

## **Special Educational Needs / Inclusion Policy**

**Last Update:** Sept, 2018

**Next Update:** Sept, 2021

### **Drimnagh Castle Primary School**

#### **Introduction**

Drimnagh Castle Primary is a boys' school under the patronage of the Catholic Archbishop of Dublin. It is a mainstream primary school, catering for a full cross section of children. The purpose of this SEN policy is to provide practical guidance for teachers, parents and other interested parties on the inclusion and provision of effective support to pupils experiencing low achievement and / or learning difficulties, as well as to fulfil our obligations under the following acts:

- Education Act 1998.
- Education Welfare Act 2000
- The Equal Status Act 2002
- The EPSEN Act 2004 The Education for Persons with Special Educational Needs Act (2004) states that "A child with SEN shall be educated in an inclusive environment with children who do not have such needs unless the degree or nature of those needs of the child is such that to do so would be inconsistent with the best interests of the child."
- Disability Act 2005

The school currently has the following provisions to cater for children with Special Education Needs:

- 14 full time Special Educational Teachers (SET)
- 8 Special Needs Assistants
- Access to and participation in the above facilities is governed by the following policies:
  - Assessment Policy.
  - Learning Support Policy / Resource Teaching Policy (see below).
  - Policy on the Inclusion of Children with Special Educational and/or Physical Needs

#### **Supplementary Teaching Policy of Drimnagh Castle Primary**

The **principal aim** of supplementary teaching is to optimise the teaching and learning process so as to enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school.

### **Specific Objectives of Supplementary Teaching:**

Through the implementation of this policy we strive to:

- Facilitate pupils to participate in the full curriculum for their class level
- Develop positive self-esteem and positive attitudes to school and learning
- Enable pupils to monitor their own learning and become independent learners within their own ability
- Involve parents in supporting their children's learning
- Promote collaboration among teachers

**Guiding principles: From March 2017 The Special Education/Inclusion Policy is informed by DES circular 13/2017.**

### **Guidelines-for-Primary-Schools-Supporting-Pupils-with-Special-Educational-Needs-in-Mainstream-Schools**

Drinnagh Castle Primary operates a needs based model in accordance with DES recommendations;

- Resources provided to support pupils with special educational needs are used to facilitate the development of truly inclusive schools.
- Supports provided to pupils with special educational needs are based on identified needs and are informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines.
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs.
- Pupils with the greatest levels of need have access to the greatest level of support, and whenever possible, these pupils are supported by teachers with relevant expertise who can provide continuity of support.
- The school establishes and maintains a core team of teachers to meet the needs of pupils with special educational needs. All members have the necessary experience and access to continuing professional development to support the diverse needs of pupils with special educational needs.

The school recognises that effective learning programmes are based on the following principles:

- Effective whole-school policies
- Whole school involvement
- Prevention of failure at junior level
- Provision of intensive early intervention up to and including third class
- Direction of resources towards pupils in greatest need

### **Prevention Strategies:**

As a means of preventing the occurrence of learning difficulties as far as possible, the following strategies are being implemented:

- The development and implementation of agreed whole school approaches to languages development, e.g. phonological awareness, and to the teaching of other aspects of English
- The development and implementation of agreed whole- school approaches to the teaching of aspects of Maths, e.g. our whole school approach to the Language of Tables and Subtraction
- Promotion of parental understanding and involvement through their attendance at an induction meeting for the parents of incoming pupils, the provision of the Tips for Parents booklet, the arrangement of formal and informal Parent-Teacher Meetings, Parents' Association
- Implementation of Paired Reading Programme from second class. (All junior classes will have Paired Reading each term.)
- Power Hour Literacy programme, Station teaching in Numeracy and Literacy.
- Use of strategies and materials from Mata sa Rang.
- Comprehensive use of in-class support and team teaching as resources allow throughout the school.
- The use of ICT to support pupils both in class and in the Resource room.
- Class-based early intervention in second and third classes, resulting in the provision of additional individualised support.
- On-going observation and assessment of pupils by the class teacher.

