

Special Educational  
Needs Department  
Policy

## Contents

<b>1</b>	<b>Mission Statement</b>
<b>2</b>	<b>Inclusion</b>
<b>3</b>	<b>Aims and Objectives of the Department</b>
<b>4</b>	<b>Enrolment</b>
<b>5</b>	<b>Transition to Post Primary</b>
<b>6</b>	<b>Admission arrangements</b>
<b>7</b>	<b>Facilities &amp; Resources</b>
<b>8</b>	<b>Safe space</b>
<b>9</b>	<b>Identification of student for support</b>
<b>10</b>	<b>Model of SEN Provision</b>
<b>11</b>	<b>Roles and Responsibilities</b>
<b>12</b>	<b>Gifted/talented students</b>
<b>13</b>	<b>Assessment and records</b>
<b>14</b>	<b>Involvement of parent(s)/guardian(s) and students</b>
<b>15</b>	<b>Assistive technology</b>
<b>16</b>	<b>RACE</b>
<b>17</b>	<b>DARE</b>
<b>18</b>	<b>Further Education</b>
<b>19</b>	<b>CPD</b>
<b>20</b>	<b>Policy review</b>

## **1. Mission Statement**

St Benildus College provides a Catholic, LaSallian education rooted in a tradition which prepares young people for college and for life. The school seeks to educate students spiritually, academically, physically and socially through the promotion of Christian values, teaching the broad, prescribed academic programmes as well as a wide range of student activities under the guidance of a caring, dedicated management, staff and administration.

### **Educational Philosophy of St. Benildus College**

The De La Salle order (estd. By John Baptiste La Salle in 1679) has been associated with education in Ireland for more than a century and has links with South Co Dublin since 1953. St Benildus College is part of a network of LaSallian Schools involved in the delivery of a quality education and the building of vibrant LaSallian Communities.

The philosophy of the College is to foster the intellectual, physical, social and moral development of each pupil. Academic achievement is stressed but participation in sporting and artistic activities is also strongly encouraged. The College, operating through an innovative and flexible curriculum, provides a broad and inclusive education. Learning takes place in an atmosphere of mutual respect, allowing each pupil the opportunity to develop his academic potential while at the same time giving him a strong awareness of Christian values and promoting a sense of personal responsibility.

The Mission Statement and Educational Philosophy of St. Benildus College embody the principles and values which underpin Special Educational Needs practices within the school.

## **2. Inclusion:**

St Benildus College welcomes pupils with Special Education Needs (SEN) and takes account of the Education for Persons with Disabilities Act (EPSEN) 2004 which states that “The education of people with SEN shall take place in an inclusive environment with those who do not have such needs”

At St. Benildus College we are determined to meet the educational needs of all our students. This subject plan describes the policies, aims and objectives, by which the College will identify, assess and provide for students with Special Educational Needs. Special Educational Needs (SEN) can take a variety of forms, including specific learning needs, health related needs and behavioural needs. This policy takes into account the Special Educational Needs provision outlined in the various acts pertaining to the provision of students with Special Educational Needs, notably the Education Act of 1998, EPSEN Act 2004, Learning Support Guidelines 2000, the NCSE (ncse.ie) Guidelines on the Individual Education Plan Process 2006, guidelines for Inclusion of Students with Special Educational Needs 2007 underpin the key elements of this policy.

The College recognises the right of students with special educational 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 Special Educational Needs is an integral part of its overall aim to raise the achievement of all students.

Some students will permanently, or from time to time, have a greater difficulty in learning than the majority of children of their age. Some may have disabilities that prevent or hinder them from making use of the facilities provided for our students. We will give these students individual consideration and make special provision for them, working in partnership with others, as necessary. The Colleges' intention is that the needs of all students are identified and met as soon as possible.

All students whether they have special educational needs or not, must have equal access to the full curriculum of the College and all activities. Students with special educational needs will be encouraged to become independent and take responsibility within the college.

