

Inclusion for Learning Policy

Clonturk Community College



Ratified by the Board of Management on 15th June 2023

Signed: A Phelan
Chairperson of the Board of Management

Signed: W O'Hagan
Principal and Secretary to the Board of Management

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Addition of Point 12, Page 20

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INCLUSION FOR LEARNING POLICY

CLONTURK COMMUNITY COLLEGE

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Introduction:

Clonturk Community College is a recognised co-educational, multi-denominational post-primary school under the patronage of City of Dublin Education Training Board and trustee partnership with Educate Together.

At Clonturk Community College we believe that all students should be valued equally, irrespective of any individual needs. As such, we welcome and provide an inclusive environment for persons with Additional Education Needs (AEN). As per the 'Person's with Special Needs Act, 2004', the school recognises that the 'education of people with such needs shall wherever possible take place in an inclusive environment'. Clonturk Community College seeks to include all students' participation in school life as far as it is practical, and to access and benefit from its education and activities to the fullest extent possible.

Clonturk Community College seeks to minimise barriers to learning and participation for all students by acknowledging and celebrating differences between students and by actively implementing supports to reduce these barriers wherever practical. Students are encouraged to reach their full potential in a supportive and stimulating environment. Students are prepared to participate meaningfully and as independently as possible in the community upon completion of their post-primary education. This policy considers the student as a young person and as a learner.

Ethos and Values:

Our vision is one of a vibrant and welcoming school community in which all members will experience a real sense of active participation and belonging. Clonturk Community College is a pluralist community. As such, it embraces inclusion in terms of social, cultural, religious and ethnic diversity. The principle of inclusion is embedded in the school's ethos and is particularly relevant to the following policies:

- Admissions Policy
- Antibullying Policy
- Assessment, Reporting and Homework
- Child Safeguarding and Risk Assessment
- Code of Positive Behaviour
- Digital Learning Plan
- Electronic Device and Acceptable Usage Policy
- Guidance Plan

- Irish Exemption Policy

For the purpose of this policy, the following definition of inclusion has been adopted from the National Council of Special Education as the process of: ***addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities, and removing barriers to education through the accommodation and provision of appropriate structures and arrangements, to enable each learner to achieve the maximum benefit from his/her attendance at school. Literature Review of the Principles and Practices relating to Inclusive Education for Students with Special Educational Needs (NCSE, 2010, p. 39)***¹

Our core values of Clonturk Community College are pride, ambition, respect and kindness. These values combine to provide a supportive atmosphere which is conducive to excellence in teaching and learning and in the holistic development of our students.

Vision:

We seek to promote a caring and committed school community which will facilitate our students' academic, intellectual, practical, creative and sporting abilities and where each student is valued as a unique human being.

We endeavour to:

- Assist each student to reach their full potential in a calm, caring, creative and supportive environment.
- Provide our students with equal opportunities to engage with the curriculum, school life and the local community.
- Equip students with the necessary skills to fully participate in life as well-rounded, educated and socially conscious individuals.
- Promote a fully inclusive education which recognises the plurality of identities, beliefs and values held by students, parents and staff.

¹ https://ncse.ie/wp-content/uploads/2014/10/NCSE_Inclusion.pdf

1. Principles

1.1 At Clonturk Community College we are determined to meet the educational needs of all our students in an inclusive and supportive learning environment. This policy describes the principles, aims and objectives, by which the College will identify, assess and provide for students with additional needs.

Additional educational needs can take a variety of forms, including specific learning needs, English as an additional language, health related needs and behavioural needs. This policy considers the additional needs provision as outlined in the following acts, circulars and guidelines:

- The Education Act (1998)
- The Equal Status Act (2000)
- The Education (Welfare) Act (2000)
- The Education for Persons with Special Education Needs Act (2004)
- The Equality Act (2004)
- The Freedom of Information Acts (1997 and 2003)
- The Data Protection Acts 1988, 1998, 2003, 2018
- The Disability Act (2005)
- The Special Needs Assistant (SNA) Scheme Circular 0030/2014
- Rights of Persons with Disabilities Act (2016)
- Special Education Circular 0014/2017
- The Education Admissions to Schools Act (2018)
- NEWB Guidelines (2008)
- The Education (Provision in Respect of Children with Special Educational Needs) Act (2022)

1.2 The College recognises the right of students with additional needs to be educated in a mainstream college and the importance of genuine communication and partnership with parents and students in planning, delivering and evaluating individual support. The College recognises that provision for additional needs is an integral part of its overall aim to raise the

achievement of all students. Clonturk Community College is committed to providing a comprehensive and effective support service for students. This will enable students who have additional needs to access their curricula and achieve their full potential.

1.3 Some students will permanently or intermittently have greater difficulty in learning than their peers. We will give these students individual consideration and make special provision for them, working in partnership with others, as necessary. This support is provided on the basis of need rather than diagnosis and may be short, medium or long term support. The College's intention is that the needs of all students are identified and met as soon as possible.

