



Errigal College Letterkenny

SEN Policy

September 2023

Proposer:	Joanne Donaghy
Seconder:	Dave Cunningham
Chairperson of the Board of Management:	Donal Coyle
Principal:	Danny McFadden
Date of Approval:	31/01/2024

Errigal College SEN Policy

A Whole School Approach

- 1. Mission Statement**
- 2. Consultation**
- 3. Rationale**
- 4. Legal Framework**
- 5. Aims of the policy**
- 6. School Details**
- 7. Curriculum Provisions**
- 8. Types of Educational Needs**
- 9. Identification of Students for Support**
- 10. Provision and the Continuum of Support**
- 11. Admissions**
- 12. Support Arrangements for incoming students with Additional Needs**
- 13. Types of Support offered**
- 14. Resources**
- 15. Reasonable Accommodations for State and In House Examinations (RACE)**
- 16. Communication**
- 17. Record Keeping**
- 18. Exemptions from Irish**
- 19. Roles of Responsibility**
- 20. Procedures during periods of remote learning**

SEN TEAM

SEN Coordinator	Vicki Raine
ASD Coordinator	Leanne Wray
EAL Coordinator	Caitriona Hasson
HEAR/DARE/NLN/Progression	Donna McGowan
Behaviour for Learning Teacher	Margaret Russell-Kelly
HSCLO	Margaret McAteer
School Completion	Annette Patton
SNAs	21
Support Teachers	All relevant staff
School Psychologist (NEPS)	Martin Gallen

Through the work of the Special Educational Needs team the school endeavours to create a whole school ownership in the management of Special Educational Needs.

The SEN team support team plays a vital role in the evaluation of practice and procedures relating to Special Education.

1. Mission Statement

Our Mission Statement:

To enable each student to achieve his/her educational potential, in partnership with parents, based on the principles of caring, dignity, mutual respect and equality.

We are an ETB school, state, co-educational and multi-denominational, underpinned by the core values of:

- Excellence in Education
- Care
- Equality
- Community
- Respect



2. Consultation

This policy was formulated in consultation with the teaching staff and management of Errigal College, parents of students with Additional Needs, the Board of Management (BOM), Special Needs Assistants (SNA's), the National Educational Psychological Service (NEPS), and the Special Educational Needs Coordinators.

3. Rationale

This policy document aims to outline the school's provision of additional educational support for students with SEN.

- It outlines the philosophy that underpins this provision.
- Its purpose is to enshrine the principles of inclusive education whereby students with additional needs are provided with an appropriate education in an inclusive learning environment.
- The policy is written in the context of the various pieces of legislation listed below.
- The policy is a working document and will be reviewed annually.

4. Legal Framework

Errigal College sets out to provide education for all its students, with reference to legislation regarding students with SEN as listed below:

- The Education Act (1998)
- The Education Welfare Act (2000)
- The Equal Status Act (2000)
- The Education for Persons with Disabilities Bill (2003)
- The Equality Act (2004)
- The Data Protection Acts (1988, 1998 and 2003)
- The Freedom of Education Acts (1997 and 2003)
- The Education of Persons with Special Educational Needs Act (2004)
- The Education (Provision in Respect of Children with Special Educational Needs) Act 2022

This policy is drafted in the context of:

- DES Circular Letters
- The guidelines published by the NCSE
- The guidelines on the Individual Education Plan Process 2006
- The guidelines on the Continuum of Support for Post-Primary Schools (NEPS)
- The guidelines published by the Special Educational Needs Support Service (SESS)
- The policy is a reflection of our current practice.

5. Aims of the Policy

The principle aim of the SEN policy in Errigal College is to provide a positive learning environment, which will foster the academic, social and emotional development of students with Additional Needs and to enable each to realise their individual potential.

