

Rice College Ennis

(An Edmund Rice School)



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SPECIAL EDUCATIONAL NEEDS POLICY

A WHOLE SCHOOL APPROACH

RICE COLLEGE

AMENDED: 2019/2020



Contents

1	<i>Mission Statement</i>	4
2	<i>Promoting Wellbeing in Rice College</i>	5
3	<i>Rationale</i>	5
4	<i>Aims of the Policy</i>	6
5	<i>Allocation of Hours</i>	7
6	<i>Roles and Responsibilities of the SEN team</i>	8
7	<i>Board of Management</i>	8
8	<i>The Principal</i>	8
9	<i>SEN Co-Ordinator</i>	9
10	<i>Year Heads</i>	9
11	<i>Special Education Teacher (Circular 14/2017)</i>	9
12	<i>Guidance Counsellor</i>	10
13	<i>Special Needs Assistants</i>	10
14	<i>Role of Mainstream Teacher (DES Circular 14/2017)</i>	11
15	<i>Involvement of Parents (DES Circular 14/2017)</i>	11
16	<i>Involvement of Students</i>	12
17	<i>School Policy on SEN provision and the Continuum of Support</i>	12
18	<i>Student Support Plans/Files</i>	13
19	<i>Transfer from Primary School</i>	14
20	<i>Provisions for Students with emerging needs.</i>	15
21	<i>Models of SEN provision</i>	15
22	<i>Reasonable Accommodations for State and In House Examinations (RACE)</i>	15
23	<i>Communication</i>	16
24	<i>Exemptions from Irish and Foreign Languages</i>	17
25	<i>Priority Areas for Development</i>	17



"We are all different."

There is no such thing as a standard or run-of-the-mill human being. But we all share the same human spirit. What is important is that we have the ability to create....However difficult life may seem, there is always something you can do, and succeed at".

Quote from Stephen Hawking at the opening of the 2012 Paralympics



1 Mission Statement

Rice College is operated according to the religious and educational philosophy of the Edmund Rice Schools Trust Charter (ERST).

We strive to live up to Christian values and show genuine concern for our school community.

Our core aims are to provide a broad and comprehensive education and to recognise the needs and develop the talents of each person.

We strive to enrich all those with whom we are privileged to come in contact, we strive to succeed.

We also strive to 'maintain an admissions policy which provides for maximum accessibility' as determined by the Education Act of 1998, in the context of the overall school plan the Special Educational Needs policy provides for inclusion to accommodate the needs of all students.

Aims

The aim of the Special Educational Needs Department in Rice College is to identify those students in need of various types of support, such as emotional/behavioural, those with learning difficulties and the exceptionally gifted. The objective is to enable all students to reach their full potential by adopting a holistic, whole school approach.

2 Promoting Wellbeing in Rice College



One of the key principles of the new Junior Cycle is Wellbeing. "The student experience contributes directly to their physical, mental, emotional and social wellbeing and resilience. Learning takes place in a climate focused on collective wellbeing of school, community and society".

In Rice College, we are supporting the journey of the student towards being Responsible ("...enabling them to make the right choices..."), Connected ("...understanding how their actions and interactions impact on their own wellbeing..."), Resilient ("...feeling confident in themselves and having coping skills to deal with life's challenges...believing that with effort they can achieve..."), Respected ("...having positive relationships with friends, peers and teachers...feeling listened to and valued...") and Aware ("...being aware of their thoughts, feelings and behaviours and being able to make sense of them...being aware of their personal values and able to think through their decisions...being aware of themselves as learners and knowing how they can improve...") all of which have been identified as indicators of wellbeing.

In the current academic year 2019/2020, two members of the SET team, are members of the Wellbeing Committee. SENCO Ms. B. Hanley and SET teacher Ms. C. Culligan are also members of the Whole School Guidance Committee.

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.

This policy is written in the context of the various pieces of legislation listed below.

This policy is a working document and will be reviewed annually.

The policy is a reflection of our current practice.

Relationship to characteristic spirit of the school

The main aim of Special Needs Education in Rice College is to provide a positive learning environment, which will foster the academic, social and emotional development of students with Special Educational Needs and to enable each student to realise their individual potential. In line with our ethos and official Department of Education and Skills recommendations, learning support strategies will actively seek to include the diverse range of cultures and abilities of the students.

Scope of the Policy

This policy applies to all students with SEN including B.O.M, The Principal, the teaching and ancillary staff and parents.

Legal Framework

Rice 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)

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 Services (SESS)
- New Junior Cycle Framework

4 Aims of the Policy

The principle aim of Special Education in Rice College is to provide a positive learning environment, which will foster the academic, social and emotional development of students with learning difficulties and to enable each to realise their individual potential.

Learning Support 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.

Involve parents in the support of their son or daughter's education.