Aims of this policy:

The Student Support Team will use this policy to assist them in developing best practice in the school. Some examples of these procedures might include:

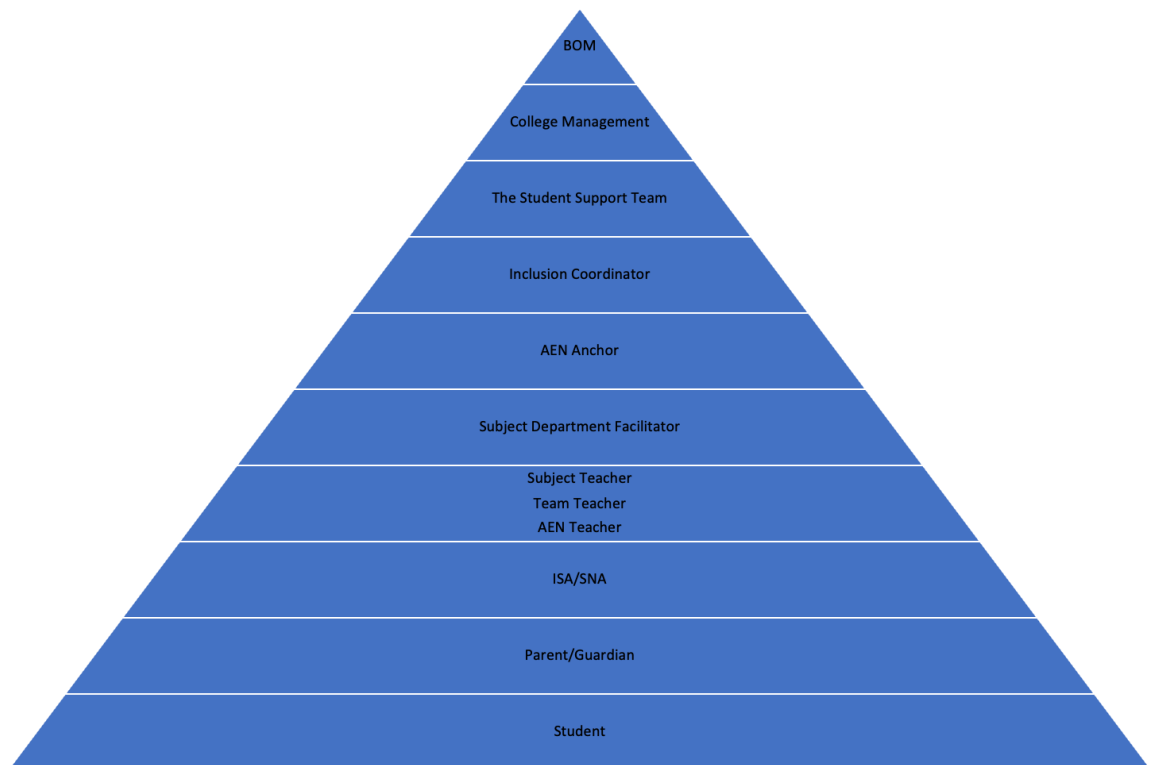
1. Enabling students with learning difficulties to participate in the full curriculum for their class level.
2. Supporting the social and emotional wellbeing of our students.
3. Identifying special educational needs that our students have.
4. Allocating resources to effectively meet the needs of our students with additional needs.
5. Dividing the roles and responsibilities among our school community in relation to students with additional needs.
6. Tracking, monitoring, reviewing and reporting on the progress of students with special educational needs.
7. Communicating information between the Student Support Team team, senior management team, subject teachers and parents/guardians.

This policy applies to all students with additional needs including students with exceptional ability. It is also intended to inform best practice and policy across the school community including B.O.M., the Principal, the teaching and ancillary staff, and parents.

2. Roles & Responsibilities

2.1 The role of supporting learning is a collaborative responsibility shared by all in the College community: college management, Student Support Team including Guidance Counsellors, Additional Education Teachers (AET), subject teachers, ISAs, students and parents who all have a positive and active part to play in achieving this aim. The team is supported by the Special Education Needs Organiser (SENO) and CDETB Psychological Support Services as well as other outside agencies and professionals.

The below schematic represents the different roles involved in providing support to students



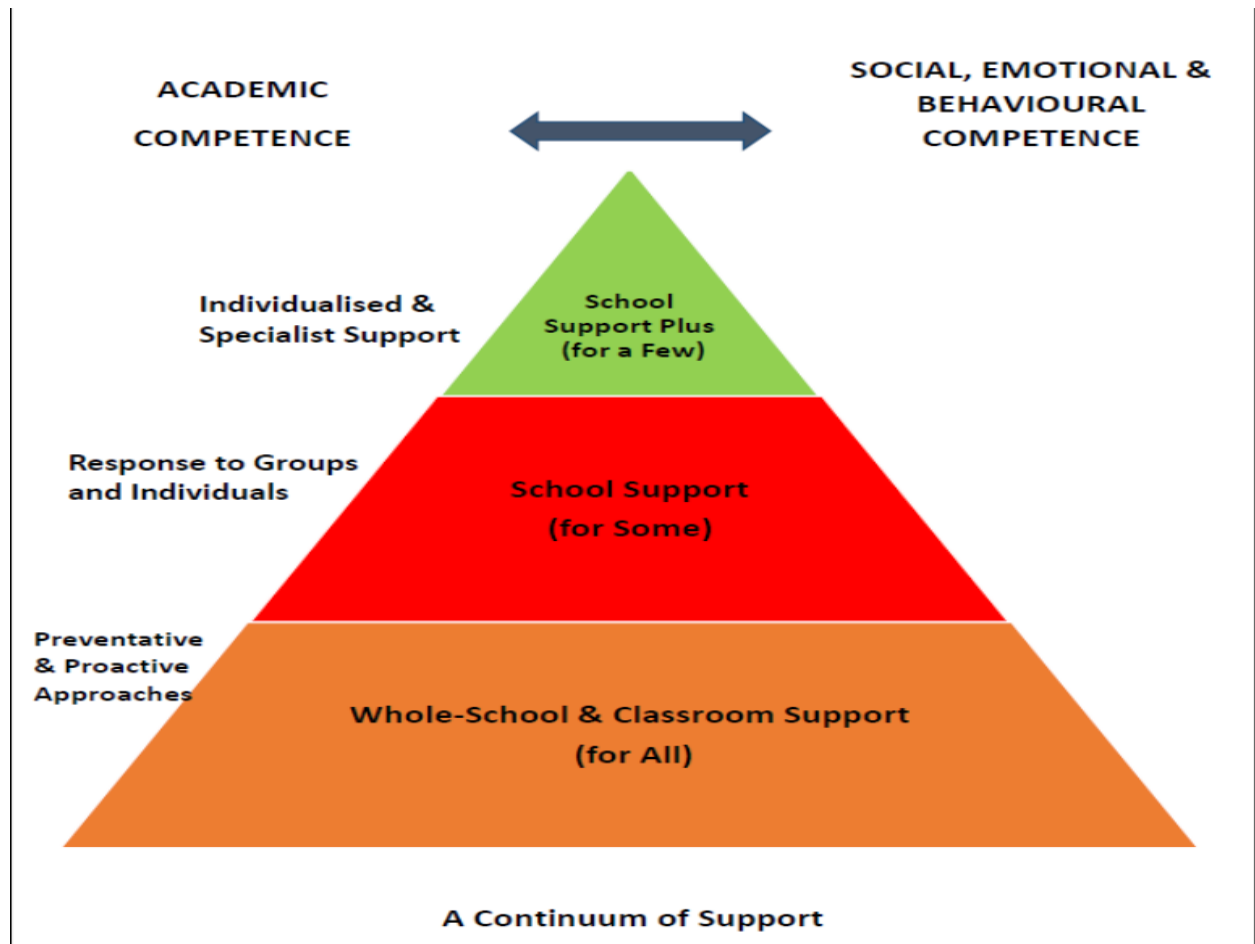
A full description of the roles and responsibilities are available in the addendum at the end of this policy.