SEN provision also seeks to:

- Enable pupils of all abilities to avail of and benefit from an appropriate education.
- Provide students with consistent opportunities to experience success.
- Provide supplementary teaching and additional support in literacy and numeracy.
- Provide supplementary teaching and additional supports for social, emotional and behavioural difficulties.
- Involve parents in the support of their child's education.
- Promote collaboration among teachers in the implementation of a whole school policy on additional supports for pupils.
- Protect and enhance the self-esteem of the learner.

The school hopes to achieve the following by updating the SEN policy:

- To include the most recent best practice in SEN.
- To reflect the most recent recommendations, most particularly the Continuum of Support at Post-Primary Schools (NEPS).
- To outline our whole school approach to teaching/ learning in relation to pupils with SEN.
- To set out procedures for the enrolment of students with SEN in the school.
- To assist parents in making an informed decision in relation to the enrolment of their child in our school.
- Ensure that students with SEN are educated in an inclusive environment.
- Ensure that all members of staff are aware of the specific needs of students and of the contribution they can make in this area.
- Ensure that SEN is not viewed in isolation, but in the context of the whole school and community.
- Ensure that students with Additional Needs are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way.
- Set high standards for students with Additional Needs and provide them with appropriate guidance, encouraging them to achieve their full potential.
- Develop staff expertise in supporting students with Additional Needs.
- Encourage and foster positive partnerships with parents, in order to achieve appropriate support at home and at home.
- To outline procedures and practices which will be followed in relation to supporting the learning of pupils with Additional Needs.

6. School Details

Type of school

- Multi-denominational, co-educational school
- Under the trusteeship of Donegal ETB
- Granted aided and publicly funded

Management

- Under Donegal ETB, as patron of the school
- Errigal College Board of Management

Organisations

- Parents' Association
- Student Council

7. Curriculum Provisions

- The following programmes are offered at Junior Cycle:
 - Junior Cycle
 - Level One Learning Programme
 - Level Two Learning Programme
 - Junior Cert Schools Programme
- The following programmes are offered at Senior Cycle:
 - Transition Year
 - Leaving Certificate Programme
 - Leaving Certificate Vocational Programme
 - Leaving Certificate Applied
- In partnership with Donegal ETB, FET Service Errigal College also offers a suite of PLC courses (QQI Level 5).

Extra - Curricular Activities

These activities complement the formal curriculum in contributing to the all round holistic development of students. Such activities offered in the school include Drama/music, Lunchtime clubs, GAA, Soccer, Basketball, Athletics, Swimming, Coding, Gym, Educational Tours and School Trips.

Participation in extra- curricular activities is promoted through intra and inter-school activities which all students are encouraged to participate in.

Other relevant information

- Full details of the school calendar for the school academic year will be published at the commencement of each year.
- The school as a DEIS school is committed to continued development of a School Book Rental Scheme.

8. Types of Special Educational Needs

Assessed Syndromes

- Downs Syndrome
- Fragile X
- Prader-Willi Syndrome
- Rett/Rhett Syndrome
- Tourette Syndrome
- Turner Syndrome
- Usher Syndrome
- Williams Syndrome

Autism/Autistic Spectrum Disorders

- Autistic Spectrum Disorders

Dyspraxia

- Developmental Coordination Disorder
- Developmental Verbal Disorder/Verbal Dyspraxia

Emotional Disturbance and/or Behavioural Problems

- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Oppositional Defiant Disorder (ODD)
- Conduct Disorder (CD)
- Childhood Psychosis
- Trauma

Exceptionally Able

- Exceptionally Able
- Dual Exceptionality

General Learning Disability

- General Learning Disability
- Mild General Learning Disability
- Moderate General Learning Disability
- Severe/Profound General Learning Disability

Specific Speech & Language Disorders

- Receptive Language Disorder
- Expressive Language Disorder
- Global Language Disorder

Physical Disabilities

- Physical Disabilities
- Brittle Bone Disease
- Cerebral Palsy
- Spina Bifida
- Muscular Dystrophy

Sensory Impairments

- Hearing Impairments
- Dual Sensory Loss
- Visual Impairment

Specific Learning Disabilities

- Dyslexia
- Dyscalculia
- Dysgraphia

*The above list is not exhaustive

9. Identification of Students for Support

Students with special educational needs should be recognised as individuals who have strengths that can be nurtured and weaknesses that can be supported.