### **Categories of Pupils with Special Needs: (New model ) Circular 13/2017**

This revised allocation process replaced the **General Allocation Model** and **English as Additional Language Support (GAM/EAL)** scheme, whereby a general allocation of resources had previously been allocated to primary schools annually. It also replaced the National Council for Special Education (NCSE) allocation process which provided additional resource teaching supports to schools, to support pupils who had been assessed as having **Low Incidence** disabilities, in accordance with DES Circular 02/2005.

### **Selection of Pupils for Supplementary Teaching:**

The needs of pupils with low achievement should at all times be the particular focus of the supplementary teaching provision. The identification of these pupils is therefore the most important factor in the selection of pupils for supplementary teaching. In the context of providing an overall effective support programme that would include teaching and non-teaching duties, it is expected that the SET would be engaged in providing supplementary teaching to approximately 30 pupils with low achievement and/or learning difficulties at any given time during the school year.

(Learning Support Guidelines – DES)

The following recommendations are made with regard to the selection of pupils for supplementary teaching/learning support within the limits of the Learning Support Guidelines.

**The procedure for identification of learning difficulties will be started by following the 3 stage assessment procedure (Staged Approach) as outlined by the DES Special Education Circular 20/05**

❖ *See Assessment Policy under '3 Staged Approach'*

- The principle of Early Intervention applies; therefore pupils from Second Class to Third class are given priority in the allocation of support teaching.
- In Second class pupils are screened using teacher and LS teacher observation
- From second class upwards, all pupils are screened annually, using appropriate standardised tests, Micra-T, Sigma-T, NNRIT and Single Word Spelling Test.
- Priority for Learning Support is given to those pupils who perform at or below the 10<sup>th</sup> Percentile, excluding in the main pupils who receive Resource Teaching (Low Incidence Special Educational Needs).
- In the case of pupils performing at or below the 10<sup>th</sup> percentile, the screening process is followed by a consultative meeting between the Class Teacher, the SET and the parents concerning the pupil's performance, and supplementary teaching is offered.
- Support at all levels will be provided through the classroom support for pupils STEN 4 or below if necessary.
- In the allocation of places for Learning Support, the following are prioritised:
  1. Children from Rang 2, at or below the 10<sup>th</sup> percentile in literacy
  2. Children from Rang 3-Rang 4 at or below the 10<sup>th</sup> percentile in literacy
  3. Children from Rang 2, at or below the 10<sup>th</sup> percentile in numeracy (in-class support)
  4. Children from Rang 3 and Rang 4, at or below the 10<sup>th</sup> percentile in numeracy (withdrawal and /or in-class support)
  5. In- class support for children presenting at 10<sup>th</sup> to 20<sup>th</sup> percentile in literacy and numeracy in all classes up to rang 6. Station – teaching model to be employed for this in-class support.
  6. Power Hour in place for 2<sup>nd</sup> and 3<sup>rd</sup> classes-this will also employ the station- teaching model.

**Provision of Supplementary Teaching:**

- Pupils with scores of STEN 4 or below will be monitored and discussed collaboratively to determine if support is needed.
- The primary work of the SET is the provision of supplementary teaching to the pupils identified above
- The school year will be divided into 2 instructional terms of approximately 20 weeks each.
- The maximum case load at any one time shall be 30 pupils
- One-to-one teaching may be provided where small group teaching has not been effective
- Classes will be intensive in terms of frequency

- A system of withdrawal and/or in-class support will operate in response to the needs of the individual pupil.
- The class teacher and the SET will meet to devise an Individual Support Plan or in consultation with the principal and parents. The pupil involved can also contribute to setting their own short-term targets.
- **The Student Support File (SSF) is the primary document used across the school to record, and track the pupil's progress through the school.**
- **The Continuum of Support enables schools to identify and respond to needs in a flexible way. This means that needs can be responded to as early as possible. Of course, the principle that pupils with the greatest level of need have access to the greatest levels of support is of primary importance. This approach is also supported by information and engagement with external professionals, as required.**
- If the pupil is in receipt of support from a SET to address other needs, e.g. behavioural problems, sensory difficulty, it may be appropriate for the SET to provide supplementary teaching as well if there is space.
- The SET will maintain the following documentation in individualised files:
  1. Individual Profile and Learning programme/SSF
  2. Short term planning and programme record.
  3. Assessments- Formal and informal.
  4. Samples of written work.
  5. Reading records.
  6. Check lists