### **3.Aims and objectives of the Department**

#### **Aims:**

- To enable pupils with low achievement levels and/or learning difficulties to participate in a broad and balanced curriculum.
- To develop positive self-esteem and a positive attitude to school and learning in these pupils in order to encourage good attendance.
- To enable pupils to become independent learners.
- To create an awareness amongst all partners, teachers, parents, students, professional services; NEPS(National Educational Psychological services).
- To create an awareness that we must foster a whole school approach and share the responsibility of helping students cope with their difficulties.
- To provide strategies to enable students achieve to the best of their abilities.
- To monitor and adapt the system used to target students who have a learning difficulty or who are in need of extra support in line with changing circumstances.
- To identify and select students for Resource or Learning Support subject to resources from the DES.
- To assess, monitor and review the progress of pupils receiving Resource or Learning Support and adapt individual allocations accordingly.
- To continue to plan programmes that meet individual needs.
- To involve parents in supporting their child's learning.

## **Objectives**

- To improve learning for all students
- To provide functional literacy, numeracy and social skills
- To develop learning strategies to meet the variety of learning styles
- To develop a positive attitude to school
- To develop high levels of self-esteem to encourage attendance and achievement.
- To ensure a whole school approach in meeting the needs of assessed students across the curriculum in an inclusive environment.
- To encourage alternative forms of support, in class support, differentiated work, use of software, team teaching, etc.
- To meet with the relevant partners in the formulation of Individual Educational Plans (IEPs).
- To ensure the referral system for students with learning difficulties is used where all partners are involved; School Principal, SEN Coordinator/Learning Support, Guidance Counsellor, parents, student, psychologists and/or other relevant outside agencies.

## **4.Enrolment**

St. Benildus College's enrolment policy welcomes the full participation of children with special educational needs and undertakes to avail of both financial and personnel resources, provided by the Department of Education and Skills to make reasonable accommodation for students with special needs in order that these students insofar as is reasonable and practicable may participate fully in the educational and social opportunities provided within the college.

## **5. Transition to Post- Primary School**

There is a formal and well-functioning communication structure between the college and its feeder primary schools.

St. Benildus College believes that the quality of a child's experience in making the transition to post-primary education can be a determinant of how well they settle in school. There is a formal and well-functioning communication structure between the college and its feeder primary schools. Extra provisions made to smooth the transfer process of SEN pupils are as follows:

- The resource teacher makes contact with the Primary school if any additional information is required.
- Students who have Irish exemptions are identified and the procedure for their time-tabling is communicated to parents.

- Parents are welcome to contact the resource teacher any time prior to entry, either in person or by telephone.
- An information booklet is issued to new students and their parents.
- An effective anti-bullying policy is in place.
- There is an annual Open-Day for parent/child visits.
- The resource teacher is present at the Annual Evening for all new parents and is available to speak with parents.
- As required, special needs teachers from feeder schools visit our college in order to further smooth the transition from Primary to Secondary school.
- When required, if a child is particularly anxious about transfer, a one-to-one meeting is set up between the resource teacher and parents and child to alleviate any concerns.

## **6. Admission arrangements**

St. Benildus College will use the resources provided by the Department of Education and Skills to make reasonable provision and accommodation for students with disabilities or special educational needs. These students are free to participate in the life of the College in so far as is reasonably practicable.

The SEN & LS Department in conjunction with The Board of Management needs to be aware of any special needs as early as possible, so that these needs can be assessed and addressed if possible. In making provision for special students the following information is required to be included with any application to the college:

Has the student had access to any of the following?

- Special Needs Assistant
- Placement in a Special class
- Access to a resource/learning support teacher
- Assistance with behavioural modification.
- Psychological and/or professional assessment/report. Report to be provided in strict confidence to the College.
- Evidence of treatment in relation to EBD diagnosis.
- Any additional resources to help with their special needs.
- Help in areas including, visual impairment, hearing impairment, sensory issues, general learning disability or emotional disturbance.
- Exemption from specific curricular areas
- Any supports in relation to travel/mobility or other.

## **7. Facilities and Resources**

- The SEN/LS Department will allocate all designated additional teaching support hours appropriately, to the students with Special Educational Needs who are in receipt of these hours, in the most effective way possible.
- Additional funding will be used to purchase suitable resources for the department which will enhance the learning of all students.
- The SEN/LS Department will continue to work from two core classrooms which have been designated for learning support and resource teaching, using other free classrooms when there is great demand in a particular period.
- The SEN/LS Department encourages learning support teachers to use many resources in supporting the students. Resources such as ICT resources, suitable Junior Certificate and Leaving Certificate texts, exam material, games for learning, and age appropriate reading material across all subject levels can be found in Resource room A and resource room B.