Errigal College considers a student as being in need of support teaching if they:

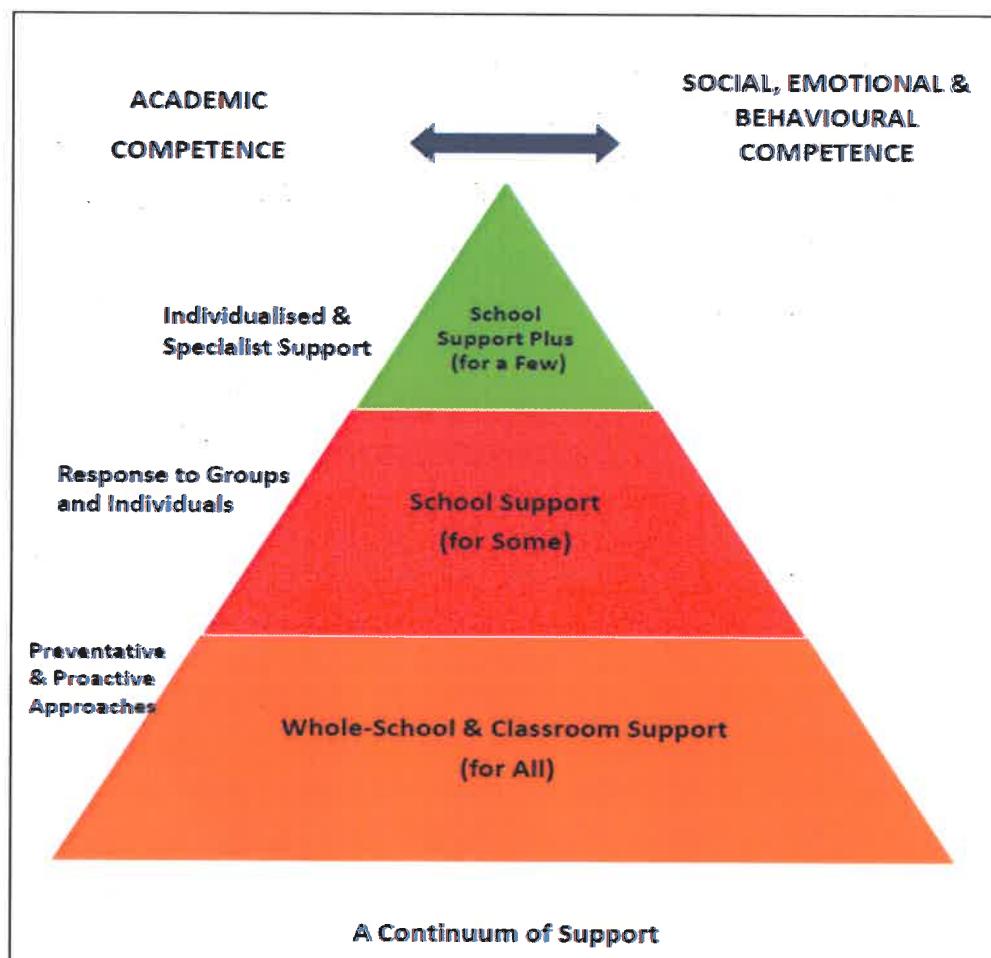
- are recognised as being at the 10th percentile or below on a standardised test in reading and maths.
- Students who were previously in receipt of supplementary teaching from a support teacher and who continue to experience learning difficulties.
- Students who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support (DES 2010). This will be evidenced through school based assessment of attainment, and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. Schools should also take into account needs set out in professional reports where available.
- Students with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties and students who have specific learning difficulties.

- Students with significant Special Educational Needs e.g., students with significant learning, behavioural, emotional, physical and sensory needs. These students need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs.
- Students who have additional literacy or language needs including those students who need additional Additional Language Support (EAL).
- If they have emerging needs identified through the Student Support Team.