3. Coordinating Additional Needs Provision in Clonturk CC

3.1 Models of Provision and the Continuum of Support

3.1.1 Continuum of Support

The model of assessment and interventions is underpinned by recognition that additional educational needs occur along a continuum, from mild to severe and from transient to long term. Our response to the needs of the students is organised according to NEP's Continuum of Support.



Clonturk Community College will use the resources provided by the Department of Education and Skills to make reasonable provision and accommodation for students with disabilities or additional needs. These students have the right to participate in the life of the College in so far as is reasonably practicable.

In accordance with the Education (Provision in respect of Children with Special Educational Needs) Act 2022:

“Clonturk Community College will cooperate with the NCSE in the performance by the Council of its functions under the Education for Persons with Special Educational Needs Act 2004 in relation to the provision of education to children with special educational needs, including in particular by the provision and operation of a special class or classes when requested to do so by the Council.”

3.1.2 Identification of Known and Emerging Needs

The Student Support Team, in conjunction with The Board of Management, needs to be aware of any additional needs as early as possible, so that these needs can be planned for in advance. If we do not get this information in timely manner, there may be a delay in putting supports in place or providing access for students. In making provision for students with additional needs the following information is required to be included when accepting a place in the College:

Has the student had access to any of the following?

1. Inclusion Support Assistant.
2. Special classes.
3. Access to additional educational teacher.
4. Access to behavioural support / intervention.
5. Psychological and/or professional assessments and reports should be provided to the college as early as possible. All reports are treated in strictest confidence.
6. English as an Additional Language (EAL) support.
7. Any additional resources to help the College meet the needs of the student.

Copies of Student Support Files from the primary school are also requested from the parent/Primary School by the Student Support Team team to provide comprehensive background on the child and their learning prior to starting in first year.

Clonturk Community College recognises that the transition from Primary to Post-Primary school is challenging. We also recognise the high level of support that students receive at primary level. As such, Clonturk Community College provides comprehensive supports in first year to help support this transition and their journey towards independent learning.

The information on the student's primary school educational passport is added to the data on the student including most recent STEN scores in English and Maths.

If a student transfers during the year into the school, information is sought from their previous school (Educational Psychologist report, School reports, attendance etc). It is the responsibility of the parent in collaboration with the AEN Anchor to provide relevant information.

All 6th class students enrolling in Clonturk Community College are required to complete the Cognitive Abilities Test 4 (CAT 4) in Spring Term of 6th class. This test identifies strengths and needs across four different batteries: Verbal; Non-verbal; Numerical; Spatial. Students who achieve below the tenth percentile in the verbal and numerical batteries will be considered for support. This information is used to create mixed ability classes as set out in the Educate Together Blueprint.

Students in the Moderate General Learning Difficulty range are invited to attend during the assessment testing. The College will do its best to provide smaller settings for these students however there will be no access to one-to-one support.

Further screening takes place in September. The Progress Through Maths (PTM) identifies areas of strength and needs in the maths curriculum. The New Group Reading Test (NGRT) or Post Primary Assessment and Diagnosis in English (PPAD-E) will assess reading and literacy skills. The results of all screening tests are kept on the student learning profile on the Schoolwise Learner Support App and is available for subject teachers, AEN team and Senior Management Team.

The AEN department also uses the Welscher Individual Attainment Test III (WIAT III) and Detailed Assessment of Handwriting Assessment (DASH) and Woodcock Johnson Test of Cognitive Abilities to test students as necessary.

In addition, the Inclusion Co-ordinator will:

- Visit or contact the feeder Primary Schools to collect up to date information
- Liaise with primary school and parents of students with very specific needs who would benefit from more than one visit to the school.
- Meet with parent/guardian of students with AEN where necessary

- Include ISA in visits to Primary School for students with complex needs to provide continuity in support.
- Determine which incoming students require ISA support, Assistive Technology, and Transport Assistance. Move to role

Further screening in literacy and numeracy takes place at the end of second year. Results are analysed and distributed to appropriate staff and parents/guardians. The Eirquest is administered by the Guidance Department at the end of the first term of transition year to help decide the best senior cycle options and which subjects are areas of strength.

