

# Coláiste de hÍde



*Meas - Bród - Comhar*

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## Inclusion Policy

## **1. Mission Statement**

In Coláiste de hÍde, we aim to empower and facilitate the individual student to reach his/her potential intellectually, physically, spiritually, culturally, socially and emotionally through the medium of the Irish language. A special effort is made in the school to promote a positive self-image in all individuals together with respect for every person, their community and their environment.

There is a central understanding here, which states that students with additional needs or learning differences will not be prevented from blossoming here in Coláiste de hÍde. It is our aim, if a student has been recognised or assessed as needing additional support, that they be given whatever support needed as per their need to enable them to reach their potential (dependant of this support being attainable from the Department of Education and Skills). This will be done in a whole school method, in order to support the child and their individual difference.

### **1. Aims**

It is the aim for Coláiste de hÍde to:

- Ensure that education is provided for students with additional needs in a responsible and inclusive environment.
- Ensure that students with special educational needs are recognised and attended to so that their learning potential and self-respect are developed and shown in a fair and just method.
- Effective practice is given to the constitutional rights of the students who have special educational needs or have a disability that affects their learning.
- Provide, in accordance to the new allocation method, a level appropriate education in accordance to the level of all the students in the school.
- Certify that the rights of all the students with special educational needs are equal to those who do not have additional needs to reach their educational potential.
- Provide a role for the parents in the education of their children and to make decisions for their children.
- Encourage and support parents to support their positive participation, and reach appropriate support in school and at home.

- To recognise the primary responsibility that the subject teacher has and work towards supporting them to provide for the needs of the student.
- Develop the expertise of the team to give support to students with special educational needs.
- Ensure that a wide, differentiated and fair curriculum is offered to every student with additional needs and that this is done on an inclusive basis.
- Ensure that the whole team knows about the additional needs of the students and the help that can be given to them within these limits.
- Ensure that every student with additional educational needs is detailed individually, in the context of the school and the community.
- Connected to the National Council for Special Education (NCSE), and other organisations about the education of students with special educational needs.
- Coordinate the council, direction and support with other organisations, including the school team, to support students with special educational needs.
- Provide programmes (if needed) to attend to the additional needs of the student, for example at the Junior Certificate Level, short courses, social skills, and support with Literacy and Numeracy. Use could be made of the L2Ls (Level 2 Learning Programmes). At the Leaving Certificate level, the programmes may consist of Life Skills, Skills for Life, Preparation for Working Life and Preparation for Additional Education.
- Ensure, where appropriate, that the students can achieve their learning intentions and outcomes of their individual plans in the mainstream classroom.
- Set out a high quality for students with Special Educational Needs and give them appropriate guidance, to support and encourage them to reach their potential.
- Ensure effective and functional use of resources.
- Monitoring and evaluation to be done on the effective practice to support the student with SEN.

## **2. The Relevant Acts**

- The Education Act (1998)
- The Equal Status Acts (2000)
- The Equality Act (2004)
- The Education (Welfare) Act (2004)
- The Data Protection Act (1988, 1998, 2003, 2018)
- The Education for Persons with Special Educational Needs Act (EPSEN) (2004)

- The Children First Act (2015)
- The Education (Admission to Schools) Act (2018)

### 3. The Supporting Publications

- Circular 0014/2017: Special Education Teaching Allocation
- Inclusion of Students with Special Educational Needs: Post Primary Guidelines (DES, 2007)
- Guidelines for Supporting Students with Special Educational Needs in Mainstream Post-Primary Schools (DES, 2017).
- Special Educational Needs: A Continuum of Support for Post-Primary Schools - Guidelines for Teachers and Associated Resource Pack.
- The SEN Framework for Support, DDLETB (2017).

### 4. Categories of SEN

Every student who attends Coláiste de hÍde is different.

Some students who attend Coláiste de hÍde have a range of specific needs.

It is the aim and ideal of the school to put the student and not their special need first. In addition to this, the special need could be (but not confined to) the following:

- *Physical Difficulties*

e.g. Hearing or Visual impairment, the use of a wheelchair, Epilepsy, Diabetes, Cystic Fibrosis, Spina Bifida or Coordination difficulties.

- *Emotional or Behavioural Disabilities*

Whilst some students can present us with difficulties (e.g. ADHD and amongst other disabilities) with the appropriate support/ or medication, that the student may progress in a mainstream environment.