10. The Continuum of Support

Continuum of Support

The model of assessment and intervention, as practised in Errigal College, is underpinned by recognition that Additional Needs occur along a continuum, from mild to severe and from transient to long term. Our response to the needs of students is organised according to NEPS's Continuum of Support.



11. Admissions

The [school's admissions policy](#) outlines the procedures with regard to the enrolment of students with SEN.

12. Support Arrangements for Students with Additional Needs

Transfer from Primary School

The transfer of information from primary level to post-primary level is vital to the successful support of students with Additional Needs. Included in our acceptance form is a section for parents to complete on any diagnosed Additional Needs/ Irish Exemptions.

The Special Needs Coordinator /ASD Coordinator will also

- Visit or contact the feeder Primary Schools as early as is feasible to collect up-to-date information.
- Liaise with primary school and parents of students/ outside agency.
- Arrange Transfer visits/ Transfer plans are arranged to allow incoming students to experience the school environment at an early stage.
- Meet with the parent/ guardian of students with SEN.
- Establish communication with the primary school resource teacher.
- Apply for relevant resources for transferring students.
- On our First Information Night, staff trained in SEN are available to consult with parents/guardians and to advise of school provisions.
- Parents/guardians of a student with additional needs are advised to present all relevant documentation pertaining to their son/daughters needs once enrolment is confirmed to ease the transition process.

Once accepted to Errigal College:

- All incoming first year students take a Cognitive Ability Test, CAT 4. This test can also be used to identify strengths and needs of incoming students with Additional Needs. This data is used to help identify students who may need additional support, including exceptionally able students.
- The Special Education Team (SET) will ascertain the students' learning style and strengths.
- The SET will create learning targets for each student with Additional Needs. These targets are monitored and evaluated at regular intervals. Once achieved, new targets are set.

- At the beginning of each academic year all students on the SEN Register are reviewed individually in terms of type of support needed and curriculum load.
- All incoming first years will also be tested with the NGRT to determine a Reading Age and the WRAT 5 to determine a Spelling Age. This is administered by the English Department.
- First Years are also tested in Maths to determine competency using the PDST online screener. The Maths Department administers this test. A second test is completed at the end of first year to assess progress.
- First Years will be given time to settle into their classes before any withdrawal is considered.
- Support classes will take place during non exam classes as far as possible.
- At the end of the first month students will complete a 'My Thoughts about School Checklist' (NEPS Continuum of Support 2010).

Students transferring into other Year Groups

When a student is accepted into a year group other than First Year, information is sought from their previous school (Educational Psychological report, School reports, attendance). This is the responsibility of the Principal/ Deputy Principal. Any relevant information is then passed to the Year Head and the Special Needs Coordinator and/or ASD Coordinator.

Provision for students with emerging needs

For students with emerging needs, including the exceptionally able, the concern may have been identified through the whole school screening and monitoring systems (CAT4, in class assessment, informal observation, and parental concern). As part of a whole school approach, teachers are asked to individually identify the needs of the student population in order to highlight Additional Needs. Some students will need further individual or diagnostic testing to identify the nature of their needs (both learning and behavioural), others will require a tailored intervention style programme in order to address their needs. Parental consent is obtained before diagnostic tests are administered. Teachers are also encouraged to refer to students' CAT 4 results to determine the student's areas of strength and their needs.

Student Support Plans

A Student Support Plan is devised for students with Additional Needs. All students involved in SEN support will have a tailored learning plan.

The Student Support Plan process involves:

- Gathering Information: Personal/ Background details from enrolment forms/passports.
- Educational details (primary school details/assessment and learning support details)
- Categorisation of need (assessment reports/ information received from parents)

- General profile based on formal/informal assessment.
- SEN provision
- Priority Needs
- Setting targets for each priority learning need
- Identifying the strategies and resources required
- Relevant documentation
- Setting the date for review. A review occurs each academic year. However, it may occur more often dependent on student progress and circumstances.

