for high achieving students or students that may be struggling with the course content as the teachers work to differentiate work according to ability. It is a

very inclusive approach to education. This is used to support all students in the class while focusing on particular students with a learning need or focus/attention issues. Team teaching to be reviewed on an on-going basis.

Extraction to a small group setting.

Groups are arranged on the basis of similar need profiles and the capacity to offer support to students at the same time. Small groups usually can access support during Irish (for those students who are exempt) and during Modern European language classes for those who are not studying a language due to learning needs. Students in Irish and MFL with need can access support during RE class. Individual support is used only where a student has complex needs and requires specialised individual teaching. Support is offered in Mathematics and English and some subject based support based on the findings of Student Profiling and academic monitoring from AEN Team.

Access and support from a Special Needs Assistant (SNA) is given to students in accordance with allocation from NCSE and in conjunction with recommendation from clinical reports.

Individual care needs of the student are central to the support offered from the SNA. Cognisance is given to emerging needs of students and diminishing needs as student progresses through post primary education. The core aim is to foster independence, develop self-management and organisational skills.

All needs, targets and nature of need are recorded in Personal Pupil Plans and Student Support Plan.

A Student Support File is prepared for each student with allocated special tuition.

(Appendix H)

Support Agencies:

In keeping with the ethos of the school, with emphasis on the holistic development of the child, the school works in a collaborative nature with the following support agencies

- National Educational Psychologist Services (NEPS)
- Primary Care Speech and Language Therapists & Occupational Therapists
- Special Education Needs Organiser through National Council for Special Education (SENO)
- Limerick Social Services
- East Limerick Intervention Services (HSE)
- Child Adolescent Mental Health Services (CAMHS, HSE)
- Visiting Teacher Services for Deaf and Visually Impaired
- Limerick Clare Education Training Board (LCETB)
- Educational & Clinical Psychologists
- Medical Personnel

Permission is sought from parents before consultation is initiated. Supporting the needs of the student and family is central to engagement with support agencies.

Continuum in Practice

Information gathering

Procedures for incoming students from Primary schools.

After the incoming students have accepted a place in Castletroy College, the AEN Co-ordinator makes contact and visits with the principal of each of the feeder schools. The Principal, Deputy Principal, SET and mainstream teacher is asked to identify any students with additional educational needs.

The coordinator makes a presentation on the registration night for incoming first year parents and stresses the importance of having the questionnaire completed as part of the registration process. A copy of the form can be viewed in **Appendix G**. The questionnaire to parents requesting them to forward any assessments which may have been carried out as well as Certificates of Exemption from Irish to Castletroy College. A time is allocated by the AEN coordinator to facilitate meeting parents.

After enrolment a visit is made to the feeder primary schools. This further supplements the Pupil Passport that is supplied by the Primary School, in keeping with the holistic approach of the school. This visit enables informal information to be passed on from the primary school to Castletroy College.

An additional visit may be required by some AEN incoming students, who might be anxious about their move to secondary school. The one on one orientation visit allows students to experience the culture of Castletroy College, prior to their commencement. AEN Coordinator facilitates these.

- Transfer information from Primary schools: The AEN Co-ordinator and Deputy Principal make contact or visit the feeder primary schools. Information is shared, with parental consent, about all students, especially students in receipt of additional support.
- The Student Education passport is forwarded from the primary school to ensure that relevant information on the students' learning and development is transferred which ensures a smooth transition from primary to second level
- Parents of students with known or documented needs are invited to make individual appointments with the AEN Co-ordinator to prepare and plan for the student's entry to the second level.

Identifying and responding to students who have under achieved or additional needs

Timely and appropriate identification and assessment are important factors in ensuring that appropriate intervention commences as soon as is feasible. Assessment is an on-going process and is part of the cycle of assessment, planning,

teaching and re-assessment. The focus is on identifying the student's educational needs to inform the development of the Student Support File [Appendix H](#)

- Intake screening: All first years sit the Digital CAT IV, NGRT, WIAT II spelling, PASS and Free Writing to accommodate error analysis . The results of these screening tests are shared with parents with Christmas assessment results. Results are available to all staff and staff are encouraged to refer to the results in order to differentiate appropriately in their classroom, to maximise teaching and learning. Class Profiles are created by Core Team to assist with this. A core group of staff involving members of the AEN team, Guidance, Year Head & Management analyse the results of standardised tests and identify students who need further investigation.
- Results of standardised tests and informal assessments are discussed with the schools NEPS psychologist and recommendations are implemented.
- Results of CAT IV ability test for each student are uploaded by the Deputy Principal to monitor progress throughout the student's school life.
- Use of Athena Tracker to cross reference results with ability.
- Additional needs may emerge for some students during their second level education. Identification of students with emerging needs can be as a result of some or all of the following: class teacher observation, parental concerns, student self presenting, academic monitoring, DATS testing, attendance and behavioural records. Staff members are encouraged to communicate concerns regarding students with the AEN Co-ordinator and the AEN Team. Self Present.
- Further investigation may be necessary which may involve Subject Teacher Survey, Standardised Testing. (Continuum of Support Resource Pack) Findings may warrant further discussion with the NEPS Psychologist or other support agencies.

Responding

Students with special educational needs are served by a continuum of provision. The continuum model aims to promote academic success, social competence and emotional well-being. Interventions can be [Support for All](#), [Support for Some](#) or [Support for a Few](#)- According to the NEPS Continuum of Support

- Support for ALL is a process of prevention, effective mainstream teaching and early identification. These systems are available to all students and effectively meet the needs of most students.
- School Support (for Some) is an assessment and intervention process which is directed to some students, or groups of students who require some additional input.
- School Support Plus (for a Few) is generally characterised by more intensive and individualised support. This level of intervention is for

students with complex and/or enduring needs and relatively few students will need this level of support.

- The AEN Co-ordinator facilitates the application for Additional Teaching Supports, SNA Support and Assistive Technology where appropriate.
- All recommended and necessary Reasonable Accommodations are applied for and facilitated for students in Junior Certificate and Leaving Certificate by the AEN Co-ordinator.
- The AEN Co-ordinator communicates regularly with all staff re-students with Additional needs. Concerns re-students with known needs or emerging needs are investigated promptly and appropriately. Advice is sought from external support agencies if necessary with prior consent from parents.

Support for All/Few/Some

	Subject Teachers	Specialist Teachers	School Management
Support for all	Differentiation teaching and learning activities. Create a classroom environment, including the use of positive and constructive feedback. Assess and monitor progress. Create opportunities for success. Communicate concerns to colleagues. Collaborate with specialist teachers.	Collection and analysis of school-wide screening data including in-tasks screening, transfer information, attendance and behavioural records. Collaboration with class teachers.	Leadership in developing relevant whole school policies enrolment/assessment/inclusion. Strategic management of implementation of policies and practices. Strategic support for evidence based interventions.
School support (for some)	As above, plus Contribute to group or individual planning and review. Implement agreed strategies. Communicate progress and concerns to coordinating teachers.	As above plus, Diagnostic testing. Liaising with parents gathering information from subject teachers/other staff. Plan, implement and review individual and/or group intervention. Seek external professional advice, as	As above plus, Assign roles and responsibilities. Keep records of those receiving this level of support.

		needed. Undertake tasks of coordinating teachers as needed.	
School Support Plus (for a few)	As above, plus Prepare information for SSP planning meetings. Implement individualised and specialist programmes and strategies. Direct the work of SNAs in the classroom.	As above plus, Plan, implement, monitor and review specialist and individualised responses. Direct the work of SNAs in the school.	As above plus, Compliance with statutory requirements with EPSN is implemented.

Roles and Responsibilities

Role and functions of the Board of Management

- The overall responsibility for the provision of education to all students, including students with additional educational needs, lies with the board of management.
- The Board of Management facilitates the inclusion of students with additional needs through inclusive enrolment policies and by promoting inclusive whole-school policies and procedures.
- Boards of Management and our Principal are charged with specific duties in legislation. The AEN policy and plan is ratified by the Board of Management.