- *Specific Disabilities*

**Dyslexia**                      **Difficulties with reading and/or spelling**

**Hyperlexia**                    **Difficulties with comprehension**

**Dyscalculia**                   **Difficulties with numbers**

**Dysgraphia**                   **Difficulty with writing/handwriting**

- *General Learning Disability*

Students can present with Borderline Mild General Learning Disability, Mild, Moderate, Severe and Profound Learning Disability. Teachers who have students with these disabilities can seek teaching resources and advice from the SET team and guidelines for students with these disabilities from the NCCA and the SESS.

- *Autistic Spectrum Disorder (ASD)*

Students with ASD can perform above expectations in the responsibly inclusive environment of Coláiste de hÍde.

- *Speech and Language Disorder (SLD) and Developmental Language Disorder (DLD)*
- *Multiple Disabilities or any other category of difficulty* that a student may have/develop. The school will make every effort to provide for these students depending on provisions from the DES.

## **5. Implementation of the Teaching Model of Allocation for Special Education from 2017 onward.**

- Every effort will be made to create the whole school approach of support for students with AEN.
- To develop the inclusivity of the school the school resources will be used to support students with AEN.
- Support will be based around students with AEN and their existing conditions. Regular assessment will be conducted in conjunction with teachers, parents, the student themselves as mentioned in the Guidelines of the Continuum of Support. All of this feedback will be taken into consideration while the support is being given.
- The highest level of support is given to students with the greatest level of need.

## **6. Supporting Students with Additional Educational Needs**

A three level process is recommended for students with AEN and to support them according to the NEPS Continuum of Support. As a great range of needs can be found amongst the student body (mild to moderate, temporary to permanent, short term to long term), a greater range of support is needed (depending on the case). The Continuum of Support allows the identification of the level of intervention (on an incremental basis). The intervention starts at class level then to class removal or individual support (as needed). This can be seen in the DES Guidelines for Post-Primary Schools: Supporting students with SEN in Mainstream Schools (Page 6).

## **7. The Student Support File: Guidelines**

A school can keep a record of progress about a student through the Continuum of Support via the Student Support File. Through this, the students' journey is documented from the outset to the next two levels, if needed. **Note that the school will transfer all existing files into the current NEPS format between November 2020 and September 2021.**

This file acts as:

- an opportunity to record the progress over time
- continuity of support during the transfer from primary and to tertiary
- an opportunity for parents to be involved
- to ascertain the appropriate level of support for students

a central place for all the information e.g. information gathered, plans, interventions and revisions,

Examples of such plans would include:

- General Support Plan
- Behaviour plans/contracts
- Personal Profile Plan (PPPs)
- Personal Learning Plan

## **8. Description of the Levels of Support**

### *Support for All (Level 1)*

If a student has difficulties e.g. learning difficulties, behavioural difficulties, organisational issues, self-regulation or motivational issues), the subject teacher will support the student using differentiation. The subject/class teacher can consult with the Year Heads/SENCo about the student and additional information will be gathered by making a phone call home. The subject/class teacher will be able to put an intervention plan in place for this student and can take a record of this transaction as well as the time frame. If this does not work, the case can be referred to the Student Support Team (Level 2)

### *Support for Some (Level 2)*

The case will be put on front of the Student Support Team which consists of the following members:

- The Additional Needs Co-ordinator
- The Guidance Counsellor
- The Home School Liaison Officer
- The Principal
- The Vice Principal

A weekly discussion will be held about these cases and an appropriate member of staff will work with the student and the group will monitor the case. This information will go into the Student Support File.

### *Support for the few (Level 3)*

If a student's difficulties continue to persist after a period of time, a member of the Student Support Team may recommend the student to progress to Level 3 of the Continuum of Support.

An external expert may be sought to advise on the student (psychologist, counsellor, Lucena, PSS, Speech and Language Therapist or Occupational Therapist). A more comprehensive form of testing may be done with parental permission. It is in conjunction with a relevant professional that any plans should be produced at Level 3. This information will go into the Student Support File and it will be monitored over a period of time.

## **9. Roles and Responsibilities of the Staff of the Special Education Team**

The SEN team can be defined as the student with SEN, the Parents, the Board of Management, the Principal, the Vice-Principal, the SEN Co-ordinator, the Year Heads, the Class Tutors, the Subject Teachers, the SEN teachers, the SNAs, the Guidance Counsellor and other external support organisations.