## **8. SAFE SPACE**

The SEN department believes that the pastoral care of SEN students is one of its core responsibilities. We believe if a student is happy in school, feels like he belongs, and feels as though there is somewhere he can go for help if it's needed, then learning outcomes are vastly improved. With that in mind we have an open door policy in the Resource room. SEN students are aware that they can drop in at any time of the day for a chat, to ask advice, to store their laptops, to borrow a mislaid book or calculator or to ask for a loan for forgotten lunch money. The resource room serves as a safe space for students who may at times be overwhelmed with crowds, noise, workload, or general anxieties. We believe this is an essential duty and responsibility of the SEN department, and often it can be the difference between a high attendance rate and a high absenteeism rate. The resource room is located on the First Year corridor so that it is easy for students who are new to the school to find, and there is easy access for them to call in and seek help if it's required.

### **Lunch Club:**

A lunch club has been established in the Resource room every day. This club is open to students who may be vulnerable for a variety of reasons, whether due to an SEN, anxiety issues or physical disability. The club serves as a safe space for SEN students at lunch time. The club is supervised by a teacher for the full lunch duration. Students eat their lunch, play games, and interact with each other in a safe space. Students can also avail of the teacher presence and often seek academic support, help to prepare for a test, complete homework or just explanation of new concepts they have been introduced to in class. In a school of up to 800 boys this resource is invaluable to our vulnerable students. Many parents of the boys who

attend this club have commented on the difference it has made for their son to have somewhere they belong at lunch time. There is a lovely friendly, caring and welcoming atmosphere in the club.

## **9. Identification of students for support**

- In-coming First Year students are screened by information supplied on the enrolment form, by information from Feeder school and ranking on Initial Entrance Test.
- A class teacher or Year Head can refer any student they are concerned about to the SEN department, by way of a referral form. Any referral made by a class teacher must be forwarded to the Year Head that will begin a broader profile. This information is passed to the SEN team who, in co-operation with Guidance Counsellors identify the nature of the SEN. The SEN needs of the child are thus established.
- When a parent refers their child to the principal, a preliminary screen (as outlined above) is carried out and the parent will be advised as to appropriate assessment. Where an assessment establishes that a child has a SEN an Individual Pupil Profile is prepared.
- IEP: This identifies a student's personal details, SEN category, current strengths and prioritised learning needs.
- **Informal Assessment involves** observations from mainstream teachers, consultation with parents, & interviews with pupils.
- **Formal Assessment** involves review of entrance test, review of house exams and reports, behavioural record if appropriate and consultation with Guidance Department.
- Following this profiling stage, decisions are made as to appropriate support necessary:
  1. No need for further action.
  2. Need for monitoring/support in mainstream setting.
  3. Purposeful withdrawal or other support.

## **10. Model of SEN provision**

In assessing and deciding which students need to be in receipt of supplementary teaching and which students may benefit from support within the mainstream context, the following options are considered:

- Support Teaching
- Inclusion of SNA in specific classes
- Small Group withdrawal
- Individual withdrawal
- Team Teaching
- Curricular Reduction.



The period of intervention recommended to each student is dependent on the nature and extent of their individual needs. The duration of provision is reviewed at every half term. There are cases where support is needed on a short-term basis, after which the student is in a position to recommence with the regular curriculum. All decisions in this regard are discussed with parents/guardians, class, teachers, relevant Year Head and student.

### **Programme Planning:**

The objectives of the diagnostic assessments conducted by the Resource/Learning Support teacher are to identify the pupils' learning, behavioural, emotional and social needs. The information generated by this assessment process is essential for the completion of the student's IEP. The IEPs are compiled for all students with Low Incidence Special Needs and include:

- Personal details
- Categorisation of need
- Strengths
- Prioritised Learning Needs
- SEN Provision

### **Allocation of Teaching Hours:**

The resource teaching and learning support allocation of hours is utilised for the purposes intended. The majority of these hours are delivered by a core team of three teachers and the remaining hours are allocated to a number of other teachers.

### **Categories of Special Educational Needs which are catered for as per NCSE guidelines:**

Physical Disability	Moderate GLD
Hearing Impairment	Severe/Profound GLD
Visual Impairment	Autism/Autistic Spectrum Disorders
Emotional Disturbance	Specific Learning Difficulty
Severe Emotional Disturbance	Assessed Syndrome
Borderline Mild GLD	Specific Speech & Language Disorder
Mild General Learning Disability	Multiple Disabilities

Our role is to provide a proficient and responsive learning support service, which keeps up-to-date with 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.