The AEN Department analyse the results to identify students who have not come to our attention previously who may be struggling in the areas of literacy and numeracy. Further WIAT III testing may be carried out with a view to applying for RACE in the Junior Certificate Examination and Leaving Certificate and DARE for CAO applications,

For students with emerging needs (including the exceptionally able): the concerns may have been identified through the initial whole school screen (CAT 4), standardised attainment testing, in class assessment, observations and parental concerns. A referral form is in place for teachers and ISAs who have concerns about a student's academic performance or behaviour which are then discussed at the weekly SST meeting. Some students will need further diagnostic testing to identify the nature of their needs. Where possible, parents are contacted, and consent is sought before tests are administered. Any psychological testing is not provided by the school and must be sought externally.

3.1.3 SNA/ISA Access

- ISA access is provided by the college to the student in line with the continuum of support. This means the student with the highest level of need gets the highest level of support. The College assesses the level of need using the range of sources listed above. The level of support is allocated in accordance with the Continuum of Support which means that it can vary daily in line with changing needs and changing resources. It is important to note that, in line with The Special Needs Assistant (SNA) Scheme Circular 0030/2014, the overall aim of the College is foster independence skills in the students, thus reducing the amount ISA support required as the student progress through their educational journey.

3.2 Models of AEN Provision

Our role is to provide a proficient and responsive Learning Support Model which keeps up to date with best practice, changes in curriculum, syllabi, teaching and support methods. Within an appropriate framework of support, we assist students to function as independent, autonomous learners. We are committed to the principles of equal opportunities for all. The Inclusion Co-ordinator in consultation with the yearly AEN Anchors and Senior Management Team will allocate all designated additional teaching support hours appropriately to the students who the school identifies as needing support as per the Continuum of Support outlined by the NCSE guidelines (2017)- support for all, support for some and support for a few. The following options are considered:

- Team-teaching/Co-teaching
- Inclusion of ISA in specific classes
- Small group withdrawal
- Curricular differentiation
- Curricular reduction – for students with AEN who have challenges coping with the breadth of the current curriculum may benefit from a reduction in the number of subjects being taken. This only occurs after all other avenues have been exhausted and there is consultation with parent/guardian, Year Head and the guidance counsellor if necessary. School developed short courses are a way of bridging gaps in students learning.
- Individual withdrawal - The NCSE recommends that Colleges minimise the use of one-to-one sessions as these place significant demands on limited resources.
- Level 2 Learning programme (L2LP) and Level 1 Learning programme (L1LP) which are programmes designed for students who are unable to access the Level 3 Junior Cycle Curriculum. Students with mild to moderate learning difficulties are encouraged to access all mainstream subjects initially. They may continue with these to exam level and/or access junior cycle L2/L1LPs through evidence-based means. Evidence of student under-performing in first year, despite differentiation teaching

methodologies and supplementary support. Student wishing to access L1/L2LP must be registered by the 1st week of October in second year.

- Students who sit the L2LP programme at Junior Cycle are best suited to achieve through the Leaving Certificate Applied Programme where offered. Restrictions may apply based on student interest.
- Specialised short term interventions which can include but are not limited to: Organisational Skills, Typing Skills, Friends for Life, Social Skills, Learning to Learn, Connect Programme are available depending on resources.
- Attainment is monitored regularly, and short-term interventions are put in place as determined by the Student Support Team.

3.2.1 Recording of Work

Each learning support group will have a Class Notebook through Microsoft Teams where the work for the class is set and recorded. If students are completing units of work on paper the student should upload the work to their individual digital folder on the Class Notebook. When a student has more than one Additional Education Teacher, all teachers will work via the same Class Notebook which will act as a record of the work carried out and completed. Additional Education Teachers should plan for their classes via a group scheme of work that includes short-term targets for the student.

4. Criteria for Selection

Once a student's needs have been identified, AET teachers are deployed to address these needs as required in a variety of ways. We aim to strike a balance between in-class support, group and in small circumstances individual support whilst ensuring the needs are being met inclusively.

In planning the allocation of additional teaching support, the over-riding principle is that resources are allocated to address the identified needs of students. Most importantly, **the highest level of need should have access to the greatest level of support**. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, mixed ability classes where appropriate, team-teaching/co-teaching and small group teaching.

In addition to literacy and numeracy difficulties, some students will have difficulties in other areas such as oral language, social interaction, behaviour, emotional development, motor skills and application to learning which are met with specialist interventions where possible.

An Individual Learning Plan is developed at the start of first year from information gathered from the initial assessments, meetings with primary school personnel, meetings with parents and reviewing professional reports. A Care Needs Plan is devised for students who access ISA support.

An Individual Learning Plan contains the following information in line with the NCSE Guidelines for Supporting Students with Special Educational Needs in Post-Primary Schools:

- Categorisation of the need based on assessment reports
- A general profile based on formal/informal assessments
- The student's strengths and priority concerns
- The AEN provision for the student
- Priority needs are highlighted
- Targets are set for the student's priority learning needs by the AEN Anchor in consultation with the student.
- Strategies to achieve targets and the resources required.
- Date for review

The Individual Learning Plan is available for the student's subject teachers on the SchoolWise Learning Support App along with the results of CAT 4, PTM and NGRT/PPAD-E. Targets are reviewed bi-annually by the AEN Anchor in conjunction with the student and parents where practical.

5. Facilities and Resources

5.1 The college has three learning support rooms where supplementary teaching takes place to support students. There is also a quiet space where students who require a space to self-regulate can go under supervision. This is intended as a short break from class to facilitate student concentration when they return to class and must be agreed with the AEN anchor in advance.

5.2 The AEN Department encourages AET teachers to use as many resources as possible in supporting the students. As an iPad school our primary resources will be those available on the students iPad. However, additional resources will be used.