### **The Student**

The student has a central role to play in their own development and assessment of their own learning.

The student can:

- Be more independent as a learner and they are encouraged to be responsible in their own learning.
- To be a successful learner and better at developing their skills to increase their learning and be a critical thinker.
- Be aware of the different teaching and learning styles – Metacognition
- To be part of the development of their own educational plan.
- Be more knowledgeable of the giving and evaluation of working with other people.
- To be intrinsic in the life of the school, Coláiste de hÍde.
- To reach their potential.

### **Parents/Guardians**

Where the word parent is used, it should be implied that this also means 'guardian', if applicable. The effectiveness of any intervention will be judged based on the connection that parents will have based on the Education Act, 1998, by the Department of Education and Skills that 'the parent is the primary educator'.

- The parent have access to the information on the SEN in the school e.g. The Inclusion Policy.

- That the parent be central in the transfer process of the school, from primary to secondary and from secondary school to 3<sup>rd</sup> level.
- Throughout the course of the year, new information will be shared with parents. As an obligation to this, parents are asked to inform the SENCo or the link person of any updates from their perspective. It is expected that parents work closely with the SENCo to ensure that the learning experience of the student is as positive as they can.
- Parents are invited to communicate with the link person during the year as well as the SET during the teacher/parent meetings.
- Parents are asked to be in attendance at the induction at the beginning of the school year who are coming in in 1<sup>st</sup> year, or to communicate with the SENCo before the entrance exams in January, or before the entrance interviews in the year of induction.
- Parents will be asked for written permission if the student is to undergo testing or be out forward for testing by an external tester. A meeting will be organised to discuss the assessment results, to give opinions in forming and developing a plan and towards review.
- Parents are asked to support the work of the school with the student and to ensure the effective use and maintenance of equipment or facilities that have been provided for the student.

### **The Board of Management**

The ultimate responsibility lies with the Board of Management in Coláiste de hÍde for the education of the student with SEN.

The Board of Management and the Principal, acting on its' behalf:

- Will work with the team and the SEN team to monitor the Inclusion Policy and the SEN Programme and its continuous implementation to show best practice.
- To provide a whole school approach towards the provision of SEN.
- To provide a team to provide the programme.

### **The Principal**

The principal has the final responsibility to develop and implement the policy in Coláiste de hÍde.



The Principal will:

- Assure that enough resource hours are on the timetable to implement the appropriate educational support.
- To facilitate meetings, and in-service training for the SEN staff.

### **The Special Educational Needs Organiser (SENCo)**

The SENCo will have responsibility to oversee the daily actions of the SEN staff.

An overview of the responsibilities of this post will be reviewed to ascertain and recognise the priorities of the SEN team. The roles and special responsibilities of the team are laid out in the DES publication 'Inclusion of Students with Special Educational Needs, Secondary School Guidelines, 2007'.

### **The Student Support Team**

The Student Support Team comprises the Principal, The Vice-Principal, The Guidance Counsellor, The Special Education Needs Co-ordinator and the Home-School Liaison Officer.

The role that they have is:

- To support the SEN team
- To recognise students who need support
- To help with testing
- To communicate with parents
- To communicate with the management of the school
- To communicate with the school staff
- To forward students on to external organisations.

### **The Subject Teachers**

The subject teacher has a central role to play in inclusive implementation for students with SEN in the mainstream class. The primary responsibility lies with the subject teacher for the progress of the students in their class. It is vitally important that the subject teacher creates an environment that attends to learning and physical difficulties. It is expected that different learning and teaching styles be catered for and differentiated assessment be implemented to ensure that the skills of all the students, including those with SEN will be developed.

The subject teachers will make themselves aware of the special needs of the students in their own classes. A register of all students with SEN will be provided to teachers at the first staff meeting of the academic year. Teachers may request to read psychological assessments or reports from the SENCo or request further details but only in the SEN office. It is the responsibility of the subject teacher to seek the student with SEN on the register in their own classes. If a teacher has additional concerns about a student, it is the responsibility of that teacher to share that information with the SENCo.

It is also the responsibility of the subject teacher to identify students with SEN as early as possible. The subject teachers are at the forefront to recognise the possibilities of specific or general learning difficulties. These teachers can share their concerns with the SENCo.