#### **Additional Support for Pupils with Social, Emotional and Behavioural Needs:**

The needs of pupils with social, emotional and behavioural needs are guided by the NEPS publication, *Behavioural, Emotional and Social Difficulties- A Continuum of Support, Guidelines for Teachers*. The school supports the social, emotional and behavioural needs of the pupils by the provision of specific programmes which include:

- The Incredible Years Programme
- Social Skills Classes/Friendship Groups
- School Completion Programme.
- Art Therapy.
- Friends for Life.
- Get Gardening Groups/DEN/Garden

#### **Pupils with Motor Co-ordination Difficulties:**

In response to meeting the needs of pupils with Motor Co-ordination difficulties, the school has adopted the use of the Smart Moves Programme. This programme is used to screen, identify and support pupils in the school. It has been included in the School Plan for Physical Education to allow for differentiation for pupils with such difficulties. Guidance and support will also be sought from the Occupational Therapists working with pupils who have a diagnosis with Developmental Co-ordination Difficulties (DCD/Dyspraxia)

### **Exceptionally Able Pupils:**

- Pupils with exceptional ability are catered for through the Trinity Access Programme and the CTYI programme provided by Dublin City University.
- Guidelines for teachers are available from the NCCA publication: Guidelines for Teachers: Exceptionally Able Students 2007.
- Supplementary teaching will be provided to exceptionally able pupils in both literacy and numeracy based on results of standardised tests as well as on the recommendation of the class teacher.

### **Transition to and from Drimnagh Castle:**

- Careful planning and consideration is given to the transition of pupils with special educational needs.
- Any child who has an assessment must provide written parental consent to forward these documents to relevant secondary school personnel.
- SET in 6<sup>th</sup> class who already have an assessment complete a review form as recommended by NEPS for transferring to secondary school.
- SEN co-ordinators from primary and secondary schools meet twice annually to discuss transfer details of pupils with special educational needs. NEPS psychologist is invited to contribute to these meetings.
- Timely liaison between feeder schools is engaged in. A specific transition programme is in place at second level and pupils with SEN will make preliminary visits to secondary schools to familiarise themselves with the school environment and staff.
- As transition can be a time of anxiety, additional support will be provided to ease the transition and allow for a successful change. SET, class teacher, parents, SENO and other relevant professionals involved with a pupil will contribute to the transition programme as required.
- An Open Day is held every year to enable the transitioning of all incoming pupils to the school.
- Presentation in hall for parents of incoming students every year in May.

### **The following are tips for class teachers to improve the educational provision for pupils with hearing loss as recommended by the SESS.**

- Remember that hearing aids only restore a certain amount of hearing.
- Position of child in the classroom is very important do not position pupil close to window, door, computer or projector.
- Reduce background noise as hearing aid does not filter or discriminate noise.
- Hearing involves a great deal of concentration and they rely heavily on visual aids to compensate for the hearing loss.
- Avoid talking to the board, allow the children to see you clearly when you speak and always ensure you have the pupils attention before making announcements or issuing instructions.

- Pupils may give the impression of hearing and understanding even if they haven't.
- Many pupils with hearing loss can experience frustration leading to anger, behaviour issues and isolation.