The Principal

Under current legislation the principal of the school has the overall responsibility for ensuring that the additional educational needs of students are met. As a consequence, the principal has the general responsibility for establishing and promoting whole-school policies and procedures that are supportive of the learning of all students, including those with additional needs. In order to discharge his responsibilities in an efficient and effective manner, the principal will:

- Work with the board of management, teachers and parents in the development, implementation and review of whole-school policies that promote the inclusion of students with additional educational needs
- Ensure that all such policies are described in the school plan
- Continuously monitor the implementation of whole-school policies and provision for SET.
- Consult and liaise, as required, with relevant external bodies and agencies, such as the Department of Education and Science, the National Educational Psychological Service, the National Council for Special Education, the Health Service Executive, and local agencies.

Special Educational Needs Coordinator (SENCO)

The role of the SENCO is to be an advocate within the school for the students with additional educational needs. This teacher, by arrangement with the principal:

- Assumes an overall responsibility for coordinating the school's provision for the inclusion of students with AEN.
- Coordinating and timetabling of allocated teaching hours thereby fostering a commitment of inclusion, equality of opportunity and the holistic development of each learner.
- Take a leading role in making arrangements for the planning, implementation and review of student support files for students with additional educational needs.
- Inform parents at options night on the screening process. Meet all parents where a need has been identified
- Liaise with others, within and outside the school, to ensure that appropriate curricular programmes are available for students with AEN.
- Facilitate applications for reasonable accommodations in certificate examinations (RACE) for students with AEN and all in-school arrangements for providing the appropriate accommodations for these students in school and state examinations.
- Support and act as an advocate for students at all times and during house exams and ensure suitable, appropriate levels of support are offered for each individual complex student.
- Liaise with support personnel and external professionals and agencies, including the coordination of applications to the Department of Education and Science, NCSE, NEPS, SESS, HSE and other education and health agencies, as appropriate, for resources and support services for students with AEN.
- Arrange psychological or other assessment, as appropriate, of students who have additional needs or students who are suspected of having AEN.
- Manage a tracking system for all students with AEN who are receiving additional special education support and maintain records of progress relating to these students.
- Liaise in the management, procurement and maintenance of specialised learning and teaching resources for students with AEN.
- Assist staff members in identifying and availing of career development opportunities in special education.
- Creation of SNA timetable.
- Distribution of allocated hours to the teaching staff timetable.
- Identify priority learning needs for each student timetabled for support.
- SENCO emails AEN updates sent to specific teachers where intervention is requested. This intervention would have come from parent interview/call/P.C/S.S

Screening

Appointed teacher for Screening purposes
Ongoing throughout year

RACE, Literacy, Numeracy, Social skills Emotional Wellbeing
Facilitated by a suite of both informal and formal assessment tools
Use of Athena Tracker for identifying all students
In collaboration with year head, guidance, pastoral care team

Core Additional Needs (AEN) Team

- A core team supports the SENCO in their role.
- Weekly team meetings for efficient delegation of administrative duties including: SSF, general progress of students, updating plans, support to SETs
- Discussion of any student issues that arise.
- Analysis of assessment and screening data.
- Examination Reviews.
- Use of Athena Tracker
- Acts as a resource to each other
- Creation of Student Support Files.
- Discuss and Identify students to be referred to NEPs.

Class Teachers

- To be aware of the School's policy and procedures (as outlined in this policy) for teaching students with AEN and ensure all students' needs are met.
- To seek advice from the AEN Department regarding students with AEN.
- To participate in C.P.D. in the area of AEN.
- To devise a plan, in consultation with the SET or AEN Coordinator, on the most effective use of an SNA for a student in the class.
- To support/encourage independence in the student.
- To differentiate teaching and learning methodologies for students, including exceptionally able students
- To create a positive classroom environment for all students.
- To create opportunities for success
- To use assessment for learning and comment-only marking.
- To establish and teach behavioural and learning expectations.
- To assess/monitor progress.
- To consider the needs of students with AEN in all aspects of classroom planning.
- To identify students who may be at risk (considering general progress or needs in organisational, communicational, behavioural, emotional or interactions with other students).
- To complete referral forms, transfer of information forms, etc as required by the AEN team
- Contribute to group or individual planning and reviews

- Implement agreed strategies
- Prepare specific subject information for the AEN Team to help in the manufacturing of Student Support Files.
- Inform the work of the SNAs in the classroom
- Inform parents of the progress of students through the parent-teacher meeting and school reports.
- Contribute to the school development planning for their subject area whilst always having concern for students with AEN.
- Build a bank of differentiated resources pertaining to their subject area, which are shared collegially and between departments if appropriate.
- Subject teachers have a key role in bringing about the successful inclusion of students with AEN in mainstream schools.
- Unless there is a very good reason for withholding certain information, classroom teachers have access to all information that is likely to be relevant to teaching or supervising a student with additional education needs, including psychological reports and other confidential documents. Teachers are actively encouraged to access all information on relevant S-Drive G-Suite.
- The Classroom teacher has the responsibility for ensuring that all students, including those with AEN, are provided with a learning programme and environment that enables them to gain access to the curriculum and to advance their learning.
- Class teachers have a central role in identifying students who may present with AEN. A teacher may become concerned about a student's general progress, application, communication, behaviour, or interaction with other students and as a result alert the AEN department.
- Differentiated teaching is required in order to meet individual needs and specifically to facilitate the achievement of targets that are set in individual student plans. In planning for differentiation, the mainstream teacher collaborates with and seeks advice and assistance from the SET, and other members of the AEN support team, as appropriate.
- Class teachers are advised to consider the needs of student's when selecting textbooks, planning and teaching lessons, setting homework, and formulating weekly or end-of-term tests for their class groupings.

Special Education Teacher (SET)

- Involved in co-operative teaching with subject teachers
- Withdraw students for teaching as appropriate
- Provide specific support for students in other areas, such as the development of social skills and life skills.
- Involved in the administration of standardised and diagnostic tests (qualified Grad Dip SEN).

- Involved in the review of individual students' progress following the implementation of the Student Support Plan (SSP) within the Student Support File (SSF)
- Provide advice and support to subject teachers.
- Advise on applications for reasonable accommodations in the certificate examinations.
- Advise on appropriate means of linking assessment and teaching, such as Assessment for Learning.
- Devise and implement individualised specialists programmes for students; dependent upon barrier to student's learning

Year heads and class tutors

- Year heads and class tutors support the creation of an inclusive climate within the school and contribute significantly to the work of the additional educational needs support team as required.
- Contribute to SSF when appropriate with particular reference to Log of Actions

The Guidance Counsellor

- Assist the AEN team in facilitating the provision of education for students with AEN and their inclusion in the school.
- Specific role re DARE and access to third level
- Contribute to SSFs with particular reference to Log of Actions

Parents

- Article 42.1 of the Constitution of Ireland acknowledges that the family is the primary and natural educator of the child and recognises the right of parents to provide for the religious, moral, intellectual, physical and social education of their children. Both the Education Act (1998) and the Education for Persons with Special Educational Needs Act (2004) affirm the central role of parents in the education of their children. The school endeavours to involve parents in their children's education, provide them with relevant information about the choices that are available, and support them in decision-making. Parents are met as needs arise.

Student Voice

- Students are involved in the development, implementation and review of their individualised plans.
- Students are encouraged to take an active role in the development of their profile to inform teaching and impact upon learning. Strengths and talents are discussed along with their individual targets.
- When a concern is raised, students are met, monitored and targets are discussed.
- Students may attend meetings with parents, so all parties involved.

- Students are encouraged to take ownership of their learning by working on their targets.
- Student Voice is the continued focus of School Self Evaluation (SSE) process 2022-2023

Role of SNA

- Special Needs Assistants (SNAs) are allocated to post-primary schools to provide assistance to students who have a primary care need.
- Special needs assistant posts are allocated according to NCSE guidelines.
- Special needs assistants are recruited specifically to assist schools in providing the necessary non-teaching services/care needs to students with educational needs.
- Special needs assistants may be appointed for the care of students with special educational needs who have, for example, a significant medical need for assistance or a significant impairment of physical or sensory function, or on behalf of students whose behavior is such that they are a danger to themselves or to other students.
- They work closely with the teachers in providing assistance to students with AEN
- The overarching aim is to promote student independence.
- To provide care assistance to named students who have special educational needs. They make a valuable contribution to the school's capacity to provide inclusive education to these students.
- To be made aware of the AEN plan, devised by the Special Needs Support Team, and given guidance on their role in the successful implementation of this plan.
- To recognise their role in the health and safety of the student and in their social, emotional and educational development, without developing a culture of dependency.
- Attending both Staff and Departmental meetings when appropriate.
- Assisting/escorting students on school trips.
- Giving special assistance as necessary for students with particular difficulties e.g. helping students with AEN with typing, writing or other use of equipment.
- Assisting with clothing, feeding, toileting and hygiene, being mindful of the health and safety needs of the student.
- Assisting with house examinations (if appropriate).
- Assisting the teacher in the supervision of students during assembly, recreation and in movement from one classroom to another.
- Accompanying individuals or small groups who may be withdrawn temporarily from the classroom. An SNA should not be asked to withdraw a student from a classroom unless this is a strategy that has been agreed by the AEN department and Principal, where teachers and parents will have been informed.