High level cooperation is an essential part of the Special Education Department and the subject teachers. Any teacher can forward a student to the SENCo, with their concerns in writing along with evidence to support their concerns.

The academic development of the students always lies with the subject teacher. So that the school meets the needs of the student with SEN, it is recommended that every teacher:

- Is aware of the school's policy for SEN students
- Seek information from the SENCO about students with SEN
- Be responsible for their own professional development especially for common difficulties e.g. Dyslexia
- Develop their ownership in their classes for students with SEN.
- Plan effectively for students with SEN in their classrooms, or with the recommendation of the SENCo.
- Support the individuality of the student, especially at the Junior Certificate level.

### **The Special Needs Assistants/Inclusion Support Assistants**

Where an external organisation or agent and with the permission of the parents, that an SNA is needed, the SENCo will make an application to the NCSE. Depending on the allocation that will be given, the SNA will look after the care needs and the non-educational difficulties of the student. The SNA will provide support as needed. These difficulties could be difficulties with organisation, extra-curricular activities, helping teachers with supervision of students with SEN, helping students be more independent and self-confident. An allowance is given to the school of SNAs and an SNA may be with more students than SNAs in the school. In this case, the Principal and SENCo will decide how much of the SNA allowance be given to the student with the allocation based on their needs. As a result of this, some students with access may be in classes without SNA support. SNAs should be in meetings and training appropriate to their post. SNAs will fulfil their duties laid out by the Principal or the SENCo, and in their place, the Vice-Principal in accordance with the SNA policy which should be read in conjunction with this policy.

### **The Guidance Counsellor**

As a part of the SEN team, the Guidance Counsellor will:

- Work with the SEN team to support the students with SEN and their inclusion in the school.
- Work in conjunction with the SET (key person) in regards to DARE, HEAR, RACE to provide for students in the State Examinations and the CAO process.
- To counsel in personal development, educational and career development.
- Co-ordinate in some assessments including the CAT4 (January, 6<sup>th</sup> Class)
- Provide career advice

- Give advice to parents and staff
- Give career preparation – job seeking skills, preparation for work experience
- Work closely with the Year Heads and the SEN team to identify students who may need support.
- Give advice to students and parents in relation to subject choice.

### **External Agencies**

Coláiste de hÍde has built up positive relationships with the following external organisations who support our students:

- The National Council for Special Education (NCSE)
- The Special Education Support Service (SESS)
- The State Examinations Commission (SEC)
- The Child and Family Agency (TUSLA)
- The Psychological Support Service of the DDLETB (PSS) and NEPS (as part of the SIM Pilot Project 2018 onwards)
- Speech and Language Therapists and Occupational Therapists (as part of the SIM Pilot Project 2018 onwards)
- Enable Ireland
- The Lucena Clinic
- Other agencies – both public and private (including, but not exclusive to)
  - Psychologists
  - Clinical Psychologists
  - Psychiatrists
  - Psychotherapists
  - Occupational Therapists
  - Speech and Language Therapists
  - Doctors

This list is not exhaustive and the school will develop extra links with external organisations as needs of students arise.

It is possible that it is necessary that the school be in conference with an appropriate expert with permission of the parent (and their attendance) in ascertaining the best support and provision for the student.

It is possible that forms/questionnaires from external sources could be sent to the school to be filled out. These forms will be filled out with the permission of the parent and sent back immediately to the appropriate organisations.

### **9. Accessing Support**

From March 2017, a new method of allocation for support resources for students has come into being. Resource hours are no longer allocated for students based on their diagnosis from the NCSE. From September 2017, school will automatically be given an allocation, to

give teaching allocations based on the needs of the student, rather than their diagnosis. A decision on the support based on a range of criteria, but not confined to:

- Information collected from the psychological testing of the student
- Information collected from parents
- Information collected from the primary school
- Information from teachers (referred) taking into consideration: Learning, emotional, behavioural, social factors. The SENCo will collect the necessary information in conjunction with management, the parent and the student.
- Formal and informal assessment including, CAT4 entry results, Drumcondra test results (2<sup>nd</sup> Year) and any other standardised test that may be used to test a student during the academic year (e.g. WRAT5).
- Observation by teacher and SNA.
- Communication with external organisations.
- The students themselves who have put themselves forward.