We function mainly on a withdrawal basis. Withdrawal means that the students attend support sessions either on a one-to-one basis or in small group situations with their assigned teacher. (The NCSE recommends that Colleges minimise the use of one to one sessions as

these place significant demands on limited resources). Individual provision and its outcomes will be kept constantly under review and amended as necessary.

The use of Team Teaching as a method of providing LS is facilitated and encouraged in the College.

## **11. Roles and Responsibilities**

### **Board of Management:**

The board of management has the overall responsibility for the provision of education to all students, including students with special education needs.

### **Principal:**

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 special educational needs. He convenes a Special Educational Needs Team and assigns responsibility of co-ordination to a member of the SEN Team.

### **Role of mainstream Teachers:**

A key element of our SEN provision is a very high level of consultation and co-operation between the class teacher and the SEN teaching team. Mainstream teachers in St. Benildus College play a key role in bringing about the inclusion of students with special educational needs and have access (unless there is good reason for withholding certain information) to all information that is relevant to teaching a student with special educational needs. They play a central role in identifying students who may be at risk and for drawing the attention of the resource teacher or learning support teacher to such students. Teachers collaborate with the SEN team and seek advice when considering the needs of SEN students when planning for differentiation and teaching lessons, setting homework and formulating tests.

### **Role of Guidance:**

The Guidance Counsellors work closely with the SEN Department. The SEN & Guidance teams collaborate on assessment processes and assist in making other teachers aware of relevant information about SEN students. Weekly meetings are held with members of the SEN during which SEN students are supported by planning/monitoring and follow-up actions decided upon. They also provide guidance and support to parents as required. They advise and guide SEN students through the DARE application process where relevant. They assist SEN students at different stages of schooling and assist them in making career decisions.

## **11. Role of SEN Co-ordinator (Learning Support & Resource)**

The SEN Department will ensure that they are fully involved in developing and monitoring the College's SEN policy and that SEN provision is an integral part of the College development plan. The Co-ordinator along with College management will ensure that they are fully informed of the College's SEN provision, including how funding, equipment and personnel resources are deployed. They will ensure that the quality of SEN provision is regularly monitored and evaluated.

The SEN Co-ordinator has oversight of all matters regarding the day-to-day management of all aspects of special educational needs policy and provision, for leading the Learning Support Team and co-ordinating the involvement of outside agencies. Specific responsibilities of the role include:

- Overseeing the day-to-day operation of the College's SEN policy and provision.
- Coordinating the SEN Register. The SEN Register lists the names of students who are in receipt of Low Incidence Resource Teaching Hours, and their category of SEN. A copy of the register is available in the Resource room, and is available to teachers online in a password encrypted file.
- Coordinating provision for students with SEN and the set-up of the Department time table.
- Ensuring that students who have being referred by class teachers due to poor attainment are screened for learning difficulties.
- Chairing a weekly meeting with the core SEN Team.
- Overseeing the development of IEPs for students with NCSE resources.
- Liaising with and advising fellow teachers of the Learning Support Policy.
- Meeting with parents of students with SEN.
- Managing Learning Support Team.
- Overseeing the records on all students with SEN.
- Contributing to the training of staff.
- Liaising with and advising Special Needs Assistants.
- Overseeing SNA access for students and SNA timetables.
- Assisting the team of SNAs in establishing 'targets' for students with SNA access.
- Identification of students for reasonable accommodation in house exams, and overseeing provision of same.
- Applying for additional teaching support and resources including RACE
- Liaising with external agencies including the DES, NCSE, NEPS, Visiting Teacher Service, health and social services, psychologists and other relevant voluntary bodies. Overseeing the transition of First Years from Primary to Secondary School including: College visits, meeting with parents and partaking in care team.
- Monitoring and reviewing students' progress and reorganising resources if required.

## **Resource Teacher:**

The core task of the Resource teacher is the teaching of students with special educational needs. The model of organisation that has been adopted in St. Benildus college allows the resource teacher to implement their teaching role in the following ways;

- By withdrawing students for additional classes in literacy or mathematics (or both), as appropriate.
- By providing specific support for students with special educational needs in other areas such as the development of social skills and life skills.
- Liaising with management, Year Heads and subject teachers.
- Helping to devise IEPs for students with Low Incidence Resource Teacher Hours.