- Give general assistance to the subject teacher, under the direction of the Principal/Deputy Principal, of a non teaching nature. The SNA may not act as either substitute or temporary teachers. In no circumstances may they be left in sole charge of a class.
- Participation with school development planning, where appropriate, and co-operation with any such changes with policies and practices arising from the school development process.
- Engagement with parents of students with AEN as required and directed by school management.
- Other appropriate duties may be determined by the needs of the students and the school.
- The SNA may be re-assigned to other appropriate work when special needs students are absent or when particularly urgent work demands arise.
- SNAs are expected to provide and update a timetable during the school year and furnish the Principal and SEN Co-ordinator with a copy.
- SNAs are required to write a weekly student review for the AEN coordinator .
- SNAs assist in the completion of the Care Needs Plan

ASSESSMENT POLICY AND PROCEDURES

Purpose of Assessment

- Measure student's ability progress and achievements
- Establish baseline data in relation to a student's attainment
- Provide valuable information for use in planning for teaching and learning.
- School assessment may take place as a precursor for formal assessment
- To assist in the identification of students who may need to be referred to an outside agency or professional for assessment or direct intervention

Assessment Procedures for First Years

- All First Years sit the CAT 4, New Group Reading Test (NGRT) which is a digital exam and WIAT II, PTM, PASS and spelling standardised tests at the beginning of the academic year.
- All results are analysed, any student that falls above or below expectations are highlighted.
- Appropriate interventions are put in place for students requiring support.
- Report is sent to parents to inform them of the results.

Informal Methods of Assessment

- Informal methods of assessment include classroom tests, informal observation by the teacher, evaluation of homework, informal analysis of students' behaviour, team teacher, language development and organisational skills and Subject Teacher survey and My thoughts about school student's surveys (templates from *A Continuum of Support for Post – Primary Schools, NEPS – Resource Pack for Teachers*).
- Informal assessment provides a baseline for planning and teaching.
- Can be applied in the mainstream classroom setting and this information can be used for teaching and planning.

Progress Reports

- Reports are sent home in January and again in June. They contain the student's in house test results, continual assessment results and a comment from the subject teacher. They also include a comment from the student's Year head
- Progress Reports are used if a student is not reaching their full potential academically or behaviourally. These highlight a student's achievements and areas of concern. They can be requested by parents or teachers via the students' Year head.

Diagnostic Screening Procedures

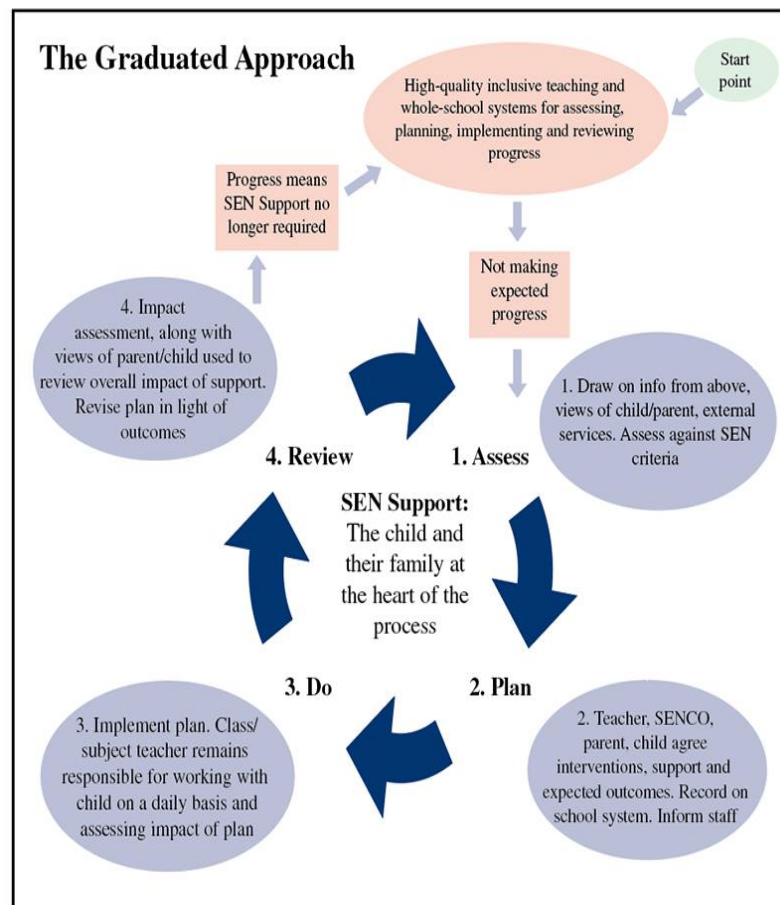
- Diagnostic Screening procedures are in place for students who have been highlighted as underperforming or exhibiting specific learning difficulties.
- Parental/Guardian consent is required before any testing is carried out. Parents/Guardians are given feedback and informed of any actions that need to be taken.
- The results of these tests are shown to the NEPs Psychologist if a student requires further investigation.
- The diagnostic tests used by the A.E.N team are NGRT, WRAT II, WIAT, Patoss speed of handwriting, reading speed (these must be carried out by teachers who have a PGSEN). There are other tests available such as DST, TOSWRF, WIST and NRIT, which can also be used if required.

WIAT III (Attainment) The Wechsler Individual Achievement Test - Second Edition is an individually administered test for assessing reading and spelling achievement. The edition incorporates Word Reading, Reading Comprehension and Spelling. (Can also be used for RACE purposes).

CAT IV Ability is a suite of tests that assesses a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. CAT 4 is the fourth edition of the test and comprises Verbal Reasoning, Quantitative Reasoning (numerical), Non – Verbal Reasoning and Spatial Ability. The Irish

normed standardised scores obtained will give a pupil profile showing the level and pattern of each student's abilities. This data can then be used to enhance all aspects of the teaching and learning process from identifying individuals' strengths, areas of concern and preferred learning styles to inform target setting and the development of learning plans. Results from these tests can be used for applications for Reasonable Accommodations for Junior and Leaving Certificate examination

Identification of Student Need



- The assigned Educational Psychologist for Castletroy College makes a number of visits to the school per annum. At each of these visits the psychologist meets with the AEN Co-ordinator and a needs analysis is carried out. The students requiring assessment, from an external specialist or inhouse, are identified.
- Further to this meeting the psychologist provides the school with assessment referral forms which are completed by relevant members of staff, signed by the parents/guardians and returned to the psychologist.
- A date is then set for the assessment and the AEN Co-coordinator informs parents/guardians of the same. Parents/guardians are invited to a follow up meeting with the psychologist.

- The AEN Co-ordinator relevant staff are invited to discuss the outcomes and recommendations of the assessment.
- Castletroy College carries out all other informal assessments to identify the barriers to students' learning.

Supporting Students presenting with Additional Need

Identification:

- Pupil Passport (NCCA Guidelines, 2016) transfer from Primary School to include 6th class report card, My Profile, My Child's Profile and additional information as provided by the Primary Schools.
- Visit to the main feeder primary schools by Deputy Principal, AEN Coordinator or phone call to all other primary schools.
- Completion of Additional Education Needs Questionnaire (Appendix G) by parent/guardian of all students registering for a place in the school.
- Presentation to parents at Incoming First Year Registration Evening.
- Individual meetings with parents/guardians of children with AEN can also be facilitated at this early stage, as it will help to fully inform the school
- Specialised Induction & Orientation for students with complex needs.
- Student Support Plans are initiated and can be accessed on SDrive on GSuite.
- Information given by parents and in reports is treated with the utmost sensitivity.
- A summary of needs and supports allocated is disseminated by the A.E.N.Coordinator to all teaching staff on the first day of term in August.