### **Referral to Outside Agencies:**

- The special needs co-ordinator organises the referral of pupils to outside agencies, e.g. educational psychologist, based on the Staged approach /Continuum of support. The SSF will be used to guide the school through the process.
- The principal and/or SET and/or class teacher will meet with the parents to discuss the need for the referral and to seek consent.
- The class teacher completes the necessary referral form in consultation with the appropriate school personnel.
- The external professional visits the school to meet with the pupil, parents, principal, class teacher and the SET as appropriate, and the assessment is conducted
- This is followed by a return visit at which findings are discussed, recommendations are considered, and an appropriate response is agreed.
- Where concern arises regarding the manner of speed of the follow-through post assessment, such concern is pursued by the principal with the out -of -school agency concerned.

### **Collaboration with Outside Agencies:**

- The school will facilitate and co-operate with the personnel of various outside agencies (listed below) in order to establish the specific needs of, and necessary resources for, pupils with SEN.
- It is recognised that these agencies can deliver valued expertise and advice regarding the needs of the pupils.

These agencies could include:

- NEPS and other Psychologists
- Speech and Language Therapists
- Occupational Therapists
- H.S.E. personnel
- Doctors and Psychiatrists
- Any other personnel involved with the child.

### **Exemption from the Study of Irish:**

Under the terms of Circular 12/96 pupils with specific learning difficulties and certain other learning difficulties specified by a psychologist, will be entitled to apply for an exemption from the study of Irish. If such a recommendation is stated on the psychologist's report, the implementation of this exemption will be discussed with the parents, class teacher and SET. Following this discussion if parents wish to avail of this exemption, a written application must be made to the principal to avail of the exemption. A copy of the exemption is kept on school records and a copy sent to parents. This information will be communicated year on year to subsequent class teachers.

### **Individual Learning Plan / Group Education Plan:/Student Support File**

The Individual Learning Plan / Group Education Plan will be in accordance with the proforma as advised in the Learning Support Guidelines, issued by the DES in 2000.

The plan will address the pupils' full range of needs and will include:

- Details from the Class Teacher
- Assessment Results
- Other relevant information, e.g. reports from other agencies
- Learning strengths and attainments
- Priority Learning Needs
- Learning Targets
- Class based Learning Activities
- Supplementary support activities to include ICT
- Home Support Activities

Each plan will be monitored through teacher observation; the keeping of planning and progress records, and through the pupil's own feedback.

A detailed review will take place at the end of each instructional term. The SET and/or the class teacher will meet the parents to discuss the child's progress in the light of the review.

### **Timetabling:**

- The provision of supplementary teaching is in addition to the regular class teaching in English and Maths
- Effort is made to ensure that pupils do not miss out on the same curricular subject each time they attend supplementary teaching. A flexible approach to timetabling is adopted by the class teacher, though class disruption must be minimised.
- The provision of supplementary teaching may include withdrawal of pupils from their classroom and/or in-class tuition
- In- class support, if appropriate, will be jointly designed and monitored by the class teacher and the SET.

### **Provision of Resources:**

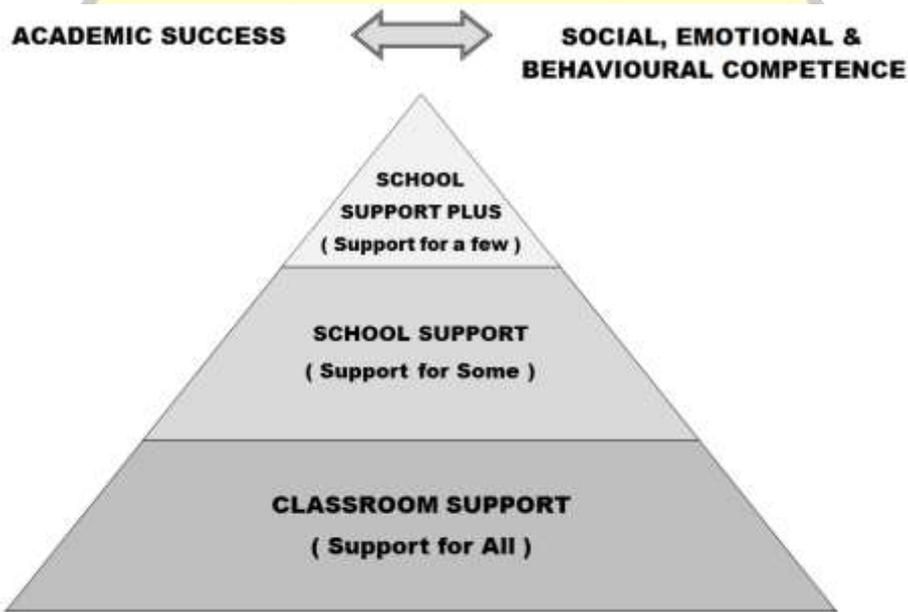
- Resources for the provision of supplementary teaching include a variety of textbooks, library books and ancillary materials and oral language development materials. A