## **Joint Roles of Learning – Support and Resource Teacher:**

Time-tabled hours are set aside for Resource and Learning Support teacher planning on a weekly basis.

There is potential to overlap in these two roles and the situation at present (which is open to constant review) is as follows:

- The selection of students for whom additional support is to be provided.
- Organisational arrangements for the provision of additional support to students, including involvement in in-class support and co-operative teaching (resource teacher).
- The selection and maintenance of teaching and learning resources.
- The processing of applications for reasonable accommodations in certificate exams
- Contact with parents.
- The storage of and access to reports and records on students with low attainment and those with special educational need.
- Contributing to the organisation of timetables for SEN students and Learning Support students.

The learning support teacher and resource teacher work in a flexible way to maximise the provision of additional teaching supports. In our school, selected students with low achievement on Maths and Literacy are grouped together with SEN students for lessons in specific aspects of English or Maths.

## **Special Needs Assistants:**

The special needs assistant's role is to look after the care needs of students with SNA access. Care needs include: arranging special chairs, monitoring movement on corridors, hygiene and safety particularly in practical classes, encouraging students to remain on task, monitoring emotional well-being, assisting organisation and promoting appropriate interaction with peers and staff. Through the course of their time at St. Benildus College students are encouraged, where appropriate, to become independent of their SNA.

**Year Head:**

Year Head have general responsibility for monitoring the academic and social progress of students. Their specific responsibilities in terms of this policy are:

- Liaising with the Learning Support Co-ordinator
- Working with their Learning Support link teacher
- Monitoring and reviewing the progress of students with SEN

**Subject Departments:**

Subject Departments 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 Special Needs.
- Ensuring that the subject content has been differentiated to meet the needs of all students

**Special Educational Needs Support Team:**

A special educational needs support team in our school enables teachers in specialist roles related to inclusion to collaborate closely with one another and with mainstream teachers. Members include Year Heads, resource teachers, learning support teachers, guidance counsellors and Special Needs Assistants. The SEN team works collaboratively in the development, implementation and review of policies and procedures for identifying and implementation and meeting the special education needs of individual students.

**Mentoring:**

There is a student mentoring programme in operation in our college whereby teachers volunteer to act as mentors for more vulnerable students. With active collaboration between Guidance Counsellors and the SEN team, SEN students who may be at risk of not achieving their full potential both socially and emotionally are quickly identified and provided with mentoring throughout the school year. Feedback from mentors is very valuable when reviewing a student's progress, and assessing their on-going needs.

## **12. Gifted/Talented Students**

The Special Educational Needs department recognise and support, where possible, the education of students who are deemed to be especially gifted and talented, through allocation of resources and collaboration with class teachers. Year Heads, SEN department members and class teachers liaise at regular intervals in the monitoring of students who achieve highly in the entry assessments to ensure they reach their potential.

## **13. Assessment, Records and Progress**

The Resource teacher and the Learning support teacher work together to carry out the following functions:

- Liaise with the Guidance Counsellor in relation to the formal and informal assessment of SEN students.
- In consultation with the National Educational Psychological Service (NEPS), we adopt a systematic approach to arranging Reasonable Accommodation in certificate examinations.
- We have introduced a Cognitive Ability Test (CAT4) to our students and all incoming First Years are assessed with this tool. Students are also tested in Transition Year. This allows the formal tracking of literacy and numeracy skills of the SEN students at suitable intervals.
- Co-ordinate the gathering of information for IEPs for students with SEN from assessment reports by outside professionals and in-school assessment.
- Are involved in the administration of standardised and diagnostic tests (Dyslexia screener, Diagnostic Reading Analysis, National Group Reading Test, WIAT II, WRAT IV).
- Are involved in the review of individual students' progress using the IEPs.
- Advises on applications for Reasonable Accommodations in the Certificate Exams.(RACE)
- Monitors SEN student's progress through teacher feedback and record of work form.
- LS teachers are encouraged to keep a folder of a portfolio of work to allow a continuum of support between teachers and to facilitate reporting.

### **SEN Department and the compiling and maintenance of records relating to students with SEN:**

The resource teacher compiles and maintains data on students with Special Educational Needs. This data is received from outside or generated within the school. Data from outside includes psychological reports and reports from parents and other schools. Data created in the schools includes those in relation to assessment, student progress, IEPs, state examinations, or planning to transfer inwards from the primary school. Data relating to students is treated in

a sensitive and confidential manner. Our school acts in accordance with the Data Protection Acts (1998 and 2003) in relation to the management and maintenance of such data.