Screening to enable further identification of need

- Ongoing basis completed by SET Core Team
- Parents informed prior to screening
- Referrals for teachers, student or parent or year head
- Results disseminated to staff via SSFs where appropriate and internal,password secured, internal shared drive
- Results discussed with core team, classroom teacher
- If action is required parent invited in for meeting
- Changes to timetables, where appropriate, are completed by deputy principal
- Needs identified with barriers to learning discussed. SENCO and coreteam decide on level of support, type of support and provision of support
- Teachers/Students/Yearheads/SSF all informed and updated by SENCO

Profiling Students

All 1st Years:

- Digital Cognitive Ability Testing (CAT 4) – Verbal, Numerical, Non Verbal & Spatial Ability.
- New Group Reading Test (NGRT).
- WIAT III Spelling.

- Pupils Attitude to School and Self (PASS)
- Free Writing (error analysis)

The results of the standardised tests are shared with all staff on the shared drive AEN Folder.

CAT IV Reports for parents with percentile scores are posted home with the view to send via vsware Jan 2023.

Further tests may be used at the discretion of the school for specific students:

- Wechsler Individual Achievement Test (WIAT III)
- Second Edition, Dyslexia Screening Assessment, School Progress Report.
- Profiles from NEPS Continuum of Support, Educational Assessments and other
- Clinical Assessments
- Educational Assessments
- Informal test such as Learning Style, Observation of Behaviour

Additional Information for Student Profiling from:

- 6th class Student Support Files
- Progress Reports
- Teacher Observation Sheets
- AEN Weekly Meetings
- Pupil Passport
- SNA Observations
- Parent
- Teacher Meetings
- Parent meetings
- Year head/Assistant year head
- Pastoral Care Team
- Athena Tracker

Monitor and Review

Student monitoring evaluation and reviewed on an ongoing basis

Whole School monitoring involves:

- Pastoral Care Team.
- Student Support.
- Yearhead.
- Tutor Group.
- AEN Core Team Weekly Meeting.
- Special Education Teachers (S.E.T)
- Exam Reviews including In-House Exams, Christmas Exams, Summer Exams.
- Student Support File.
- Informal Assessment and Feedback.
- In-House Screening.

- Open Door Policy to AEN Co-Ordinator for students and teachers.
- Ongoing communication.
- All stakeholders involved with the child.
- Monitoring of school Journal
- Athena Tracker

Organisation of Interventions

Core Meeting

- Weekly meeting of timetabled A.E.N core team
- Disseminations of information, induction of new AEN staff and issues arising from the previous week are discussed.
- Strategies for dealing with challenges, timetables and time allocation are aired and shared.
- Agenda and minutes of each weekly meeting are kept on the S Drive on G Suite
- Our commitment to our additional needs students involves closely monitoring each individual's progression on a regular basis. Our weekly meeting is the forum for reporting and cataloguing this information.
- The A.E.N. staff work as a united team, committed to providing their students with the best possible educational opportunities.
- Department planning
- Organisation of key AEN events
- SSFs
- Review and monitor of students' progress
- Screening Analysis
- Assessment analysis
- Sounding board for AEN Co-ordinator
- SENCO emails AEN updates sent to specific teacher where intervention is requested. This intervention would have come from parent interview/call/P.C/S.S

SNAs

- Students have access to an SNA depending on the complexity of their need, on a one to one or shared basis.
- The SNAs work closely with the student and teacher, they report to the coordinator on a regular basis.
- They may have contact with the student's parents.
- They provide an important link in the chain of communication.
- The SNA staff have termly meetings with the school principal and AEN Coordinator to identify how best to meet the needs of the students concerned
- Opportunities for training are also offered.
- The AEN co-ordinator has daily contact with all SNAs.
- Timetables are prepared by the AEN.
- Coordinator and agreed by senior management.
- Professional development opportunities are given to SNA staff as they arise.

Record Keeping

All testing and examinations documentation on students are recorded and filed away securely in the coordinators office. All the screening, term reports, summary of need can be found on SDrive and G Suite. These records are continually up-dated. These are confidential documents and are treated as such by all the staff. Staff can access student support profiles on SDrive for information on needs and making targets.

Provision for Students with English as an Additional Language

Castletroy College is an inclusive school environment that reflects values and affirms linguistic, ethnic and cultural diversity. All students coming to Castletroy College are required to indicate if English is their second language on their registration form.

Students who have the most need in the area of English Language acquisition are prioritised under the Special Education Teacher Model. This selection is based on consultation with parents and primary schools.

The Examination Secretary makes an application for the use of bilingual dictionaries prior to the certificate examinations, for students whose first language is not English

Provision for students with Exceptional Ability

Key methods in assessment and identification include:

1. Parent/Guardian referral in particular from incoming first year parents
2. Observation in classroom & Teacher referral
3. School-wide identification processes in particular the results from standardised testing carried out in first year and again in T.Y
4. Identification by psychologists
5. Referral by other individuals or organisations
6. Self referral
7. Enrichment Classes

Approximately 5-10% of the school population may be exceptionally able and will demonstrate very high levels of attainment in one or more of the following areas:

- General intellectual ability or talent
- Specific academic aptitude or talent
- Visual and performing arts and sports
- Leadership ability
- Creative and productive thinking
- Mechanical ingenuity
- Special abilities in empathy, understanding and negotiation.

Within this group we could expect to find a minority of students who are profoundly exceptionally able, possibly (0.5%), often several years ahead of what is normally expected of their age group. Although there is no single code that defines levels of

exceptional intelligence one possible set of levels is as follows:

- Able IQ range 120 to 129
- Exceptionally able IQ range 130 to 169
- Profoundly exceptionally able IQ range 170+.

Support for All - UDL & Differentiation

The needs of exceptionally able students are best delivered as part of the normal differentiated classroom provision. There are a number of ways that work can be differentiated and this is included in the individual subject department plans.

Support for Some

The school endeavors to link with other providers of opportunities for students with

exceptional abilities - local, national and international organisations, competitions, festivals, partnerships with secondary schools, further education institutions, and businesses. Such examples include the Young Scientists competition, Debating, Science & Maths Olympiads and links with U.L.

An integral part of the educational provision for the exceptionally able/gifted student is the work of the guidance team. The guidance plan elaborates on its role in more detail.

Support for Few

Literacy & Numeracy Enrichment Programmes, Interventions.

Gaeilge Exemptions & Tailored Timetables

An exemption from the study of Gaeilge is only granted to students whose need meets the criteria as per circular **0054/2022 Appendix A**

Incoming first year students who carry an exemption from primary school are asked to forward the exemption from the primary school to Castletroy College. All other forms are processed in the school, prepared by the SENCO, and signed by the school principal. A copy is placed in a specific folder in the main office.

Students that would benefit from a tailored timetable for wellbeing, social skills, behavioural issues, physical as well as emotional exhaustion, are accommodated where appropriate, based on a detailed analysis of student need, consultation with parents. Students are provided with alternative support and intervention, as appropriate to the need of the individual

Student Support Files

A student support file is created for each student in receipt of Special Education Teaching. A copy of this plan is saved.

These include abilities, skills and talents, priority learning needs, nature of AEN and specific targets and strategies which are reviewed regularly.

They begin with the identification of the student's abilities, skills and needs, referencing.

- Student Passport
 - Parent/Guardian Meeting
 - In-House assessment
 - Observation of students at Primary & Post Primary level
 - Educational psychologist's reports recommendations (if available)
 - O.T report
 - Any other assessments.
 - Professional reports
- Using a collaborative approach the SET team prepares the file for each student. The process begins with a review of the student's file from the previous year. (In case of First year students the process begins by reviewing information gathered from primary school & parents).
 - The SET Core Team reviews, amend and extend, where necessary, the student's abilities, skills and talents, priority learning needs, specific targets and strategies and summarise the nature of the AEN. Teachers are requested to visit the G-suite to review the files and complete the student support file for any student with additional needs in their class. SET Core Team are available for consultation and support. These plans guide the teacher to incorporate a differentiated approach in the classroom.