Promote collaboration among teachers in the implementation of a whole school policy on learning support 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 incorporate best practice guidelines in SEN.

To reflect on the most recent recommendations, most particularly the Continuum of Support at Post-Primary Schools (NEPS), recent Child Protection legislation and GDPR 2018.

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 SEN are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way.
- Set high standards for students with SEN and provide them with appropriate guidance, encouraging them to achieve their full potential.
- Develop staff expertise in supporting students with SEN.
- Encourage and foster positive partnerships with parents, in order to achieve appropriate support at home and at school.
- To outline procedures and practices which will be followed in relation to supporting the learning of pupils with SEN.
- To establish communication structures for the involvement of all the partners in the education of pupils with SEN.

Vision of Inclusive Education in Rice College

"To provide that people with special educational needs shall have the same right to avail of, and benefit from, appropriate education as do their peers who do not have such needs." EPSEN (2004)

5 Allocation of Hours

The NCSE allocated 100 hours of Special Education Teaching Support to Rice College for the school year 2019/2020.

6 Roles and Responsibilities of the SEN team

The SEN team comprises the Principal, Deputy Principal, SEN co-ordinator and the Special Education Teachers. The SEN co-ordinator is also a member of the Student Support Team in the school and works closely with Year Heads and mainstream teachers when the need arises. The team is advised by the NEPS psychologist, SENO as well as other agencies and professionals involved with SEN students in the school.

The following are the roles of the different partners involved in the provision of SEN in Rice College. (Inclusion of Students with SEN Post-Primary Guidelines 2007 and Circular 14/2017: General Allocation Model).

7 Board of Management

To ensure that all students with SEN are identified and assessed.



To ensure that the school has an up to date SEN policy in place and monitor the implementation of that policy.

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 the development of positive partnerships with parents and other relevant agencies, and to ensure that parents are informed of their child's SEN and how these needs are being met within Rice College.
- To ensure that parents are consulted with in regard to and invited to participate in the making of all significant decisions concerning their child's education.
- To develop a whole school approach to literacy and numeracy under Section 14 of EPSEN.

8 The Principal

- To appoint an SEN co-ordinator and to work closely with the co-ordinator.
- To inform the Board of Management of issues with 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, including the allocation of resource hours and relevant funds.
- To establish a "Special Needs Support Team" in the school to ensure identification of needs and support for students with 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 in this area.
- 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: enrolment/assessment/inclusion.
- To manage the implementation of policies and practices.
- To direct the work of the SNA's.

9 SEN Co-Ordinator

- To co-ordinate/devise a school SEN plan.
- To create and maintain a school register of students with SEN.
- To communicate the needs of students to teachers.
- To assist in the identification of students with SEN.
- To ensure that support plans are in place for students with SEN.
- To advise teachers of the recommendations made in professional assessments relating to individual students.
- To assist the Principal in the allocation of resources.
- To process applications for Reasonable Accommodations at State Exams (RACE).
- To provide RACE in house exam where possible given the resources available.
- To liaise with outside professionals.
- To meet with parents in order to plan and to review interventions.
- To assist in co-ordinating the administration of standardised assessments.
- To ensure that systems are in place for the referral of students by teachers, parents, etc.
- To be a member of the Student Support Team.
- To advise and collaborate with SNA's around the care needs of relevant students.
- To facilitate weekly meetings of the SEN team.



10 Year Heads

- To support the creation of an inclusive climate within the school and contribute significantly to the work of the SEN team.
- To facilitate the inclusion of any individual student with SEN by monitoring the student's progress within the year group.
- To encourage an awareness of special educational needs from the students including a respect for students with SEN.

11 Special Education Teacher (Circular 14/2017)

- Providing diagnostic and informal assessments for students in order to monitor progress and evaluate the effectiveness of an intervention.
- Collaborating with subject teachers by giving advice on teaching methodologies best suited to a student.
- Providing direct teaching to a student with SEN either to reinforce the teaching that takes place in the classroom or to improve upon the core skills that may be necessary to successfully access the second level curriculum.
- To provide team teaching/co-operative teaching when withdrawal from the classroom may not be the most appropriate means of supporting the student.
- Contributing at meetings involving parents and/or outside agencies when appropriate.
- Collecting and analysing school-wide screening data, including in-take screening, transfer information, attendance, behavioural records and information from subject teachers
- Collaborating with Year Heads to provide appropriate support to identified students.
- Planning, implementing and reviewing individual and/or group interventions.
- Seeking external professional advice, as needed.
- To advise SNA's around the care needs of relevant students.

12 Guidance Counsellor

- 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 & again in Yr 3.
- 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.
- To be a member of the Student Support Team
- 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 applications.

Student Support Team

When an issue arises at a Pastoral Care meeting in relation to academic progress, the SEN co-ordinator facilitates an intervention with a member of the SEN team and the members of the



Pastoral Care team review accordingly. This academic year 2019-2020. Ms. B. Hanley, Ms. M. O'Halloran and Ms. C. Culligan are members of the Student Support Team.