variety of testing materials are also in use which include standardised diagnostic and screening tests in reading and maths attainment.

- Following consultation between the SET, principal and class teacher, funding for materials may be provided from the S.E.N. grant, materials grant, and/or funding that may be available through the Board of Management

### **Continuing and Discontinuing Supplementary Teaching:**

**Decisions will be guided by the Continuum of support Model and pupils may continue to the next stage or revert to previous stage based on outcomes.**



- In general, children should not stay for more than 2 years in supplementary teaching, unless they are still at or below the 10<sup>th</sup> percentile
- Following the end of the first instructional term review as detailed above, a decision is made to continue/discontinue the provision of supplementary teaching.
- The decision-making process involves consultation between the class teacher, the SET and the pupil's parents, and account is also taken of the overall supplementary teaching demands in the school.
- The criteria on which the decision will be made include:
  - A consideration as to whether the pupil has achieved some/all of the learning targets set
  - A consideration as to whether the pupil will be able to cope independently/semi independently in the classroom- learning context
- A decision to continue the provision of supplementary teaching will result in a revision of the pupil's SSF

### **Roles and Responsibilities:**

Support teaching is a collaborative responsibility shared by all partners in the learning experiences. It is important that all partners contribute to the planning and implementation of our school plan on supplementary teaching.

#### ***Board of Management:***

The role of the Board of Management is to:

- Oversee the development, implementation and review of the provision of supplementary teaching in the school;
- Ensure adequate classroom accommodation and teaching resources are provided for the SETs;
- Provide a secure facility for storage of records in relation to pupils in receipt of supplementary teaching.
- Budget for ongoing support for professional development in support teaching. for staff.

#### ***Principal:***

The role of the principal is to:

- Assume overall responsibility for the development and implementation of the school's policy on supplementary teaching in co-operation with the Board of Management, teachers, parents and children
- Work with teachers and parents in the development of the school plan on supplementary teaching in the context of special needs education
- Monitor the implementation of the school plan on supplementary teaching on an ongoing basis
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with lowest levels of achievement
- Assume direct responsibility for co-ordinating supplementary teaching in the context of special needs services
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need
- Keep teachers informed about the external assessment service that are available and the procedure to be followed in initiating referrals
- Help teachers increase their knowledge and skills in the area of support teaching.

#### ***Class Teacher:***

The class teacher has primary responsibility for the progress of all pupils in his/her class, including those selected for supplementary teaching. In supporting the development and implementation of the school plan on supplementary teaching the class teacher should:

### **Hold the Student Support File in their records.**

- Implement teaching programmes which optimise the learning of all pupils and to the greatest extent possible prevent the emergence of learning difficulties
- Implement the school policies on screening and selecting pupils for supplementary teaching in English and Maths by co-operating and assisting with the administration and scoring of appropriate screening measures
- For each pupil who is in receipt of supplementary teaching, to collaborate with the SET in the development of an individual profile and learning programme by identifying appropriate learning targets and by organising classroom activities to achieve these targets
- For each pupil who is in receipt of supplementary teaching, to adjust the classroom programmes in line with the agreed learning targets and activities

With regard to teaching pupils with low achievement, the following general approaches and methods are recommended:

- Such children should be prioritised when accessing information from previous class teacher
- Priority when establishing parental contact
- Group teaching
- Modify presentation and questioning techniques to maximise the involvement of pupils with low achievement in class activities
- Placing emphasis on oral language development across the curriculum
- Providing pupils with extra tutoring in the key basic skills in literacy and numeracy
- Setting learning targets at an appropriate level
- Providing learning activities and material which are suitably challenging but which also ensure success and progress
- Carrying out error analyses of a pupil's work to pinpoint specific areas of difficulty
- Setting up 'buddy systems' in class (high achievers collaboratively working with low achievers, e.g. peer tutoring / paired reading)
- Applying assessments and tests which offer challenge and opportunities for success to children of all levels of achievement

A key role of successful supplementary teaching is a very high level of consultation and collaboration between the class teacher and SET. Central to this consultation is the development, implementation and review of Individual Profile and Learning Programmes and planning of in-class support.

### ***The Special Needs Co-ordinator:***

The role of Special Needs Co-ordinator is, under the direction of the principal, is to:

- Co-ordinate provision for pupils with special educational needs in the school.
- Liaise with, advise and support colleagues in order to facilitate planning for pupils with special needs.
- Liaise with and advise SNAs with regard to supporting pupils with SEN.
- Liaise with and support parents.
- Oversee and store SSFs for pupils with SEN
- Liaise with outside agencies concerned with pupils
- Monitor and evaluate SEN regularly
- Contribute to in-service training of staff and make staff aware of CPD courses available.
- Facilitate and chair regular meetings of Special Education Team within the school.

### ***Special Education Teacher (SET):***

The role of the SET is to:

#### **Collaborate with class teacher in utilising the Student Support File.**

- Develop an individual profile and learning programme for each pupil who is selected for supplementary teaching in consultation with the class teacher and parents
- Maintain planning and progress record or equivalent for each individual or group of pupils in receipt of supplementary teaching.
- Provide teaching in English and Maths to pupils in the school who experience low achievement, in accordance with the school's selection criteria
- Contribute to the development of policy on supplementary teaching at whole school level
- Provide advice to the class teachers in such areas as individual pupil's assessment and programme planning, as well as approaches to language development, reading, writing and mathematics for pupils experiencing difficulties
- Contribute at school level to decision making regarding the purchase of learning resource books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the resource room.
- Perform a defined role in co-ordinating the provision of special needs and support services in the school
- Liaise with external agencies such as psychologist to arrange assessments and special provision for pupils with special needs
- Maintain a list of pupils who are receiving supplementary teaching and special education support
- Track the progress of pupils who have discontinued supplementary teaching.

### ***The Visiting Teacher:***

- Pupils with a Hearing Impairment or a Visual Impairment are allocated the services of a visiting teacher by the N.C.S.E. to support the pupils in the mainstream classroom.
- The visiting teacher will liaise with the class teacher and the SET in order to provide support and specific information, guidance and expertise in these areas.

### ***Special Needs Assistants - SNAs:***

- The role of the SNA is to work under the direction of the principal, class teacher and SET in order to contribute to the care and welfare of the pupil in accordance with the DES circulars 07/02 and 0030/2014
- Drimnagh Castle Primary has a ratified Special Needs Assistant Policy in place where further details re. SNA roles, responsibilities and duties are laid out.

### ***Parents:***

The role of parents supporting learning for their children is vital to its success. Specifically, parents contribute through:

- Regular communication with the class teacher and SET
- Creating a home environment where literacy can thrive
- Fostering positive attitudes about school and learning in the child
- Participation in shared reading programmes
- Encouraging the child to visit library
- Developing the child's oral language
- Developing the child's social mathematics

### **Communication Strategies:**

The operation of an effective communication system between all the parties involved in meeting the learning needs of the child is considered essential. The school adheres to the staged approach. The various strands of the system include:

- Class teacher and the SET following a low score on a screening test
- Principal and/or SET and/or class teacher and parents following a low score on a screening test, including the seeking of approval for further diagnostic assessment and/or provision of supplementary teaching
- Regular communication between the SET and the class teacher, through the weekly completion of the classroom work schedule in English and Maths and the participation in formal and informal meetings
- Regular communication between class teacher, SET and parents

### **Success Criteria:**

The school wide implementation of this policy will result in enhancement of pupils learning in the following ways:

- Improved standards of academic achievement with the pupil's individual learning programme
- Enabling the discontinuation of the provision of supplementary teaching based on positive assessment results
- Enhanced parental involvement in supporting their child's learning needs
- Increased opportunities for effective communication between school personnel in relation to pupil's progress.