**10. Methods of Identification of students with Additional Needs and Learning Differences (i) Before coming to the school, (ii) Screening of 1<sup>st</sup> year Students, (iii) Students with SEN coming from other secondary schools, (iv) Continuous testing.**

Methods of identifying students with Additional Educational Needs and Learning Differences:

**(i) Before coming to the school**

When parents are sure that their children will be coming to the school (during entrance interview process or upon accepting a place), parent are asked to provide the relevant documents to the SENCo

The SENCo and the Principal, or a representative in their place will visit the main feeder primary schools to meet the primary school teachers that the students in 6<sup>th</sup> class currently have.

Contact will be made with the parents, the SENCo usually, to discuss with the parents in relation to any documents/reports shared with the school, or for signed documents from the NCSE, in order to attend to special needs in the school.

It is to be understood that coming to the school is entirely dependent on resources to be made available by the Department of Education and Skills to attend to the needs of these students. It is possible for the Board of Management to defer the registration of a student.

**(ii) Screening of 1<sup>st</sup> Year Students**

- All students should undergo the CAT4 testing during the entrance examinations to assess their general intelligence as well as their ability in literacy and numeracy.

- Every student who is scoring at or below a standard score of 85 will be identified.
- Every student will be tested in 1<sup>st</sup> Year (WRAT5) to assess their attainment levels in Literacy and Numeracy.
- If deemed appropriate, an offer will be made to parents to be given support for their child.
- Any documents will be forwarded to the appropriate organisations e.g. NCSE, PSS, HSE, privately, in conjunction with parents, the SENO, if deemed pertinent by the Principal and the SENCo.
- Educational Passports from the primary schools will be attained and the Drumcondra test results will be noted alongside the CAT4/WRAT5 results to aid further analysis about the students.

**(iii) Students with SEN transferring from another secondary school.**

If a student should be transferring from another secondary school, it is expected that their educational passport and any other appropriate educational documents (assessments and school reports) be forwarded on the SENCo or Principal. These students will be assessed as individual cases as done with 1<sup>st</sup> Year students and resources will be awarded in turn.

**(iv) Continuous Assessment**

- From time to time, it may come to light that a student has additional needs or learning differences that they did not already have. If a student should be suffering as a result of this, they should be forwarded onto the SEN team.
- If the SEN team are of the opinion that it would be of benefit for an intervention to be made on the students' behalf, the student will be informally assessed. Permission will be requested from the parents before further testing will be conducted. The results of this assessment and the resources within the school will reveal which direction any action will take.
- The possibility of the results of the assessment will show that that a student does not present with a learning difficulty. In this case, the need of the student will be met within the structures that are available to the students in general e.g. mentorship/monitoring by the year head, support from the Guidance Counsellor, reviewing of State Examination subject levels.
- If the results show that there is a difficulty in emotional or social areas, a decision may be given to the parents to refer the student on to an appropriate external agency.

**11. NCSE Allocation of Resources for students with SEN**

The resources will be directed towards those students with the greatest needs in accordance with the new method of allocation of resource hours and the DES Guidelines for Post-Primary Schools: Supporting Students with SEN in Mainstream Schools, (Page 5).

The SEN team will access the assessment results and contemplate the best method of intervention for the student, in consultation with their parents, subject teacher, SNA and external organisations.

Coláiste de hÍde aims that students with SEN be educated in an inclusive environment, within their own class group, supported by SNAs, where access has been given. This could take their form of team teaching in any subject. This could also be in the form of small class or removal. This could also be in the form of 1:1 teaching if no other student has these particular needs at the same time.

## **12. Students transferring with SEN**

Students in 6<sup>th</sup> Class will sit entrance examinations in January of the year of entry. A fortnight later, students will attend an entrance interview in the company of their parents. Parents are requested to provide details to the school and any documentation in support of an application for an SNA (if appropriate). Parents are contacted about these applications shortly afterward in order to comply with the NCSE's deadline for applications.

In May of the calendar year of entry, students with SEN are invited to come to the school on a guided tour to get used to the environment, the building, the teachers etc. These tours can be organised through the primary school and their SEN teacher in accompaniment of an SNA.

A further invitation is extended to attend the school a week before the students enter the school in August. The students and parents are inducted into school life. There they will meet the SENCo and an SNA (if appropriate).