These Student Support Plans aim to include the most relevant information in a clear and concise manner. Errigal College has created a one-page document to ensure only the most important information is included.

13. Types of Support Offered

Provision for all students is based on the NEPS continuum of support. 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:

Curricular differentiation

- Individual withdrawal is used only where a student requires specialised individual support.
- Team Teaching/Co-operative Teaching is the primary method of provision with a lot of our students eligible for resource/Learning support.
- Small group withdrawal usually occurs during Irish for those students who are exempt. The organisation of these groupings is the role of the SEN Coordinator. In so far as possible these groups are arranged based on similar need profiles and the capacity to withdraw students at the same time.
- Modified Timetable- a small number of students cannot sustain a full timetable and so in consultation with NEPS/other external agencies may have their timetable reduced. In so far as possible, extra tuition or additional support is provided at the time of the dropped subjects.
- In-class support/Differentiation e.g., L2LP, L1LP
- In-class and bespoke support for L2LP and L1LP
- Inclusion of SNA in specific classes e.g., practical's
- Short term intervention programmes.e.g SNIP, VEP, Ninga Maths, RSE, Friends for Life Programme.
- Specific targeted interventions.
- Students with behavioural difficulties that prevent them from engaging effectively in their subjects can be referred to the Behaviour for Learning Dept for intervention on a short term basis.

The period of intervention recommended for each student is dependant on the nature and extent of their individual need. The duration of provision is varied and is reviewed throughout the intervention. 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, the student, principal and guidance counsellor.

Procedures for carrying out one to one teaching

Any activity which involves a child to staff member (teacher or SNA) ratio of 1:1 takes place in a room with a glass panel window on the door for visibility. Otherwise, the door of the room in which they are working should be left open for the duration. Any blinds etc on the glass panel should be opened for the duration also. Only staff members (who are all vetted appropriately) should engage in 1:1 activity.

14. Resources

- First Year Induction - Stepping up to Secondary School
- Errigal College has three ASD Special Classes to support students with an ASD diagnosis.
- Following training of three staff members in the Friends First Programme it will be delivered to every First Year group.
- The English Dept and the SEN/ASD Coordinators have been trained in the VEP in 2020-2021 and will roll it out in one English class per week in 1st Year. This programme can also be reinforced in 1:1 or smaller groups if necessary.
- A Peer Mentoring Programme led by the Senior Student Leadership Team supports incoming first years and new students.
- Two teachers have been trained by the NBSS (National Behavioural Support Services)
- L1LP (Level One Learning Programmes), L2LP (Level Two Learning Programmes) or Blended programmes are offered to students who are eligible for it given the nature of their additional needs.
- School Completion Programme
- Lunchtime Clubs

15. Reasonable Accommodations for State and In House Examinations

Applications are made for RACE provision for students with Additional Needs sitting state examinations by trained members of the SET. Accommodations are granted by The State Examinations Commission.

The school will make an application for relevant accommodations for students who meet the criteria as laid down by the SEC at Junior Cycle and these accommodations can be reactivated for Leaving Cert, with the school being satisfied that the student still has a need for the accommodation. Further details are available in the RACE Guide for Exam Students at www.examinations.ie.

Potential RACE applicants are determined in consultation with the SET, Year Heads and subject teachers. Sometimes this is clear from existing documentation. Students and parents are consulted. Testing will be completed at various stages during the year assisted by the subject teachers.

Where resources permit and when deemed appropriate, readers, scribes and other accommodations are available to students who qualify for such accommodations at mock exams and other school assessments. Students in non-exam years sitting a differentiated test will have that noted on their report.

16. Communication

SET

- The SEN/ASD/BfL coordinators meet on a weekly basis as part of the student support team.
- Members of the SET can meet mainstream teachers formally or informally. There may be formal meetings at the beginning of the year between the mainstream teachers and SET with regards to incoming first year students with Additional Needs.
- The SET aims to communicate with each other as much as possible through email using the school system.

