

Moate Community School

Special Education Needs Whole School Inclusion Policy

Introduction

Moate Community School is committed to providing an education for its students in a caring, and supportive environment. We strive to help each student achieve his or her full potential. A quality system of Special Education Provision is integral to this commitment. This policy document is written in the context of The Education Act (1998) and takes cognisance of The Equal Status Act (2000), The Equality Act (2004), The Education Welfare Act (2000), The Data Protection Acts (1988, 1998 and 2003) and The Education for Persons with Special Educational Needs Act (2004). Two further publications have informed the content of this policy-“Inclusion of Students with Special Educational Needs-Post Primary Guidelines (Department of Education & Science (DES) Inspectorate: 2007) and “Exceptionally Able Students-Draft Guidelines for Teachers” (NCCA: 2007). This policy is constantly under revision, and is a ‘work in progress’ and involves a consultative process with staff, students, parents and Board of Management.

Admission and Enrolment

Admission and enrolment procedures for SEN students and for students wishing to access the special autism classes in Moate Community School are detailed elsewhere within the Moate Community School’s Admissions and Enrolment Policy.

Aims

The school’s inclusive education policy aims:

- To provide an inclusive learning environment where all are encouraged to achieve their potential.
- To enable each student to develop social and personal skills, thus enhancing self-esteem.
- To encourage students with special needs to participate in the full range of school activities.
- To offer an education which develops a variety of skills i.e. practical, artistic, musical and sporting .
- To provide special needs students access to the curriculum and encourage and support students to sit Junior/Leaving Cert examinations.

Categories of Special Education Needs

- General Learning Disabilities
- Emotional and Behavioural Difficulties
- Speech and Language Disorders
- Physical and Sensory Disabilities
- Specific Learning Difficulties
- Autism

Identification of needs

The following criteria may be used to identify students who may benefit from extra supports:

- School links with primary schools.
- School meetings with parents/guardians of incoming students
- CAT 4 testing

- Educational Reports presented to school
- Primary school passport documentation including attendance rate, sigma T and micra T results
- WIAT III testing where deemed appropriate
- Referrals from subject teachers
- Referrals from other school teams e.g. Pastoral Care & Year Heads
- Analysis of house exams versus CAT test
- Meeting with NEPS/Occupational Therapist/Speech & Language Therapist/Educational Psychologist etc.
- Information from CAMHS if available

Transitions

The school recognizes transitions can be challenging for all students and may pose even greater challenges for children with special educational needs. These transitions include the transition from primary to post primary school and the transition from post primary onwards. In managing the transition of students with special educational needs from primary to post-primary school, the school will liaise in a timely manner with the parents and the primary school. This may involve some of the following:

- Open Night
- Meeting between a designated staff member and a representative of the primary school
- Peer mentoring
- Request transfer of School Passport from the primary school
- One to one meetings between designated staff member and parent (and student) where individual needs of the students are discussed
- Sharing of information with subject teachers at the start of the academic year
- Induction session for incoming students

The Uisneach Centre

Our four autism classes will provide a maximum of twenty-four placements at any one time.

The autism classes offer a support structure for autistic students where they can achieve their potential and are enabled to function effectively in mainstream classes.

The autism classes:

- Provides education for each student in a safe, caring and stimulating environment.
- Values each student as an individual and treats him/her with dignity and respect.
- Acknowledges the student's entitlement to a broad and balanced curriculum which is differentiated to take account of individual needs.
- Works in partnership with parents, guardians, families, school staff and other professionals in meeting the needs of the student.
- Develops skills, understanding and knowledge that will enable each student to achieve his or her full potential.
- Builds on each student's strengths and celebrates his/her achievements.
- Encourages each student to socialise within the school community.
- Places an emphasis on the development of communication skills, comprehension skills and skills for independent living.

Engagement with external bodies and agencies

Where appropriate the school will seek support and guidance from external bodies and agencies such as the National Educational Psychological Service (NEPS), the Special Education Needs Organiser (SENO), the NCSE Support Service and allied health professionals. This will be particularly relevant in the case of those students presenting with complex needs. The school will facilitate meetings between parents and these support services where appropriate. The school will endeavour to incorporate relevant recommendations from health professionals in developing support plans for students.

Implementation of Policy

- Collate all relevant information for each student with Special Educational Needs.
- Timetabling for resource and learning support within the framework of the school timetable.
- Facilitation of curricular modifications and skill specific programmes e.g ICT, to meet the needs of students with special educational needs where resources allow.
- Provision of SEN Register to each teacher in the school which lists each student for whom a psychological assessment is on file and identifies the assessed need of the student. A brief explanation is provided on each of the assessed conditions and some classroom guidelines for teachers.
- Access to psychological reports at the request of individual subject teachers.
- Encourage collaboration between SET teachers and individual subject teachers.
- Endeavour to implement a plan for students in receipt of SET support.
- Programme planning using differentiated teaching.
- Provision of after school support e.g. Homework Club where resources are available.
- Endeavour to ensure that students deemed in need of Reasonable Accommodations at Certificate Examinations will receive their entitlement. The procedures of the SEC will be strictly adhered to.
- Exemptions from Irish are sought where appropriate and in line with DES Circular 0055/2022.
- Liaison with External Agencies and Support Services.
- Communicate policy and procedures to parents of students with special educational needs.
- Accurate record keeping of provision made for each student with special educational needs.

Monitoring Procedures

- Principal and Deputy Principals will review procedures with relevant personnel on an ongoing basis.

Success Criteria

- Access to a broad and balanced curriculum for students with special educational needs.
- Parents, teachers and students are satisfied that the student is benefiting from these procedures.

Review Procedures

- Policy is reviewed annually.