#### **14. Involvement of Parent(s)/Guardian(s) and students**

The students realise their potential by striving to fulfil their potential and by discussing with their teachers their own strengths and weaknesses. This is achieved by regularly attending and working in learning support classes while developing 'ownership' of the skills being taught in learning support classes and applying these skills to all their studies. Students are encouraged to contribute to the evaluation of their progress including self assessment and this allows students to grow in independence

- Parents support the process through consultation and collaboration 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 SEN Department. Parents are invited to give consent where necessary for their child to be tested by the SEN Department or outside agencies. Parents are advised to act on the recommendations made in professional assessments in the best interests of their child. Parents will be informed through school reports, and regular phone calls, of their son's progress. Parents are made aware that the SEN department is readily available for advice, consultation, and support when they have a query.

#### **15. Assistive Technology**

Assistive technology in our college supports students' regular activity within the mainstream classroom.

##### **Procedure for new entrants to the college:**

- If a laptop is already being used by the student in his Primary School (as granted by the NCSE) the laptop should be transferred with the student on transition.
- All laptops which are grant-aided by the NCSE are the property of the college, can be used by the student for their personal use but must be returned to the college when the student leaves the school.
- In cases where a laptop is in need of repair and where this repair work is deemed economical and essential by the SENO, the school will undertake to have it repaired. Parents must first submit an *Application for Approved equipment Repair Form* to St. Benildus College and the college will then supply to the SENO for approval.

### **Procedure for Students who are already enrolled:**

- If on entry to 1<sup>st</sup> year or at a later stage, it becomes obvious that due to hand-writing speed, motor co-ordination difficulties or other, use of a laptop is necessary, an application will be made to the NCSE on their behalf.
- In cases where the NCSE do not grant finance for the purchase of a laptop but in the opinion of NEP Psychologist/Educational Psychologist its use is necessary, the parent can purchase a student's personal laptop. The student can use this laptop in school for subjects where there is a high volume of writing.
- The SEN department will facilitate the students practice and improvement in typing by installing a typing course on the laptop and providing resource time to practice if necessary.
- The SEN Department will assess the student's suitability for a RACE application to use a laptop for exams. The SEC has issued clear criteria for this application process, and the SEN Department will follow these guidelines, and apply where a student meets this criteria.
- Where possible the college will facilitate all students using laptops in House exams, this is contingent on staff resources. Parents and students must sign the 'Laptop Use in House Exams' form in advance of any House exams.

### **16. RACE (Reasonable Accommodations for Certified Exams)**

- The SEN Department works closely with Year Heads, Guidance Counsellors, and subject Teachers to determine what students may be eligible for a RACE application.
- These students are then tested according to the SEC guidelines on RACE applications.
- The testing is carried out by the 3 teaching members of the SEN team, and results and recommendations are documented carefully.
- Applications are then made accordingly for students who meet the criteria.
- As soon as written confirmation of the results of the application are received, these are added to the student's file.
- The list of accommodations granted is then given to the Exam Secretary who uses this information to make the appropriate arrangements.

### **17. DARE (Disability Access Route to Education)**

- The SEN Department and the Guidance Counsellors work closely to identify students who may qualify for DARE.
- There are deadlines set out by the CAO for completion of an online statement from the student outlining how their disability affects their learning.
- These students are then advised, directed and supported by the Guidance Counsellor and SEN department through the process of application.



## **18. Further Education**

- On occasion a student may be moving on to SEN Third Level Education. Where this is the case the department will do their best to facilitate the application, enrolment and preparation of the student for the college.

## **19. Continuing Professional Development**

- The SEN department strives to keep up with changing syllabi, curriculum, and best practice policies.
- It is the policy of the college to encourage and facilitate the main teachers in the Department to have completed the Graduate Diploma in Learning Support and Special Educational Needs.
- Teachers are encouraged and financed by management to undertake regular CPD courses online or in class.
- Whole Staff training is recognised as vital to the positive educational experience of SEN students, and with that in mind management has supported initiatives to bring speakers on various SENs to address to the staff.

## **20. Policy Review**

This policy is to be reviewed annually:

Jan 2017 \_\_\_\_\_

Jan 2018 \_\_\_\_\_

Jan 2019 \_\_\_\_\_