Assessment of Need

Castletroy College, and Castletroy College AEN department, are wholly supportive of the HSE Assessment of Need process. We fulfill our obligations to the HSE process by completing the educational component of the documentation when required

Links with Parents/Guardians

- Communication with parents is fundamental to student success. The student journal is used as the initial communication mechanism. Parents are informed of difficulties in relation to homework, classwork and attitude to work through this system. Parents are obliged to sign the journal on a weekly basis.

- Parent/Teacher meetings take place on an annual basis and special educational teachers as well as the Coordinator are available to meet parents at this time. Parents of children with educational needs are encouraged to meet with the A.E.N. Coordinator at relevant parent teacher meetings
- In certain circumstances a teacher may deem it necessary to phone parents. When this situation arises teachers are requested to inform the Year head/Coordinator prior to doing so. all information should be recorded in Log of Actions SSF where appropriate
- A meeting is sometimes deemed necessary either by parents or by a teacher. An appointment time is agreed between both parties and the meeting takes place within the school.
- When a meeting between SET and AEN/Coordinator and parents takes place the teacher is requested to make a record of the meeting and inform the Co-ordinator of the outcome of the meeting. All communications and outcomes should be recorded within the student support file.
- The A.E.N. Coordinator will conduct progress reports on students with existing support and those students, where it may be deemed necessary, to seek intervention. Parents may be asked to attend the school for a meeting with the A.E.N. Coordinator &/ Year head to discuss the progress report and address needs for the future.
- Contact is made with parents and guardians to discuss any new information, which would help inform teaching and learning. All relevant information must be recorded in SSFs when and where appropriate
- All official support applied for is discussed and approved by Parent/Guardian. (Signature required) All application forms for (RACE) and formal assessments are forwarded to parents/guardians for signature and review. Parents are encouraged to make contact with A.E.N. Coordinator if they have any queries.

Links with External Support Agencies and Services

- Access to SNA Support
- School Transport
- Assistive Technology
- School Summary of Care Needs Currently Supported
- Leavers Form
- Student Attendance Confirmation Form
- BCN1 Form (where SNA application related to behavioral care needs)

National Educational Psychological Service (NEPS)

The AEN Co-Ordinator and team work closely with the assigned NEPS psychologist. The focus is on empowering the staff at Castletroy College to intervene effectively

with AEN students, whatever the needs are from transient to enduring. Psychologists use a problem solving and solution focused consultative approach to maximise positive outcomes for these pupils. NEPS encourages schools to use a continuum based assessments and intervention process whereby Castletroy College takes responsibility for initial assessment, educational planning and interventions for pupils with learning, emotional or behavioural difficulties.

Visiting Teachers

The AEN Co-ordinator is in regular contact with appropriate visiting teacher services. These may include Visually Impaired and Hearing Impaired. The Visiting teacher has a holistic approach to the monitoring and support of the individual students. These supports include teaching strategies, recommendations assistive technology and reasonable accommodations.

Links with other Agencies

The AEN Co-ordinator links with any support agencies when necessary. The following are some of the agencies. Important to note: (This list is not exhaustive)

- Child & Adolescent Mental Health Services (CAMHS)
- Health Service Executive (HSE)
- East Limerick Children' Service
- King's Island Primary Care Services
- Practicing Educational Psychologists.
- U.L Assistive Technology
- JIGSAW
- Limerick Social Services
- Medical Personnel

Parental permission is sought before liaising with the relevant service. Some services forward reports/questionnaires to be completed by the school. The AEN Co-ordinator takes responsibility for the information gathering. Agencies visit the school to hold progress/strategy meetings with senior management, parents, AEN. department staff and SNAs All records from meetings are held in the student's file.

Reasonable Accommodations for Certificate Examinations

Leaving Certificate

- Junior Cert applications can be reactivated if needs still exist.
- New applications may be necessary for L.C.RACE
- Also some re-activations may not be necessary, if the barrier to learning has been minimised.
- RACE form completed by SENCO and screening teacher.
- Photocopies are kept on file.
- Parental and student signatures are required.
- Decision letters sent to parents once school receives decision re accommodations from SEC.

- SENCO supports LC & J.C students in so far as possible for pre exams.
- Meetings held with Core Team and Management to ensure appropriate support in this area.
- Parents are consulted at all stages of the application and any decision about RACE is made by them. If parents are unhappy with the decision in relation to RACE they are invited to appeal on their own behalf.

Junior Cycle

- A review of all 3rd year students is carried out by the AEN team.
- Permission to carry out standardized testing (WIAT II) is sought from parents of any student who is highlighted from this questionnaire and the students with existing assessments. Applications for any students, who meet the criteria for RACE, made at the end of December.
- A detailed form is filled out by the AEN coordinator. The principal must sign the application and part B must be signed by the parent/guardian. These are sent to the SEC in mid December.
- Parents are consulted at all stages of the application and any decision about RACE is made by them. If parents are unhappy with the decision in relation to RACE they are invited to appeal on their own behalf.
- During all house examinations reasonable accommodations are available to students. It is discussed by the AEN team and agreed with year heads what students need such accommodation. Both the teaching and S.N.A staff assist in the process. Any student who has a waiver from spelling and grammar are given little slips to place on their language subjects.

Physical Accommodations within School

Arrangements for the inclusion of students with special educational needs takes account of the effect on the physical infrastructure of the school and the changes to the building fabric that are required to facilitate the education and inclusion of these students. The provision of appropriate facilities for students with special educational needs will require consideration of issues such as:

- Accessibility
- Way-finding
- Horizontal and vertical circulation (Lifts)
- Comfort and Safety
- Sanitary facilities
- Safe internal and external recreation areas
- One way system
- Automatic Doors

Adaptations to Physical Infrastructure

Accessibility

Since the initial AEN plan was drawn up in Castletroy College has made alterations to the physical environment of the school. This includes a wheel

chair access ramp which is located at the rear of the school. This allows students access to the gym and the outdoor astro turf courts. A gate has also been opened to connect to the gym at the rear of school.

A similar ramp is located at the north side of the school also allowing access to the astro-turf courts allowing students direct access from the PE hall and the changing rooms located at the rear of the school.

Automatic doors within school

Way-finding

Braille labelling is on the ground level of school.

Font Size of Room numbers have been enlarged and located at eye level.

Use of ICT in AEN

- Individualised support is provided to students dependent on their need
- Students who have been granted the use of a laptop may use this laptop for classroom and/or homework.
- Where handwriting illegible, students are screened, parents invited in and option to use IT device discussed, all depending on needs
- Chromebooks are provided as an additional support for all AEN students.
- Headsets are used to assist with the use of Dragon
- iPads available to SET teachers (class set)
- Ass tech class introduced as part of need
- School has links made for CPD and supporting students with individualised ICT needs with Conor Hartigan UL, Assistive Technology officer in University of Limerick.
- Ongoing staff CPD in this area
- All records, updates, meetings, circulars, summary of each year group all in AEN Folder for easy access staff use.
- Termly Meetings with ICT Co-ordinator to discuss emerging needs, suitable equipment.
- ICT AEN policy (**Appendix J**)

Deployment of assistive technology at Castletroy College involves a process as follows:

1. Initial Assessment SENCO
2. Application for assistive technology SENCO
3. Purchase of assistive technology SENCO
4. Handover of assistive technology and the Role of the Assistant Digital Learning Coordinator. ADLC
5. An induction session ADLC
6. An ongoing management and support process. SENCO & ADLC
7. Transfer from/to another school SENCO

Resources, Staff Support and Professional Learning

- A wide variety of resources are used with students in the Special Education classroom depending on student need.
- Resources have also been made available in our 'Sensory Room'.
- Resource folder is SDrive GSuite
- Resources given to the AEN team by SENCO.
- AEN team encouraged to upload any resources
- Core Team are all ILSA members
- Each SET keeps list of resources used in SEclasses

Professional Learning & Induction of new staff members

The A.E.N. Coordinator in conjunction with PDST Droichead, mentor new members of staff. As part of this, all aspects of the A.E.N. plan is discussed.