If a student transfers from another secondary school, the parents should provide all documents and copies of transcripts from the other school.

The students with SEN will be attended to in relation to the following items (if applicable) upon transferring from secondary to tertiary education:

- CAO i.e. DARE and HEAR (See Appendix B)
- Apprenticeships
- Preparation for PLCs
- Interview Skills

## **13. Models for Provision of Support**

It is the aim of the school to provide an inclusive model of support that meets the individual needs of the students, adhering to the new model of support outlined by the Department of Education and Skills.

As an inclusive college, it is the support to provide result or learning outcomes in the mainstream class which is best. Peer teaching – is where the support of students with SEN and every student alike benefits from when there is a Special Education Teacher and the subject teacher working together in a class.

Small groups based on the same profile and ability to withdraw from classes at the same time. It is the responsibility of the SEN teacher to organise these groups in conjunction with the SENCo. These periods are organised similar subjects of the students, or during a non-exam subject period.

Individual periods will not be used except to support which is unusual or highly specific.

Support with Numeracy, Literacy, Curricular, Organisational, Emotional, Social Skills with small groups and individually, will be given, if appropriate.

A timetable can be organised for small groups of students, where deemed appropriate, after consultation with parents, external organisations and school management. On an individual basis, a students' timetable may be reduced.

#### **14. Approaches for Learning within the Special Education Team for teachers.**

A broad range of programmes and experiences/actions are available in the SET team over the implantation of a study period. Teachers will recognise the learning styles of individual students and appropriate methodology will be used to draw the interest of the student along e.g. Kinaesthetic, Auditory, Sensory, Verbal, Visual and interpersonal intelligence.

Lessons are constructed in a supportive, safe and disciplined method. The team and the students interact in a respectful manner. Coláiste de hÍde believes that effective learning is based on the context of empathetic relationships and that a positive student/teacher relationship teaches respect and develops self-reliance and enterprise within the student themselves.

Some of the programmes that the school offer are:

- Literacy and Numeracy Programmes
- Social Skills Programmes
- Study Skills Programmes
- Behaviour Support
- Restorative Time
- Technology
- Counselling

#### **15. Administration attached to the Special Education Team of teachers.**

*Reasonable Accommodations in the State Examinations (RACE)*

A member of the SET will be a key person for the Reasonable Accommodation in State Examinations in conjunction with the Guidance Counsellor (if applicable). The key worker will work with the State Examinations Commission (SEC) to insure Reasonable Accommodations are applied for to qualified students with learning differences or individual needs during the State Examinations.

The conditions for qualification are laid out for Reasonable Accommodations by the State Examinations Commission (SEC). Deadline dates and guidelines for schools are set by the Commission. Parental consent is essential and this is sought from parents at this stage.

[https://www.examinations.ie/schools/cs\\_view.php?q=9999ec650ba051afid2kbe6e02695cc502byshed](https://www.examinations.ie/schools/cs_view.php?q=9999ec650ba051afid2kbe6e02695cc502byshed)

Students with individual differences and learning styles sit house exams in accordance to the schools customs. Within resource constraints, the same benefit will be given to those who have received Reasonable Accommodations officially by the Commission in House Exams.

#### *Equipment*

The SET will link to the Department of Education and Skills and the NCSE to apply for resources and to ensure that students have access to personal equipment (e.g. laptops, portable devices, tablets or software needed for the above) for those who qualify with special educational needs or learning difficulties.

### **16. The Code of Behaviour**

Every student in Coláiste de hÍde is expected to follow the Code of Behaviour. It is accepted, however, that different levels of support/intervention is needed before the implantation of sanctions, in accordance with the Code of Behaviour. This does not remove the sanctions, rather it adapts the sanction as a response to the individual behaviour. It is also expected that if the support ladder does not reach to adapt the behaviour of the student, that sanctions based on the Code of Behaviour will not be implemented.

### **17. Links with other school policies**

Links will be made with this policy over the period of its implementation (2 years), especially with those just accepted by the Board of Management.

#### **Glossary of abbreviations**

DES:	Department of Education and Skills
HSE:	Health Service Executive
AEN:	Additional Educational Needs
SENCo:	Special Education Needs Coordinator



SENO: Special Education Needs Organiser (NCSE)  
SET: Special Education Teachers  
NCCA: National Council for Curriculum and Assessment  
SESS: Special Education Support Service

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