5.3 Any additional funding will be used to purchase suitable resources for the AEN department which will enhance the learning of all students.

6. Assistive Technology

Clonturk Community College is an iPad school and every student uses an iPad to access their learning. However, some students will need additional Assistive Technology (AT) to help them access the curriculum. This AT may be provided by the National Council of Special Education if the student meets the criteria outline in Circular 0010/2013. These students may then type in their classes and inhouse exams. Students that are not eligible for the AT grant from the NCSE are permitted to use AT in the classroom and inhouse exams if their handwriting speed is 12 words or fewer per minute on the Detailed Assessment of Handwriting Test (DASH). In this case parents are requested to supply laptops or iPad compatible keyboards for their young persons' use.

Students and their parents/guardians are provided with guidelines for the usage of AT which they both must sign. These guidelines will allow students to fully benefit from the use of AT in the College. Furthermore, it will encourage them to take responsibility for all work done on their laptop/iPad in the same way that other students must be responsible for their subject copies. The guidelines should ensure that the laptop/ iPad is the responsibility of the student not the teacher. In addition, parents are liable for the cost of any repairs to the AT equipment.

The Student Support Team must make a separate application to the State Examinations Commission at the beginning of third year on behalf of all students who use AT to seek permission for them to use AT in their state examinations.

CPEN - A Reading Pen which can be used by the student to scan text. It converts the text to speech; which the student can listen to using earphones.

Speech to Text Software can be used by students who cannot access text-based materials in the classrooms.

7. Training of Staff & Management

7.1 The Senior Management Team at Clonturk Community College is committed to the training of staff members in the area of Inclusive Education. The core members of the Student Support Team that support student with additional educational needs have completed a Postgraduate Diploma in Inclusive and Special Education. In drawing up the staff development plan and training programmes, it is envisaged that College management will continue to give consideration and appropriate priority to the needs of all teachers with regard to additional needs. The department's in-service training plans for additional needs will be reported to management and will include details of training as appropriate for subject teachers, AETs, the Inclusion Co-ordinator, ISAs and other ancillary staff.

8. Involvement of Parent(s)/Guardian(s) & Students

8.1 The College recognises the importance of the involvement of students and their parents/guardians in planning and reviewing inclusive and additional needs support. We encourage the informed participation of both in achieving the aims of this policy.

8.2 The College recognises that students have a right to receive information about plans and outcomes for their learning and to have their opinion considered in any matter affecting them.

8.3 All students are encouraged to participate in the planning and evaluation of their learning and in setting targets for the future. This is achieved through the development of Individual Learning Plan with their AEN Anchor, target setting and monitoring of progress as well as more informal approaches.

9. Disability Access Route to Education (DARE)

Students with Additional Educational Needs who wish to apply for the Disability Access Route to Education (DARE) must tick the disability box on their CAO application.

There are deadlines set by the CAO for completion of an online statement from the student outlining how their disability affects their learning, submission of a downloaded form which the College must complete and submission of professional reports outlining a diagnosis.

The Student Support Team works closely with the Guidance Department to advise parents on professional reports required by the CAO. The Student Support Team assists the student in completing their statement and they complete the College form for these students.

Students with physical and medical disabilities and students with a mental health illness may also qualify for DARE. New educational assessments are not required for students with a diagnosis of dyslexia, but up to date scores for word reading and word spelling must be submitted. The Student Support Team will test students for this purpose. To qualify the two scores must be at or below a standard score of 85. Scores from professional reports that are no older than 2 years may be used instead of school scores. (Please see DARE guidelines in this regard).

10. Reasonable Accommodations for State Examinations (RACE)

The State Examinations Commission (SEC) may grant arrangements to students with learning difficulties. This is called Reasonable Accommodation at Certificate Examinations (RACE). Each application is assessed on an individual basis. The Student Support Team is responsible for the submission of these applications to the SEC. An up-to-date psycho-educational assessment is not necessary. The provisions granted by the State Examinations Commission are:

- Access to an individual reader in a separate centre.
- Access to reading assistance in a small group setting in a separate centre.
- Use of a reading pen.
- Use of a recording device or word processor or in exceptional circumstances, use of a scribe.
- A Spelling and Grammar Waiver in language subjects. (If a student avails of one of the afore-mentioned provisions in a language subject, this will be indicated on the examination certificate. An asterisk will appear next to the subject and a supplementary report will accompany this.)
- A shared or individual separate centre may be applied for on mental health grounds but there must be a supporting letter from the current psychologist/psychiatrist.

To qualify for RACE the Student Support Team must test students within a year of their junior cycle examinations. The State Examinations Commission (SEC) have strict criteria for qualification. Result of testing must be included in the application and evidence of testing stored in the college.

Applications are made based on the results of testing carried out by the Student Support Team. The SEC do not consider results and/or recommendations from professional reports. The Student Support Team applies on behalf of students. The SEC will not accept scores and/or recommendations from educational assessments for RACE. Should a student not meet the qualifying criteria, the SEC do not allow the College to submit an application for Reasonable Accommodations (the college may forward all evidence to the SEC for them to decide.) In general, accommodations granted at Junior Cycle can be reactivated for Leaving Certificate, with the school being satisfied that the student still has a need for the

accommodation. New applications can also be made for LC. Parents can appeal decisions not to grant accommodation. Further details are available in the RACE Guidelines at www.examinations.ie

The Student Support Team will endeavour but cannot guarantee that it can offer these accommodations during the inhouse/mock examinations to students who may qualify for RACE. The Student Support Team will try to make predictions in 2nd year about accommodations with the caveat that the testing carried in 3rd year must meet the qualifying criteria laid out by the SEC if the student is to be allowed the same accommodations in the state examinations.

11. Irish Exemptions

Procedure for acquiring an exemption from Irish is set out in our Irish Exemption Policy, a copy of which is attached.

