

**CASTLETROY COLLEGE**  
**ADDITIONAL EDUCATION NEEDS POLICY**

Mission Statement:

Our mission in Castletroy College is the holistic education of the individual, enabling students to become responsible, caring members of society as well as encouraging them to reach their full potential. In our daily lives we value the principles of justice and mutual respect embracing all denominations and cultures. We endeavour to nurture and maintain a school community which involves the partnership of staff, students, parents, trustees and the local community. In the pursuit of this ideal we provide a broad and balanced range of curricular and extra-curricular experiences for all students.

*“Special education needs means a restriction in the capacity of the person to participate and benefit from education on account of enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without the condition”*

**(Education for Persons with Special Education Needs Act 2004)**

January 2006

The importance of the individual student is emphasised in the Aims and Philosophy of Castletroy College. It is therefore the policy of Castletroy College to identify and to endeavour to provide for those students who have additional education needs.

The **objectives and values underpinning** this policy are:

- To support students who have any form of additional educational need and to minimise its impact on their education and development, thus fostering positive self-esteem.
- Promoting an environment which meets the student’s learning, physical, social, emotional and sensory needs
- Acknowledgement of and support for each student’s role in the school community
- Priority given to the nurturing of teaching and learning relationships
- Recognition of individual talents and abilities
- Promoting strong collaborative relationships between students, staff, parents and support agencies
- To ensure that every student has as wide an access to the curriculum as possible.
- Clarity of policies, roles, responsibilities and tasks.

It must be noted that this AEN Policy should be considered in tandem with the relevant DES circulars, the ‘Rules and Programmes for Secondary Schools’ and the National Council for Special Education (NCSE) Guidelines, NEPS Continuum of Support, using the ‘Education for Persons with Special Education Needs Act’ 2004 (EPSEN), Education Act 1998, Education Welfare Act 2002, Disability Act 2005 as a framework.

The **procedure** of supporting children with Additional Educational Needs in Castletroy College is as follows:

1. **Identification:**

- Pupil Passport (NCCA Guidelines 2016) transfer from Primary School to include 6<sup>th</sup> class report card, My Profile, My Child’s Profile.
- Visit to the main feeder primary schools by AEN Coordinator, phone call to all other primary schools

- Completion of Additional Education Needs Questionnaire by parent/guardian of all students registering for a place in the school.
- Presentation to parents at Incoming First Year Registration Evening
- Individual meeting with parents/guardian of children with SEN (Special Educational Needs) can also be facilitated at this early stage, as it will help to fully inform the school.
- Specialised Induction & Orientation for students with complex needs.

Individual Student files are initiated and kept in the AEN office. Information given by parents and in reports is treated with the upmost sensitivity. A summary of needs and supports allocated is disseminated by the A.E.N. Coordinator to all teaching staff and is maintained on a password protected shared server.

2. **Categorisation of AEN:** The school categorises special educational needs in line with current descriptions outlined in the EPSEN Act 2004 and Circular 007/2014. These are detailed as follows:

Low Incidence	High Incidence
Physical Disability	Mild/Borderline General Learning Disability
Hearing Impairment	Specific Learning Disability
Visual Impairment	
Emotional Disturbance	
Severe Emotional Disturbance	
Moderate General Learning Disability	
Severe/Profound General Learning Disability	
Autism/Autistic Spectrum Disorder	
Specific Speech and Language Disorder	
Down Syndrome	
Multiple Disorders	
Disability arising from an assessed syndrome	

Students where English is an additional language EAL along with students with exceptional ability are identified and additional support may be offered.

3. **Profiling Students:**

**All students in the school undergo:**

- Cognitive Ability Testing CAT 4 – Verbal, Numerical, Non Verbal & Spatial Ability
- New Group Reading Test NGRT
- Wide Range Achievement Testing WRAT 4 Spelling
- Differential Aptitude Testing DATS – Transition Year Students

**Some Students:**

- Wide Range Achievement Testing WRAT 4, Wechsler Individual Achievement Test Second Edition, Dyslexia Screening Assessment, School Progress Report, Student Profiles from NEPS Continuum of Support, Educational Assessments and other Clinician Assessments

**Additional Information for Student Profiling from:**

Teacher Observation Sheets, AEN Weekly Meetings, SNA Observations, Parent Teacher Meetings, Parent meetings.

4. **Provision of Resources:**

Allocation of resources is based on additional teaching hours and Special Needs Assistant support granted annually from National Council for Special Education (NCSE) and in accordance with Circular 0070/2014. Resource deployment is supported by Student Profiling outlined above.

Resource teaching is granted

- Extraction for Individual Teaching
- Extraction to a Small Group Setting
- Team Teaching.

Learning support is offered in Maths and English based on findings of Student Profiling. As recommended by the *SERC Report*, pupils who achieve scores that are at or below the 10<sup>th</sup> percentile in the standardised tests can be regarded as having low achievement. The selection of students for supplementary teaching/learning support is prioritised and consideration given to pupils who are performing at or below the 10th percentile in English reading and/or mathematics. The purpose of learning support is to enhance a student's learning and attainment in literacy and numeracy. There is flexibility to provide for changing and emerging needs and is dependent on available resources in the school.

Access and support from a Special Needs Assistant is given to students in accordance with allocation from NCSE and in conjunction with recommendation from Clinician reports. Individual care needs of the student are central to the support offered from the SNA. Cognisance is given to emerging needs of students and diminishing needs as student progresses through post primary education. Core aim is to foster independence and develop self-management and organisational skills.

An **Individual Student Plan** is prepared for each student with low incidence allocation. See Appendix 1

5. **Support Agencies:** In keeping with the ethos of the school with emphasis on the holistic development of the child the school works in a collaborative nature with the following support agencies

- NEPS–National Educational Psychologist Services
- Primary Care Speech and Language Therapists & Occupational Therapists,
- SENO–Special Education Needs Organiser through National Council for Special Education
- East Limerick Intervention Services HSE
- Child Adolescent Mental Health Services CAMHS HSE
- Visiting Teacher Services for Deaf and Visual Impaired
- Limerick Clare Education Training Board LCETB
- Educational & Clinical Psychologists
- Medical Personnel

Permission is sought from parents before consultation is initiated. Supporting the needs of the student and family is central to engagement with support agencies.

6. **Whole School Monitoring, Evaluation and Ongoing Review:** As with all school policies this policy is evaluated on an ongoing basis, this can be subject to changing

Department of Education Policy, continual evaluation by School Management and Additional Educational Needs Team.

Ratified at the Board of Management  
16<sup>th</sup> May, 2016.