Mainstream Teachers

- At the beginning of each school year, the SEN Coordinator, ASD Coordinator and EAL Coordinator update the SEN register. This is shared with staff which contains hyperlinks to the student support files.
- SEN is on the agenda at every staff meeting.

- Teachers are kept up to date with regards to all students with Additional Needs through email detailing relevant student information.
- Information is also communicated via the year head and student support structures such as the Student Support Team.
- The subject teacher is expected to complete a record of interventions that work for the student, assessment of course work, homework, behaviour and attendance. Completion and storage of these forms is the responsibility of each subject department and are passed on if necessary.
- Each student with a Special Educational Need has an indicator on VSWare on our management system.

Parents

Communication with parents is achieved in the following manner:

- School Open Evening
- Parent-Teacher Meetings
- Letters to the parents
- Student Journal
- Communication books/ Shared online document
- Telephone Calls/ Messages/ School IClass App
- Email
- Meetings involving external agencies
- Meetings with the SEN Coordinator/ ASD Coordinator and Principal/Guidance Counsellor/Year Head where relevant.

17. Record- Keeping

A full record of psychological reports, other reports and records of meetings are kept in the individual students file in the SEN office in a locked cabinet. All information is managed in accordance with the directives of both the Freedom of Information and Data Protection Acts. Student records are destroyed after five years.

The SET has a SET google drive containing minutes of meetings, the SEN register, Tracking sheet and resources.

SNAs communicate with home via Communication Books or a Shared online doc for students with additional needs in Junior Cycle classes and into senior cycle at student/parents' request.

18. Exemptions from Irish

- A student must study Irish unless they have been granted an official Irish Exemption.
- In the case of new students, certificates of exemption from the study of Irish must be submitted with the enrolment application.
- Where a student is applying for an Irish Exemption, the following procedure is to be followed:
 - Establish the grounds on which the Irish Exemption is being sought - as per circular 0054/2022.
 - Parent/guardian must make a written application to the principal seeking an exemption from the study of Irish identifying the grounds under which the exemption is being sought. It must also be accompanied by any relevant documentation necessary to provide evidence of eligibility.
 - The school must then satisfy themselves as to the documentary evidence presented.
 - The parent/guardians must meet with the Guidance Counsellor to discuss possible implications of gaining an exemption from the study of Irish on progression to third level instructions and career plans.
 - If at this stage the parent/guardian wants to proceed they must complete the certificate adhering to the DES guidelines as per circular 0054/2022.
 - This certificate is then signed by the principal.
 - A copy of the Irish Exemption certificate is issued to parents/guardians.
 - The application plus all relevant documentation together with a copy of the certificate of exemption is retained by the school and will be made available for inspection by the Dept.
 - The Dept. must be notified of pupils who are exempt from the study of Irish.

19. Roles of Responsibility

Board of Management	Principal
<ul style="list-style-type: none"> • To ensure that all students with additional Needs are identified and assessed. • To ensure that the school has an up-to-date SEN policy in place, monitor the implementation of this policy and ensure its evaluation. • To ensure that a broad, balanced and differentiated curriculum is provided to ensure that students learn the skills necessary to participate in society. • To ensure that necessary resources are sought on behalf of students with SEN. • To ensure the development of positive partnerships with parents and other relevant agencies and ensure that parents are informed of their child's SEN and how these needs are being met. • To ensure that parents are consulted with regard to and invited to participate in the making of all significant decisions concerning their child's education. • To promote inclusion by ensuring that an awareness of SEN is instilled in all of the school community. 	<ul style="list-style-type: none"> • To appoint a SEN Coordinator and work closely with the co-ordinator. • To inform the board of management of issues in relation to SEN. • To consult with the SEN co-ordinator and other personnel who liaise with the Department of Education regarding needs and provisions. • To ensure the effective and efficient use of resources. • To establish a 'Special Needs Support Team' in the school to ensure identification of needs and support for students to SEN. • To promote a whole school approach to special educational needs, make all staff aware of their responsibilities in this area and to facilitate appropriate staff development. • To promote the development of positive partnerships with parents of SEN students. • To ensure that procedures exist for consultation with primary schools with regard to the enrolment of students with SEN. • To process applications for Irish exemptions. • To provide leadership in developing relevant whole school policies. • To manage the implementation of policies and practices. • To provide strategic support for evidence-based interventions. • To assign roles and responsibilities • To keep records of those receiving supports and the level of support provided. • To direct the work of the SNA.