12. Modern Foreign Languages

All students are encouraged to fully engage with a Modern Foreign Language during first year. Only in exceptional circumstances can a student discontinue their Modern Foreign Language in first year. Students who wish to discontinue their Modern Foreign Language, both during and after first year, must have an Irish exemption and there must be written agreement from the parents/guardians.

13. Record Keeping

A full record of psychological reports, outside agency reports and records of meetings are kept on individual student's files in a locked cabinet in the Student Support Team Office. All information is managed in accordance with the directives of both the Freedom of Information Acts and Data Protection Acts. Student records are destroyed after five years.

14. Monitoring & Evaluating

14.1 The work of the Student Support Team in implementing this policy and the general effectiveness of additional needs provision in the College will be subject to an annual department review process. The review process will involve evaluating all elements of the day-to-day running of the Student Support Team which will allow us to identify key strengths and weaknesses in how additional needs are met in the College.

14.2 The progress of students will be regularly monitored and evaluated by the Student Support Team and through the normal College assessment, tracking and reporting procedure. Progress will be checked against targets (bi-annually) and the outcomes of tests and examinations will be analysed for students receiving additional support.

14.3 The Inclusion for Learning Policy will be reviewed every two years.

14. Priority Areas for Development Year 2022-2023

- Continued population of SchoolWise (communication and tracking software) with student data to facilitate communication between the Student Support Team and Subject Teachers.
- Ongoing development of the Provision Mapping Initiative to facilitate a Whole School Integrated approach to Inclusive Education.
- Ongoing professional development opportunities for staff in inclusive classroom practices. To include:
 - AsIAM online training for all mainstream teachers and ISAs. This training will also be made available to parents.
 - Universal Design for Learning.
 - Strategies and supports for teaching students with dyslexia.
 - Strategies for supporting our neurodiverse student population.
- Create a bank of social stories and school visuals to help students with autism navigate the transition to post-primary school.
- Devise a programme for Autism Awareness Month and Down Syndrome Week.
- Establish an exceptionally able programme.
- Student Voice

- Increase our commitment to student voice by enabling students who attend for supplementary teaching to be involved in discussions around their learning needs and input into their learning targets.
- Increase awareness among the student body about different learning experiences amongst their peers.
- Survey students on how they experience inclusion for learning.
- Nurture approach to teaching and learning (pilot school).

ANNENDUMS

ROLES AND RESPONSIBILITIES

Board of Management:

Responsibility for overseeing the development, implementation and review of school policies and services in relation to the inclusion of students with additional educational needs.

College Management

Act on the principle that every member of staff is directly responsible for the needs of all students; by working in partnership with the Inclusion Coordinator, Student Support Team, students, parents and other agencies and by participating in and organising appropriate training.

The Student Support Team (Academic)

The role of the Student Support Team is to fulfil the school's statutory duty to students with additional needs by tracking, monitoring, reviewing and reporting on the progress of students with additional needs and to put necessary evidence-based supports in place within the resources available.

The Inclusion Co-Ordinator

The Inclusion Co-ordinator works closely and under the overall direction of the Senior Management Team regarding the day-to-day operation of the College's Learning for Inclusion policy. The Inclusion Co-ordinator manages all aspects of Learning for Inclusion Policy and provision of resources, for leading the Student Support Team and coordinating the involvement of outside agencies. This include but are not limited to:

- Oversee the day-to-day operation of the Student Support Team and the College's Learning for Inclusion Policy.
- Coordinate provision for students with Additional Needs.
- Assist the Principal in the allocation of resources.
- Lead policy development and promote best practice.
- Attend/chair a weekly meeting of the Student Support Team.
- Participate in the Pastoral Care Team Meetings

- Liaise with primary schools as early in the Spring term as possible to aid the transition from primary school. This includes the handover of information, college visits, meeting with parents, participating in care team meeting following completion of visits. Where possible the first year AEN Anchor will visit feeder schools together with the Inclusion Co-ordinator and arrange tours for students.
- Liaise with external agencies including NCSE, NEPS, CDETB, PSS, health and social services, psychologists and other relevant voluntary bodies.
- Develop ISA timetables in collaboration with the AEN Anchors and in line with the Continuum of Support.
- Liaise with SENO and apply for additional teaching support and resources from NCSE.
- Oversee RACE and DARE testing
- Check NCSE Support Services calendar of CPD events and identify areas for staff upskilling.
- Present to parents at parents evening.
- Maintain the Register of Additional Educational Needs which lists the names of students with a professional diagnosis, professional assessment, Irish exemption, assistive technology and ISA support. A copy of the Register list is available on Schoolwise and a hard copy kept in the Student Support Team office in a locked cabinet.
- Fulfil the school's statutory obligations to students with additional educational needs, within the resources available by monitoring student attainment and by putting in place interventions when warranted.

The AEN Anchor:

The AEN Anchor's role is to liaise with class teachers, ISA, parents, Senior Management Team and external agencies to ensure the needs of the students are being met. They also carry out range of administrative task as directed by the school management team. (See section 3). The AEN anchor is assigned to each year group and their specific responsibilities include:

- Tailor individual educational programmes to meet the needs of students.
- Creating Individual Learning Plans: ILPs – The ILP outlines the learning needs of the student. Prioritised learning needs are outlined, and targets are set in partnership with

the student and with the input of parents where possible. ILPs outline diagnosis, strengths, needs and recommendations for teachers. ILPs are confidential and are available via School Wise for individual teachers. In September new parents are invited into the school for an information night which sets out how additional needs of our students are met. A review of the ILP will take place as needed but for all students at a minimum twice a year.