All staff are informed of appropriate in-service via email and Notice Boards in the staff room.. Staff are then encouraged and facilitated to attend. Participating teachers will distribute resources and information from professional learning seminars with staff.

The core team meet for a 40 minute period each week. Minutes are recorded and shared to support and inform all staff.

Professional learning

Veronica Callinan 2015-present

- ASD in mainstream.
- Just Words
- 2 day TEACCH® Autism Programme
- SET New Allocation model 2017
- Assessment and Planning for Students with Special Education Needs
- Managing Behaviours
- Team Teaching
- ILSA attendee 2017, 2018, 2019
- SENCO forums 2015 present
- Differentiation in Learning
- Puberty, Relationships and Sexuality in ASD
- Friends for life NEPS
- Assistive technology Apps, RWG, freeware, iPads= inhouse CPD
- Transition from primary to post primary for pupils with special educational needs
- AsIAm Autism Awareness Pilot

Angela Martin

2022

Chairperson ILSA Executive Committee
PhD Year two The Impact of the SETAM
NCCA Development Group Snr Cycle Review, representing ILSA
Assessment of Need (AoN) NCSE represent ILSA at Meetings re Review
Irish Sign Language Review Represent ILSA at Reviews
Tutor MIC, Thurles
Lecturer PDSIE NUI Maynooth
Lecturer NUI Maynooth Education Dept Sp and Inclusive Education

2021

Year 1 PhD SETAM
Tutor MIC, Thurles
Lecturer PDSIE NUI Maynooth
Lecturer NUI Maynooth Education Dept Sp and Inclusive Education

2020

Lectures PDSIE NUI Maynooth which requires ongoing research
Member of ILSA Executive Committee
Inclusion advisor with LCETB
Leading Inclusive Learning, Teaching and Assessment (LILTA) team member with
LCETB- Provision Mapping

2019

Ph.D in Special and Inclusive Education, MIC Limerick Year 1
From Audit to Action; Can the process of creating a Provision Map support and
promote inclusion?

2017

Masters in Special & Inclusive Education Trinity College Dublin (Distinction)
Individual Planning and the role of Student Voice

2018

Exploring Leadership Limerick Clare Education& Training Board
The role of Middle Leadership Mary Immaculate College, Thurles Campus

2012-2017

Assessment and Planning for Students with Special Education Needs, Post Primary
The Continuum of Support & the SET Allocation Model, Post Primary Teachers
Assistive Technology for Students with Dyslexia - TextHELP
'ReadWriteGold', Primary & Post Primary
Assistive Technology: Using Dragon Voice Recognition to Support Students with
Specific Learning
Disabilities, Primary & Post Primary
Assistive Technology for Students with Dyslexia - Freeware for Windows

Adapted Vocabulary Enrichment Programme
 Co-Teaching for Students with SEN, Post Primary
 Deafness : An Introduction, Primary & Post Primary : 2 Day Seminar
 Individual Education Planning for Students with Special Education Needs, Post Primary
 Speech, Language & Communication Needs in Adolescence, Post Primary : 3 Day Seminar
 Supporting Students with Dyslexia & Literacy Difficulties, Post Primary

Supporting Students with Mild or Moderate GLD, Post Primary
 Teaching Students with Acquired Brain Injury, Primary & Post Primary
 Transition from Primary to Post-Primary for Students with Special Education Needs : Evening Seminar
 Pathways to Prevention : 3 Day Seminar
 Promoting Positive Behaviour for Learning
 Student Behaviour Planning
 ABLLS-R and VB-MAPP: The Assessment of Basic Language & Learning Skills-Revised Edition & Verbal
 Behaviour Milestones Assessment & Placement Program, Primary & Post Primary
 Contemporary Applied Behaviour Analysis (C-ABA) 5 Days, Primary & Post Primary
 Using AFLS: The Assessment of Functional and Living Skills, Primary & Post Primary
 Accessing the Curriculum through Numeracy for Students with Autism, Post Primary
 Accessing the Curriculum through Literacy for Students with Autism, Post Primary
 An Introduction to Autism, Post Primary
 Autism : A Sensory Perspective, Primary & Post Primary
 Autism and Co-Occurring Additional Needs, Primary & Post Primary
 Autism, Mental Health and Managing Anxiety : 2 Day Seminar, Primary & Post Primary
 Early Communication for Students with Autism (Pre or Early Verbal) : 2 Day Seminar, Primary & Post Primary
 Individualised Planning for Students with Autism, Post Primary
 Intensive Interaction, Primary & Post Primary
 Lámh (Sign Communication System), Primary & Post Primary
 Lámh Module One: Add-on Workshop, Primary & Post Primary
 Language and Communication for Students with Autism in the Mainstream Classroom : 2 Day Seminar, Primary & Post Primary
 Puberty, Relationships, Sexuality & Autism, Primary & Post Primary
 Social Skills, Post Primary
 Social Stories™, Primary & Post Primary
 Supporting Students with Autism as they Transition through Education, Post Primary
 Supporting Students with Autism through the use of Apps (iPad only), Primary & Post Primary
 TEACCH® Autism Programme : 2 Day Seminar, Primary & Post Primary

TEACCH® Autism Programme (Five-Day Classroom Training) : 5 Day Seminar,
 Primary & Post Primary
 T-TAP TEACCH Transition Assessment Profile : 2 Day Seminar, Post Primary
 Picture Exchange Communication System (PECS)

[Louise Buckley](#)

<u>Assistive Technology: Using Dragon Voice Recognition</u>	<u>University of Limerick</u>	<u>08/02/19</u>
<u>Transition from primary to post primary for pupils with special educational needs</u>	<u>NCSE CPD</u>	<u>26/02/18</u>
<u>ILSA Conference</u>	<u>ILSA</u>	<u>22/09/17</u> <u>09/03/18</u>
<u>Assistive Technology Workshop UL</u>	<u>Inhouse CPD</u>	<u>18/05/18</u>
<u>Autism and the promotion of positive behavior</u>	<u>Middletown Centre for Autism CPD</u>	<u>27/11/18</u>
<u>Maths and Dyslexia for Second Level Teachers</u>	<u>Dyslexia Ireland CPD</u>	<u>03/02/18</u>
<u>Teacch Autism Programme</u>	<u>SESS/ NCSE</u>	<u>22/08/17</u>
<u>General Learning Disabilities</u>	<u>Certificate CPD</u> <u>Institute of Child Education and Psychology</u>	<u>28/08/17</u>
<u>Dyslexia for Mainstream Second-level Teachers</u>	<u>Dyslexia Ireland CPD</u>	<u>21/01/17</u>

<u>Sensory Profiling</u>	<u>Mary Mullally – Chartered Physiotherapist - Trainging</u>	<u>17/07/2017</u>
<u>Accessing the curriculum for students with ASD</u>	<u>SESS/NCSE</u>	<u>11/03/16</u>
<u>Social Stories</u>	<u>SESS/NCSE</u>	<u>8/03/16</u>
<u>Social Skills</u>	<u>SESS NCSE</u>	<u>30/03/16</u>
<u>Puberty, Relationships and Sexuality Education for students with Autism.</u>	<u>SESS/ NCSE</u>	<u>11/03/16</u>
<u>Literacy, Numeracy and ASD</u>	<u>SESS/NCSE</u>	<u>2016</u>
<u>Teacch T-Tap transition Assessment</u>	<u>SESS/ NCSE</u>	<u>26/02/16</u>
<u>Sensory Processing</u>	<u>SESS/NCSE</u>	<u>2016</u>
<u>ASD and Co-occurring needs</u>	<u>SESS/NCSE</u>	<u>05/02/16</u>
<u>Autism, Mental Health and Managing Anxiety.</u>	<u>Middletown Centre for Autism CPD</u>	<u>27/11/15</u>
<u>Introduction to Autism Spectrum Disorders for coordinators</u>	<u>SESS/NCSE</u>	<u>18/09/15</u>
<u>Ready Set Go Maths Programme</u>	<u>SESS/NCSE</u>	<u>2013</u>

<u>Living with Autism</u>	<u>SESS/NCSE</u>	<u>05/02/13</u>
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2005-2006