### **Entitlement to Resource Teaching -Low Incidence Category:**

We understood the term Special Needs to be that as defined by the D.E.S. in Circulars 8/99 and 22/03. Children with Special Needs are allocated Resource Teaching by the D.E.S/NCSE on the basis of reports furnished by appropriate specialists. These resource hours were sanctioned by the SENO. (Stage 3) A model for the identification of pupils with complex needs in future is being devised by the NCSE, in consultation with the Health Service Executive and National Educational Psychological Services (NEPS) This model will take account of the decision making process and qualification criteria for the selection of children for access to HSE Children Disability Network Teams. This will be replaced by Complex Needs Category.

When a child continues to experience difficulty and is not making progress above the 10th percentile in literacy and numeracy, the child will normally be referred for psychological assessment, in consultation with parents, and may then be supported by a SET.

Pupils who display major behavioural or emotional difficulties may be referred for assessment and may be allocated resource hours.

Children with learning difficulties in mainstream education may also be allocated resource time.

Children who have physical difficulties, e.g. deafness, sight impairment, cerebral palsy are usually allocated resource hours.

### **The Role of the Special Education Teacher (SET)**

The SET helps to provide an education which meets the needs and abilities of children assessed as having difficulties. In addition, the SET should advise and liaise with other teachers, parents and other professionals in the children's interests. More specifically, the SET has responsibility for:

- Developing an individual learning programme for each pupil in consultation with other partners in education
- Assessing and recording the child's needs and progress
- Setting specific, time-related targets for each child and agreeing these with the class teacher and principal
- Direct teaching of the child, either in a separate room or within the mainstream class
- Advising class teachers in regard to adapting the curriculum, teaching strategies, textbooks, ICT and other related matters
- Meeting and advising parents, when necessary, accompanied by the class teacher as necessary
- Meeting with other relevant professionals, in the child's interests, e.g. psychologist, *speech and language therapist, visiting teachers.*

### **Role of Class Teacher, Parents, Principal, Board of Management:**

The role of all the above in the education of children who have been allocated resource teaching is as in the preceding section, i.e. the section on Supplementary Teaching.

### **Continuous Professional Development:**

The class teacher, SET and special needs assistants will periodically be required to participate at staff development and curriculum training courses. Such professional development events take place within the existing school year, and all the children, including pupils with a disability and/or special educational needs are in the care of their parents at the times. Such extraordinary closures will be notified to parents of all pupils through the medium of the school website, as well as through regular notices to parents.

### **Enrolment of Children with a Disability and/or Special Education Needs:**

Application for all children, including children with a disability and/or other special education needs, is governed at all times by the school's current Enrolment Policy.

- Drimnagh Castle Primary School is an inclusive school, and is welcoming of children with a disability and/or special education needs (SEN).
- While all of our teachers are trained and qualified to teach in mainstream education, a significant cohort of staff have received special education needs training and are experienced in, and committed to, delivering high quality instruction to children with special education needs.
- Children with special needs are included in a mainstream class, and will be supported by a special needs assistant and have access to support teaching.
- The school has facilities specially adapted for pupils with physical disabilities (excluding a lift) and the school is fully committed to the provision of these, should any pupil need same.

In summary, the school is committed to providing the best possible educational service to pupils with disability/special educational needs. To ensure this, we welcome a close level of co-operation between parents, the class teacher, and any other school personnel assigned to support the child.