- Read psychological reports and use recommendations to create ILPs.
- Ensuring that students who have been referred to the AEN anchors are screened for learning difficulties where appropriate,
- Attend weekly meetings with the Student Support Team.
- Review targets in Individual Learning Plans for students in their year group.
- Meeting with parents of students with AEN in their year group
- Overseeing the records on students with AEN in their year group
- Support, advise and collaborate with ISAs around the care needs of relevant students in their year group.
- Overseeing ISA access for students in their year group in line with the continuum of support
- Creating ISA timetable for students in their year group, in conjunction with the Senior Management Team
- Identification of students for reasonable accommodation in house exams
- Liaising with external agencies including NCSE, NEPS, CDETB, PSS, health and social services, psychologists and other relevant voluntary bodies.

The Additional Education Teacher (AET)

The role of the Additional Education Teacher is to:

- Provide direct teaching to a student either to reinforce the teaching that takes place in the classroom or to improve upon the core skills that may be necessary to successfully access the second level curriculum.
- Provide team-teaching when withdrawal from the classroom may not be the most appropriate means of supporting the student.

- Provide diagnostic and informal assessments for students at regular intervals to monitor progress and evaluate the effectiveness of an intervention.
- Collaborate with subject teachers by giving advice on teaching methodologies best suited to the student.
- Plan, implement and review individual and/or group interventions.
- Report on progress of their allocated students on term reports.
- Report on progress of their allocated students to AEN Anchor in order to inform review of targets.

Subject teacher:

The subject teacher has primary responsibility for the successful inclusion of all students in his/her class, including those who access additional education teaching and/or ISA support. A class teacher should create an environment in which different learning styles can be facilitated and students can achieve. The class teacher is responsible for gathering information on a student's progress through informal observation /assessment. Where concerns arise the class teacher should complete a referral form which should include details of class engagement, homework and test results. The class teacher should work with the AEN Anchor giving advice on areas that need support.

The Subject Teacher has the following specific responsibilities in terms of this policy:

- Planning what each student should learn.
- Be aware of the school policy and procedures for supporting students with additional needs and ensure the needs of the students are met.
- To draw on Universal Design for Learning in the classroom to ensure that all learning styles are catered for.
- Ensuring that the subject content has been differentiated to meet the needs of all students, including exceptionally able/gifted students.
- Monitoring, assessing, and reviewing the learning that has occurred.
- Working in partnership with In-class support teachers, AET and ISAs allocated to their classroom.
- Support and encourage independence in the student.

- Identify students who may be at risk (considering general progress or organisational, communication, behavioural, emotional or social needs).
- Complete a referral form to the Student Support Team for students they suspect might have a particular difficulty.
- Apply the College policies including the College's Code of Behaviour equally to all students.
- Inform parents of the progress of students through parent teacher meetings and school reports.
- Contribute to school development planning for their subject area whilst considering the needs of their students with AEN.

Team Teachers:

In keeping with best practice, we will endeavour to accommodate where possible the inclusion of all students in the classroom. Additional support in the classroom will be provided through team-teaching/co-teaching with an additional teacher. The role of team-teacher is to:

- Assist the subject teacher in helping the student with additional needs to access the curriculum.
- Collaborate with the subject teacher to create a Classroom Support Plan that includes targets for each student with additional needs.
- Monitor targets for that student within that subject for each term.
- Feedback to the subject teacher on student progress.
- Feedback to the AEN Anchor on student progress.
- Review targets for students.

Inclusion Support Assistant (formerly Special Needs Assistant):

The role of the Inclusion Support Assistant (ISA) is to look after the primary care needs of students. The College provides access to ISAs in line with the Continuum of Support so that the students with the greatest level of need gets the greatest level of support. During the students' time in the College students are encouraged, where appropriate, to become

independent of ISA assistance. As such support will be withdrawn and redeployed as students' independence grows.

- ISA will liaise with ISA from primary school to support students with the transition to post-primary where necessary.
- Provide care assistance to identified students who have been identified for ISA support.
- Contribute to the development of the Student Care Plan with the AEN anchor.
- Recognise their role in the health and safety of the student and in their social, emotional and educational development, while being mindful that students do not become dependent on them.
- Attend monthly ISA meetings and staff meetings where appropriate.
- Assist/escort students on school trips.
- Give assistance as necessary for students with difficulties in class and support with assistive technology, reading and scribing.
- Assist with clothing, feeding, intimate care (see Intimate Care Policy) and administering medication (see Administering Medication Policy).
- Assist teachers in the supervision of students during recreation time and movement across the College campus.
- Participate with school development planning, where appropriate, and cooperate with any such changes with policies and practices arising from school development process.
- Treat all matters relating to school business and their work as strictly confidential.
- Where resources allow, the ISA will support the secondary care needs of the student in line with the Continuum of Support.

Subject Department Facilitators

Subject Department Facilitators have responsibility for all aspects of curriculum content and learning opportunities in their subject area. Their specific responsibilities in terms of this policy are:

- Maintaining and monitoring a Subject Department Policy on Additional Educational Needs.

- Ensuring that the subject content has been differentiated to meet the needs of all students
- Designating a member of staff to liaise between the Subject Department and the Inclusion Team.

Students:

Students are encouraged to take ownership of their learning. We also encourage students to contribute to the evaluation of their progress including self-assessment.

- Become familiar with the targets that have been set for them where practical.
- Develop ownership of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning.
- Contribute to the evaluation of their progress by participating in appropriate assessment.
- Take responsibility for their assistive technology and developing their typing skills where appropriate.