Name	Date	Topic
Majella Hanrahan		Masters in Education-Learning Support
Eva Hayes		Post Graduate Diploma in Special Educational Needs
Orla Knight		Post Graduate Diploma in Special Educational Needs
Michelle Gillan		Post Graduate Diploma in Special Educational Needs
Angela Martin		Masters in Special Educational Needs

2003-2004

Name	Date	Topic
Michelle Gillan		Post Graduate Diploma in Special Educational Needs
Angela Martin		Post Graduate Diploma in Special Educational Needs
Wendy Gallahue		Certificate in Understanding Autism: Effective Management and Teaching Strategies.
Geraldine Mc Grath		Certificate in Inclusion: Students with Special Educational Needs in a Mainstream school
Wendy Gallahue		Inservice: Dyslexia: From Theory to Practice

2001-2002

Name	Date	Topic
Majella Hanrahan		Post Graduate Diploma in Learning Needs Support

1999

Name	Date	Topic
Marie O'Donnell		Higher Diploma in Remedial Education (Learning Support)

Appendices

Appendix A

Exemption from the Study of Irish
Circular 0054/22022

<https://www.gov.ie/en/circular/f33d5-exemptions-from-the-study-of-irish-post-primary/#>

Appendix B

The Special Needs Assistant (SNA) scheme to support teachers in meeting the care needs of some children with special educational needs, arising from a disability

Circular No 0035/2022

<https://assets.gov.ie/225884/21b9ba96-7577-4e21-8d58-7c28ea974a99.pdf>

Appendix C

Wellbeing Statement and Framework for Practice

<https://assets.gov.ie/24725/07cc07626f6a426eb6eab4c523fb2ee2.pdf>

Appendix D

Circular to the Management Authorities of all Post Primary Schools: Secondary, Community and Comprehensive Schools and the Chief Executive Officers of the Education and Training Boards Special Education Teaching Allocation

Special Education Teacher model of Resource Allocation

https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0014_2017.pdf

[Appendix E](#)

Looking at Our Schools 2022 A Quality Framework for Post Primary
Schools

<https://assets.gov.ie/232730/4afcbe10-7c78-4b49-a36d-e0349a9f8fb7.pdf>

[Appendix F](#)

School Self Evaluation

[https://assets.gov.ie/232734/3e6ca885-96ec-45a6-9a08-3e810b7cd1ea.p
df](https://assets.gov.ie/232734/3e6ca885-96ec-45a6-9a08-3e810b7cd1ea.pdf)

[Appendix G](#)

INCOMING FIRST YEAR FORM - ENROLMENT

**Additional Educational Needs/ Exemption from Irish/ English as a Second
Language**

FIRST YEAR 2020/2021

Name of Student: _____ Date of Birth:

Parent Contact _____

PPS No: _____

Name of Primary School: _____ Sixth Class Teacher:

Auditory/Visual
Diagnosis: _____

Allergies: _____

Does the student have any Additional Educational Needs?

Yes

☐ No ☐

Please outline the special educational needs of the student.

Is the student currently accessing supports (ALL, SOME, FEW) in primary school

Yes ☐ No ☐

Please explain supports and outline if team teaching or extraction based

If your child has a psychological/occupational/speech and language, and/or medical assessment please attach to this form to inform teaching staff of your child's learning needs.

Form attached: Yes ____ No ____

NAME REPORT &

DATE: _____

Is the student using assistive technology in primary school?

Yes

☐ No ☐

If yes, what is the type/model e.g. Laptop, iPad etc.

List APPS used to support learning need. _____

If using assistive technology please indicate level of typing proficiency:

Poor: ☐ Proficient: ☐ Very good: ☐

Is laptop funded by NCSE? Or students personal device?

Commenced using Assistive Technology; _____ **Class**

SPECIAL NEEDS ASSISTANT

Does the student at present have the use of a Special Needs Assistant? Yes ☐ No

☐

Outline any care needs that your child has

Exemption from Irish

Is the student exempt from Irish?

Yes

☐ No ☐

If yes, on what grounds is the student exempt from Irish?

A copy of the **official exemption form**, available from the principal of the primary school must be attached to this form. Failure to provide a copy of the form may necessitate the student's commencement of the study of Irish.

English as a Second Language

Is English the first language of the student?

Yes

☐ No ☐

If no, what is the student's first language?

Is the student currently receiving additional tuition in English?

Yes

☐ No ☐

If yes, for how long has the student been receiving this additional tuition?

Exceptional Able/Gifted Children

Is your child exceptional able/gifted in a particular area

Yes

☐ No ☐

Outline the exceptional
ability _____

Is your child involved in enrichment activities outside of school for the above e.g.
C.T.Y.I. etc

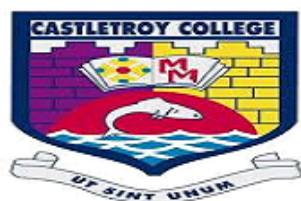
Completed forms along with the necessary documentation should be returned marked private and confidential to the attention of:

**Veronica Callinan, Additional Needs Coordinator, Castletroy College, Newtown,
Castletroy, Co. Limerick.**

Castletroy College welcomes all students with additional educational needs and we will strive to ensure that they receive all appropriate educational supports.

[Appendix H](#)

Student Support File



STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	Castletroy College
Date File Opened	May 201-
Date File Closed	

A Continuum of Support

ACADEMIC SUCCESS		SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Student Support File, Log of Actions

Date	Actions
May 201-	Majella Hanrahan & Veronica Callinan Meeting with primary school
May 201-	Veronica met with parent/guardian to discuss needs and strengths
June 201-	Tour of school with student Transition booklet given to student
August 201-	Veronica gave AEN presentation to all staff
September 201-	Mentor assigned: _____
	Screening CAT4, WRAT, NGRT
	ALL PASTORAL CARE NOTES AND AEN NOTES ADDED BY AEN

Support Checklist		
Name:	Age:	Class:
General Information	Date Checked	Comments
• <u>Parents/ Guardians Consulted</u>	May 18	AEN Co-ordinator
• <u>Information from previous school/preschool gathered</u>	May 18	Meeting and Pupil Passport. CTC Meeting with Majella, Veronica, Yearhead and Assistant Yearhead
• <u>Hearing</u>		
• <u>Vision</u>		
• <u>Medical Needs</u>		
• <u>Basic Needs Checklist completed</u>	May 2018	SNA & Management
• <u>Assessment of learning- screening</u>	Sept 2018	
• <u>Observation of learning style/approach to learning</u>	Ongoing	
• <u>Observation of behaviour</u>	Ongoing	
• <u>Interview with pupil</u>	Ongoing	
• <u>Classroom work differentiated?</u>	Ongoing	
• <u>Learning environment adapted?</u>	N/A	
• <u>Yard/school environments adapted?</u>	N/A	
• <u>Informal or formal consultation/advice with outside professionals? (REPORTS)</u>		Recommendations:
• <u>Advice given by learning support/resource teacher or other school staff?</u>		Student plan

SUPPORT PLAN*

*Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)*

To be completed by the teacher(s).

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74; *A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers*, pp. 51, 53, 54, 57.

Student's name		Age	
Lead teacher		Class/year	
Start date of plan			
Review date of plan			
Student's strengths and interests			
Priority concerns			
Possible reasons for concerns			
Targets for the student			
Strategies to help the student achieve the targets			
Staff involved and resources needed			
Signature of parent(s)/ guardian(s)			
Signature of teacher			

SUPPORT REVIEW RECORD**Classroom**Support**School Support (Support for**SOME)**School Support Plus (Support for A**FEW)***To be completed by the teacher(s) as a review of the plan and as a guide for future actions.**

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers*; *A Continuum of Support for Post-Primary Schools, Resource pack for Teachers*; *Student Support Teams in Post-Primary Schools*.

Student's name	Class/Year
Names of those present at review	Date of Review
What areas of the plan have been most successful and why?	
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?	
Have the student's needs changed since the start of the plan, and if so how?	
Recommended future actions – <i>what, how, who, when?</i>	
Any comments from the student?	
Any comments from the parent(s)/guardian(s) comment?	
Signature of parent(s)/ guardian(s)	
Signature of teacher(s)	

Outcome of review (tick as appropriate)

☐	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	☐	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
☐	Continue at Current Level of Support	☐	Request consultation with other professionals

*A consultation with a NEPS psychologist/ other professionals may contribute to this review.