SEN Coordinator	ASD Coordinator
<ul style="list-style-type: none"> ● To coordinate a school SEN plan. ● To create and maintain a school register of students with additional needs. ● To communicate the needs of students to teachers. ● To assist in the identification of students with additional needs. ● To ensure that Student Support Plans are in place for students with additional needs. ● To advise teachers of the recommendations made in professional assessments relating to individual students. ● To liaise with outside professionals. ● To meet with parents in order to plan and implement interventions. ● To ensure that systems are in place for the referral of students. ● To be a member of the pastoral care team. ● To advise and collaborate with SNAs around the care needs of individual students. ● To facilitate a weekly meeting of the SET. 	<ul style="list-style-type: none"> ● To coordinate ASD policy development. ● To collaborate with ASD Lead Teachers. ● To modify timetables in relation to the needs of individual students. ● To create a school register of students with a diagnosis of ASD. ● To amend timetables as needs change. ● To manage and assist staff within the ASD programme. ● To communicate the needs of the students with ASD to teachers. ● To liaise with school management on a regular basis. ● To ensure that Student Support Plans are in place for students with a diagnosis of ASD. ● Running and recording of ASD programme staff meetings. ● To advise teachers of the recommendations made in professional assessments relating to individual students. ● To liaise with outside professionals. ● To meet with parents in order to plan and implement interventions. ● To ensure that systems are in place for the referral of students. ● To be a member of the Student Support Team. ● To advise and collaborate with SNAs around the care needs of individual students. ● Designing and implementing transition programmes for incoming students. ● Adding to the ASD programme resources. ● Updating of material for the SENO. ● Transition reports for all students graduating. ● NCSE applications. ● Ensuring the updating of professional reports.

Year Head	SET
<ul style="list-style-type: none"> • To support the creation of an inclusive environment and contribute to the work of the SET. • To be actively involved in the student support team. • To facilitate the inclusion of students with additional needs by monitoring the students' progress within the year group. 	<ul style="list-style-type: none"> • To collaborate with subject teachers by giving advice on teaching methodologies best suited to the student. • Providing direct teaching to a student with additional needs either to reinforce the teaching that takes place in the classroom or to improve upon core skills that may be necessary to successfully access the curriculum and engage in school life. • To provide team teaching when withdrawal may not be the most appropriate means of supporting the student. • Planning, implementing and reviewing individual or group interventions.

Guidance Counsellor	SNA
<ul style="list-style-type: none"> • To work with the other members of the SEN team in facilitating the provision of education for students with SEN and their inclusion in the school. • Counselling in personal, educational and career development • Co-ordinating a number of assessments including the CAT4 prior to entry. • Providing career information • Presenting at the Options Information Evening for students and parents of students progressing to Senior Cycle • Consulting with parents and staff • Consulting with community organisations • Providing vocational preparation – job search skills, preparation for work experience • Working closely with Year Heads and the SEN team to identify students requiring support Facilitating individual appointments for students in third year, TY and Leaving Cert Year to support them in making career decisions. • Advising students and parents on subject choice and subject load • To liaise with students, parents and the SEN team in relation to DARE 	<ul style="list-style-type: none"> • To provide care assistance to named students who have special educational needs. They make a valuable contribution to the school's capacity to provide inclusive education to these students. • To be made aware of the SEN plan, devised by the Special Needs Support Team, and given guidance on their role in the successful implementation of this plan. • To recognise their role in the health and safety of the student and in their social, emotional and educational development, without developing a culture of dependency. • Attending both Staff and Departmental meetings when appropriate. • Assisting / escorting students on school trips. • Giving special assistance as necessary for students with particular difficulties e.g., helping students with SEN with typing, writing or other use of equipment. • Assisting with clothing, feeding, toileting and hygiene, being mindful of health and safety needs of the student. • Assisting with house examinations (if appropriate). • Assisting the teacher in the supervision of pupils during assembly, recreation and in movement from one classroom to another. • Accompanying individual or small groups who may be withdrawn temporarily from the classroom. An SNA should not be asked to withdraw a student from a classroom unless this is a strategy that has been agreed by the