Parents/Guardians

Parents support the process through consultation and by working in partnership with the College to help meet their child's needs and by encouraging their child to take the support offered them by the Inclusion Department. Parents should support the College by providing all available information in a timely manner so that the College can put in place relevant supports for the student. Parents are invited to give consent where necessary for their child to be tested by the Student Support Team or outside agencies. We are committed to working in genuine partnership with parents/guardians by:

- Having a positive attitude towards parents/guardians, respecting the validity of differing perspectives.
- Providing user-friendly information and procedures and being aware of communication barriers. Regular communication is available through direct email to the Student Support Team and meetings are available upon request.

- Recognising the pressure a parent/guardian may be under because of their child's need.
- Acknowledging the importance of parental knowledge and expertise in relation to their own child.
- Gaining parental consent for referrals.
- Ensuring parents/guardians are aware of support groups and relevant outside agencies who can assist them.
- Including parents in meetings with outside agencies where appropriate.

Parents can help the College by:

- Sharing any information, report or reports pending from health professionals, and/or concerns regarding their child's development. Copies of up-to-date professional reports should be provided to the College at enrolment.
- Inform the College of their child's needs at the transition and/or transfer stage.
- Keeping the teachers informed of the progress/difficulties they observe in their child's learning as they progress through post-primary school.
- Attending parent-teacher meetings which are held once a year and members of the Student Support Team are available to meet with the parents of the students who they engage with.
- Allowing time for interventions to be monitored and assessed in line with the SST Calendar.
- Students receive a written school report twice in the school year (Winter and Summer) and their progress in supplementary teaching is included.
- New parents are invited into the school for an information night in September which sets out how the additional needs of our students are met.



Policy on the Exemption from the Study of Irish

This policy outlines the position and processes of Clonturk Community College when examining the possibility of granting an exemption to a learner from the study of Irish. This policy is based on Circular 0055/2022. All exemptions previously granted are not changed by this policy and will continue to apply.

Introduction

Irish is the core subject on the curriculum, as determined by the Department of Education (DoE). The policy of the DoE is to provide an inclusive educational experience and this policy also upholds that principle.

The decision to grant an exemption to a student from the study of Irish has very significant implications for his/her future learning and potential employment opportunities. Students should therefore be given every reasonable opportunity to participate in the learning of Irish for as long as possible. However, in certain circumstances, it is recognised that an exemption from the study of Irish can be in the best interests of the learner. This policy outlines these circumstances, as outlined in the Departmental circular, 0055/2022.

Circumstances in which a Learner may be Granted an Exemption from the Study of Irish

1. An exemption from the study of Irish may be granted to a learner whose education was received outside the State (for a minimum period of three consecutive years) where he/she did not have opportunity to engage in the study of Irish.
2. Where a learner presents with significant literacy difficulties that are persistent despite having had access to a differentiated approach to language and literacy learning in all subjects/across the curriculum and over time. Alongside this, the learner presents with a standardised score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.
3. A learner who experiences a high level of multiple and persistent needs that are very significant and a continuing barrier to their participation and engagement in their learning.
 - I. This must be accompanied by substantial written evidence that these needs persist despite targeted and an Individual Learning Plans to address those needs.
 - II. The school will have substantial written evidence that these Individual Learning Plans have been implemented over not less than two school years, and have

been monitored and reviewed by the school in collaboration with the parent(s)/guardain(s) and the student.

III. The learner has been given every reasonable opportunity to participate in the learning of Irish in mainstream classes for as long as possible in keeping with the integrated approach to language skills development and the communicative approach underpinning the Specification for Junior Cycle Irish (L2) and the Learning Certificate Syllabi for Irish.

IV. The principal is satisfied that the granting of an exemption is in the overall best interests of the student concerned.

4. An exemption can be granted to a learner in a recognised special class, or who was previously enrolled in a recognised special class. It can also be granted to a learner with a recommendation from a special class or special school.

Only criteria contained in this policy can be considered as grounds for an exemption from the study of Irish and no other exceptional circumstances can be considered. A recommendation of an Irish Exemption from a psychologist will not be considered without the student meeting the above criteria.

Procedures for Granting an Exemption from the Study of Irish

1. The parent (or a learner over the age of 18), must make an application in writing to the Principal.
2. The school acknowledges receipt of the application and will discuss the process with the applicant(s), along with the potential implications of an exemption.
3. The school will fully process the application, with a written decision confirmed within 21 school days.
4. Where an exception is granted, a Certificate of Exemption will be issued to the applicant(s) by the school.
5. Where an application is refused, the school will inform the applicant(s) in writing, outlining the reasons for refusal and notifying the applicant(s) that the school's decision may be appealed to the Irish Exemption Appeal Committee within 30 calendar days of the date of the written decision.
 - In making any decision around an exemption from the study of Irish, the school will:
 - Review all relevant documentation, including Individual Learning Plans, assessments, testing, reviews, notes etc.
 - Consult with the applicant(s), relevant teachers and Special Educational Needs Co-ordinators.
 - Consult the relevant circulars and supporting documents, as outlined in Circular 0055/2022.

When an Exemption from the Study of Irish is Granted

Where the exemption has been granted due to persistent learning difficulties, the school will develop a plan for the education of the learner during Irish class periods. This plan will account for the individual literacy, numeracy, language and learning needs of the learner, whilst also working within the teaching allocation and resources available to the school.

Where the exemption has been granted on other grounds, the student will remain in Irish class and study where possible.

Reporting on exemptions granted to the Department

In order for students who are exempt from the study of Irish to be recognised by the Department, schools will be required to record data on the students who are exempt from the study of Irish and the reason for that exemption on the Post-Primary Online Database (P-POD).

Learner Transferring from another School with an Exemption

It is the responsibility of the parent(s)/guardian(s)/student (the applicant) to ensure that a copy of the student's Certificate of Exemption is made available to the receiving school.

Further Information and Guidance

Further information including application forms, guidance information, and appeals form can be found on the DoE website at this link <https://www.gov.ie/en/service/irish-exemption/>