[Appendix I](#)

https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0065_2019.pdf

Circular re SNA Allocation

[Appendix J](#)

Assistive Technology User Policy Circular 0030/2014



Castletroy College

Assistive Technology User Policy

PURPOSE

The purpose of this policy is to provide clarity surrounding the Assessment, Application, Provision, Induction, Management and Support of all Assistive technology for students of Castletroy College.

It is also the purpose of this policy to set out guidelines governing the use of assistive technology by students while attending Castletroy College.

SCOPE

1. This policy applies to all staff members, parents/guardians of students in receipt of assistive technology and the students themselves.
2. This is a joint AEN/ Digital Learning policy.
3. This policy is governed by conditions and regulations set out by the Department of Education including the Scheme of grants towards the purchase of essential assistive

technology equipment for pupils with physical or communicative disabilities, Circular No 0010/2013.

Available online:

https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0010_2013.pdf

SECTIONS

- A. The Assistive Technology Process.
- B. User Specific Details
- C. User Agreement and Assistive Technology Acceptance Form

Section A – The Assistive Technology Process

Deployment of assistive technology at Castletroy College involves a process as follows:

1. Initial Assessment
2. Application for assistive technology
3. Purchase of assistive technology
4. Handover of assistive technology and Role of the Assistant Digital Learning Coordinator. (ADLC)
5. An induction session
6. An ongoing management and support process.
7. Transfer from/to another school

1. Initial Assessment

Any assistive technology granted to a student will be based upon a comprehensive professional assessment. The parents and the AEN coordinator will manage this process.

2. Application for assistive technology

Once a recommendation for assistive technology has been advised, the AEN coordinator will make an application to the Dept. of Education on behalf of the school.

3. Purchase of assistive technology

If the application is approved, the school will purchase a suitable device for the student on behalf of the department of Education. The AEN coordinator will, in conjunction with expert professional guidance (currently Conor Hartigan, Regional Assistive Technology Coordinator, UL and the Castletroy College Assistant Digital Learning Coordinator), determine the most appropriate computer hardware and software to meet the student's needs.

4. Handover of assistive technology and role of the Assistant Digital Learning Coordinator. (ADLC)

When a device has been purchased for a student, the ADLC will take responsibility for the personalised setup and delivery of the Assistive Technology Device (ATD) to the student. The ADLC is the designated teacher in the school with responsibility for the management of the equipment and for monitoring its effective use within the school. The ADLC will thereafter become the contact point in the school for all issues related to the device.

5. Induction Session(s)

Each student in receipt of an ATD will meet with the ADLC to learn how to best manage their new device and how to use any software packages that are required to enable them

in their learning. The number of these sessions is not defined. The ADLC will endeavour to meet the student as many times as is necessary, within reason, to enable them to use their device comfortably and confidently. It is desirable that the parents/guardians become familiar with the student's device and are able to use any software that the student is using. This will enable parents/guardians to support their child using the device at home. In addition to this, the following will apply:

Device Setup

- Essential Software Pre Installed
- MS Office 2016
- Google Chrome
- Read and Write Gold
- Google Drive (Synced with their school G Suite Account)

Note Taking

OneNote is the software to be used by students to take notes. The default save folder is set to save within Google Drive.

Cloud Storage and Backup

- All files are to be saved in Google Drive within their school G Suite Account.
- The default save folder for OneNote is set to save within Google Drive.
- This ensures all data can be retrieved from the cloud in the event of an issue with the device e.g. breakage, theft, fatal system error.

Digital Workflow Management in G Suite and Classroom

Staff are asked to use the full functionality of G Suite and Google Classroom to manage a digital workflow with students. This may include but is not limited to the following activities:

- Teacher generated course material may be made available to the students in Google Classroom.
- Assignments set and marked in Google Classroom.
- At the teacher's request students may share a OneNote Notebook, Section or Page with their teacher for homework.
- At the teacher's request students may share a Google Drive folder with their teacher for homework
- At the teacher's request students may share an ePortfolio with their teacher for homework and project work.

6. [An ongoing management and support process.](#)

It should be recognised that technological change happens quickly and computer hardware and software will need frequent updating. This will require regular software updates and occasionally, retraining of students. It is also the case that individual student needs may change and they may need to have new software and training. Therefore, it is important that a continuing process of support and management for both the student and their device is in place. The ADLC and the AEN coordinator will monitor and support the student, within reason, while they are using assistive technology at the school.

7. [Transfer from/to another school](#)

Castletroy college will endeavour to facilitate a smooth transition from primary to secondary school for students already using assistive technology in primary school. The AEN coordinator and ADLC will liaise as necessary with the feeder school staff, parents/guardians and the pupil in order ensure that there is no gap in support for the pupil and to enable the pupil to continue to use suitable and familiar resources in their new setting.

Should the pupil in respect of whom the technology is sanctioned change to a different post primary school, the new school, or the school that was sanctioned the technology may consult with the SENO/Visiting Teacher with regard to its transfer with the pupil where it is still appropriate for the pupil's assessed needs. This will ensure that there is no gap in support for the pupil and to enable the pupil to continue to use suitable and familiar resources in their new setting.

Section B – User Details



Student:	
Base Class:	
Device Make and Model:	
Serial Number:	
Processor: RAM:	
Specific Software Installed:	
Date Released:	
Date of expected return:	

Parent/Guardian Signature:	
Student Signature:	
Digital Learning Coordinator Signature:	

Section C – User Agreement



User agreement

Castletroy College is issuing assistive technology to students to facilitate learning and communication. All assistive technology and accessories are provided to students for a period of time as deemed appropriate by the school. As a condition of their use, students must comply with and agree to all of the following:

- Prior to being issued a device, students will sign the Assistive Technology Acceptance Form and agree to all outlined policies and rules.
- Students will return or provide access to any device or accessories they have been assigned upon the school's request.

General Rules

You are responsible for protecting your device from damage, loss or theft and for protecting the information it contains. Please ensure your device is secure and protected at all times. All conceivable situations cannot be covered in this document. Students must realise that good judgement and common sense should be your guide in managing your device and when faced with unusual or unforeseen situations.

General Device Rules

- Students should NOT attempt to install software or hardware or change the system configuration including network settings.
- Power off your device whenever it is not in use. Do not carry the device in suspend or hibernation mode.
- Use the protective case provided to carry your device.
- To prevent theft, keep your device close to you and in sight. Otherwise, keep it locked away securely in your locker or at home.
- Never store passwords with your device or in its carrying case.
- Please make sure your hands are relatively clean before using the device. It is costly for example to change a laptop keyboard and/or touchpad that has been damaged by excessive dirt.
- Do not place drinks or food in close proximity to your device.
- Always follow teacher instructions when using your device in class.

Note: Students will not be held responsible for device problems resulting from normal regular use.

ASSISTIVE TECHNOLOGY ACCEPTANCE FORM



1. I understand that all assistive technology devices and accessories that Castletroy College have provided me are the property of Castletroy College (DES Circular No 0010/2013). I agree with, and will adhere to, all of the aforementioned rules and guidelines of the Assistive Technology User Policy.
2. I will not install any additional software or change the configuration of the equipment in any way.
3. I will use a protective case to ensure that the device issued to me is carried and stored safely.
4. I will not allow any other individuals to use the device issued to me and/or the related equipment and accessories that have been provided to me by Castletroy College.
5. I agree to return or provide access to the device and accessories in my possession on request by the school.
6. I will report damage or suspected problems immediately to the Castletroy College Assistant Digital Learning Coordinator.
7. I will adhere to the school acceptable ICT user policy a summary of which is in my journal.

Student

Name: _____ (BLOCK CAPITALS)

Date: _____

Signed: _____

Date: _____

Parent/Guardian

Name: _____ (BLOCK CAPITALS)

Date: _____

Signed: _____

Date: _____

Monitoring and Review

As part of the School Self-Evaluation Process, Castletroy College will monitor, review and evaluate this Policy on an ongoing basis to ensure legal compliance and the maintenance of best practices.

This policy was adopted by the Board of Management on 28/11/22

Signed: _____

Chairperson of Board of Management

Signed: _____

Principal

Date of next review: November 2024