- To enable us to provide the best services for the pupil, and to access any additional support/s that may be available, we request parents to supply the school with copies of the most recent psychological and medical reports prior to enrolment. These will be treated in the utmost confidence at all times
- Copies of all relevant assessments and reports should be supplied to the school as these become available, on an ongoing basis

## **Educational Provision for Newcomer Children:**

### **Introduction:**

Drimnagh Castle Primary School welcomes pupils of all nationalities and cultures, and its current enrolment includes overseas children. This document sets out our policy in relation to the enrolment and education of these children.

### **Principles:**

- Our school supports the principle of inclusiveness
- Our school respects the diversity of values, beliefs, traditions, languages and ways of life of all its pupils
- All children have an equal right to education. In order to fulfil this right, differences will be respected and valued in our school.
- Our school will be pro-active in challenging racism
- Our school is committed to the principle of inter-culturalism, and seeks to actively promote an environment in which cultural differences can be explored and respected, where pupils can learn from each other, and where cooperative learning activities are employed across the curriculum.

### **Enrolment of Newcomer Pupils:**

- The school's Enrolment Policy governs enrolment of all pupils.
- The enrolment procedure for non-national pupils is exactly the same as that for Irish pupils
- Overseas children are welcome to enrol in our school, provided there is a place in the appropriate class, in line with our enrolment policy
- Parents of overseas children will be afforded help in completion of enrolment documentation, should they require it
- Every effort will be made to create a warm and welcoming environment for overseas parents who approach the school to enrol their children

### **Education of Newcomer Pupils:**

- Overseas pupils will be placed in an age appropriate class as far as possible
- Every effort will be made to help the pupils to settle socially in the class, and a 'buddy' will be appointed to help all new pupils to settle in. Every effort will be made by all school personnel to help the child settle in his/her new environment
- The child will not be required to study Religion, should the child be non – Catholic. However, for organisational reasons, the child may be required to remain in his/her class during Religion time
- In general, as per Circular 12/96, if English is not the first language of the child, s/he may qualify for exemption from the study of Irish, and the school will complete the

necessary documentation to obtain this exemption. However, for organisational reasons, the child may be required to remain in his/her class during Irish time

- The school has a Uniform Bank to help all needy children to access uniform
- All relevant text books and stationery will be made available to children who may not have adequate funding to purchase same
- Overseas children will not be excluded from school tours and outings for financial reasons
- While we recognise that all new pupils need time to settle in and adjust, we require all pupils to adhere to the school's Code of Behaviour, in the interest of all. Overseas children enjoy the same rights and privileges, and the same responsibilities, as all other pupils
- Home school liaison is central to the successful integration of overseas children into the school, and the school will be pro-active in promoting positive home school relations

### **Whole School Measures to ensure successful inclusion of Newcomer Pupils:**

Schools with an inclusive curriculum, which reflects and affirms diversity of culture, ethnicity and religion, will help to ensure that children from ethnic minorities feel valued and accepted. To promote appreciation of diversity, our school is committed to:

- the delivery of an intercultural education to all pupils which is cross curricular, and which permeates the ethos of the school
- the provision of books that give a world view from a variety of perspectives and that portray characters from different ethnic backgrounds
- the provision of arts education experiences which reflects different experiences and cultures
- the effective delivery of the SPHE programme
- the affirmation of the languages and cultures which our overseas pupils bring with them
- making every effort to combat racism, and this will be underpinned by the schools Code of Behaviour
- encouraging overseas parents to become actively involved in Parents' Association activities.
- pursuing the Yellow Flag initiative (see Intercultural Policy).

**Roles and Responsibilities:**

The roles and responsibilities of the various stakeholders are as outlined earlier in this document in section entitled Supplementary Teaching.

**Implementation and Review:**

The implementation of this revised policy will commence in September 2017. It will be reviewed at the end of every school year, or as circumstances warrant.

**Ratification and Communication:**

This revised policy was ratified by the BOM of Drimnagh Castle Primary School on June 2017.

Signed: Matthew Deville (Chairperson Board of Management)

Date: 18/09/18