applications.	<p>SEN department and Principal, where teachers and parents will have been informed.</p> <ul style="list-style-type: none"> ● Give general assistance to the subject teacher, under the direction of the Principal/Deputy Principal, of a non-teaching nature. The SNA may not act as either substitute or temporary teachers. In no circumstances may they be left in sole charge of a class. ● Participation with school development planning, where appropriate, and co-operation with any such changes with policies and practices arising from the school development process. ● Other appropriate duties as may be determined by the needs of the pupils and the school. ● The SNA may be re-assigned to other appropriate work when special needs students are absent or when particularly urgent work demands arise. ● To treat all matters relating to school business and their work, as strictly confidential. ● SNAs are expected to provide and update a timetable during the school year and furnish the Principal and SEN Co-ordinator with a copy.
---------------	--

Mainstream Teacher	Students
<ul style="list-style-type: none"> ● To be aware of the school's policy and procedures (as outlined in this policy) for dealing with students with SEN and ensure all students' needs are met. ● To seek advice from the SEN Department regarding students with SEN. ● To participate in CPD in the area of SEN. ● To devise a plan, in consultation with the SET and SEN Co-ordinator. ● To support/ encourage independence in the student. ● To differentiate teaching and learning activities for students, including exceptionally able/gifted students ● To create a positive classroom environment for all students. ● To create opportunities for success ● To use assessment for learning and comment-only marking. ● To establish and teach behavioural and learning expectations. 	<ul style="list-style-type: none"> ● The SEN department fully involve students in skills audits and discussions around their learning needs. ● Students have input into their learning targets. ● Students at School Support Plus are involved in the planning of their Student Support plans and are invited to attend review meetings. <p>*The school believes that achievements are maximised when students take ownership of their learning</p>

<ul style="list-style-type: none"> ● To assess/ monitor progress. ● To consider the needs of students with Additional Needs in all aspects of classroom planning. ● To identify students who may be at risk (considering general progress, application, communication, behaviour, or interaction with other students). ● To complete referral forms, transfer of information forms if required by the SET. ● Contribute to group or individual planning and review. ● Implement agreed strategies. ● Prepare information for Student Support planning meetings. ● Implement individualised and specialist programmes and strategies. ● Direct the work of the SNAs in the classroom. ● Inform parents of the progress of students through the parent-teacher meeting and school reports. ● Contribute to the school development planning for their subject area whilst always having concern for students with Additional Needs 	
--	--

20. Procedures in the event of periods of Remote Learning

The need for pupils with special educational needs (SEN) to have regular, ongoing schooling is particularly important. While all pupils need to be supported to maintain their engagement in learning, those with SEN are among those who need most support at this time. In response to this Errigal College will implement a range of strategies and measures to ensure that the needs of pupils with SEN are catered for. These include:

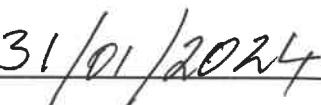
- The continuation of online classes as per the students timetable to include 1:1 classes.
- The facilitation of an SNA in every class.
- Online Meets each morning during first class with their SNA 1:1 or in a small group setting to help with organisation/motivation/homework etc.
- Meetings with SEN/ASD coordinators
- Online group activity sessions to aid socialisation.
- Regular SNA contact with home via phone call or email
- Weekly evaluation reports from SNAs to SEN/ASD Dept

Signed:



(Chairperson of the Board of Management)

Signed:



(Principal)