13 Special Needs Assistants

- 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.
- Assisting/escorting students on school trips.
- Giving special assistance as necessary for students with particular difficulties e.g. helping a student with SEN with typing, writing or other use of equipment.
- Assisting with house examinations, Mock Exam Special Centres (if appropriate).
- Assisting the teacher in the supervision of pupils during assembly, recreation and in movement from one classroom to another.
- Engagement with parents of students with SEN as required and directed by school management.
- Other appropriate duties as may be determined by the needs of the pupils and the school.
- The SNA may be re-assigned by the SEN co-ordinator 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.
- SNA's, in compliance with GDPR 2018, are expected to provide and update a timetable during the school year and furnish the Principal and SEN co-ordinator with a copy.

14 Role of Mainstream Teacher (DES Circular 14/2017)

- To be aware of the School SEN 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 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.
- To establish and teach behavioural and learning expectations.
- To assess/monitor progress.
- To consider the needs of students with SEN 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, etc. as required by the SEN team.
- Contribute to group or individual planning and review.
- Implement agreed strategies.
- Implement individualised and specialist programmes and strategies.
- Direct the work of the SNA's 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 SEN.

15 Involvement of Parents (DES Circular 14/2017)

The school recognises its responsibility under section 14 of the EPSEN Act 2004, with regard to informing and consulting with parents on all matters relating to their child's education.

Parents and transition to and transfer from post-primary school.

The quality of a child's experience in making the transition to post-primary education can determine how they will settle in school. Parents can provide valuable support to a child with SEN while the child is making the transition.

Rice College provides support to parents by:

- Liaising with parents prior to transfer.
- Informing parents about the range of extracurricular activities available for first year students so that the parents can encourage their child to participate.
- Having an anti-bullying policy and keep parents informed of issues relating to bullying.
- Encouraging parents to contact the SEN co-ordinator.

Parents and the transmission of information

The parents of a child with SEN can provide valuable information in relation to their child's learning difficulties and learning preferences. The SEN team seeks relevant professional reports from parents of students with SEN with the acceptance of a place in the school. Rice College, at all times recognises the parent/guardian as the primary educator of the child.

Parents and home-school links

The school provides parents with regular reports on the progress of their child.

- The school journal is used for home-school communication, and parent teacher meetings are held once a year for face-to-face communication.
- Students receive a written school report at Christmas and Summer
- The SEN co-ordinator and special educational teachers are available to meet parents on request.
- Parents help the school by keeping the teachers informed of the progress/difficulties they observe in their child's learning as they progress through the school.

16 Involvement of Students

The SEN Department fully involve students in discussions around their learning needs.

- Students have input into their learning targets.
- Students on behaviour support plans are encouraged to self-monitor.
- Rice College believes that achievements are maximised when students take ownership of their learning. This is in accordance with the Junior Cycle guidelines.

17 School Policy on SEN provision and the Continuum of Support

In accordance with the Continuum of Support for Post-Primary schools, a special needs policy was revised in the academic year of 2018-2019. The SEN department of Rice College produced this policy. The model of assessment and intervention, as practiced in Rice College, is underpinned by recognition that Special Educational Needs occur along a continuum, from mild to severe and from transient to long term. Our response to the needs of students may be organised according to NEPS's Continuum of Support.



We acknowledge triadic approach of support for all, support for some and support for a few. (Page 4 Continuum of Support).

In keeping with LAOS 2016, we as a department strive to maintain effective and highly effective and practice in terms of "Learners Outcomes" (Domain 1) and "Learner Experiences" (Domain 2). To achieve this we use attainable learning outcomes, differentiation, and group work (where suitable). Students are encouraged to reflect on and evaluate their learning. We aim to maintain the interest of the students in a "very purposeful and productive" manner. At all times, interactions amongst students and between students and teachers are very respectful and positive, and conducive to well-being. In keeping with Domains 3 and 4, to maintain and improve Teachers' individual practice and teachers collaborative practice respectively - teachers are facilitated in pursuing CPD relevant to SEN (SEN Guidelines - LAOS 2016 Learner Outcomes Teaching and Learning).

Identification of SEN on Acceptance:

Prior to school entry, parents advise the school regarding SEN. Parents are also encouraged to speak to the SEN Team on Open Night. A copy of any psychological reports should also be submitted from other professionals to the school on acceptance of a place in Rice College. The SEN co-ordinator will visit local primary schools to discuss SEN students with relevant SEN team members and meet with parents as requested. In March/April, incoming first years are invited into the school to sit the CAT4 cognitive ability test. This test is also used to identify strengths and needs of incoming students with SEN and also helps identify the exceptionally able. Based on these results, the SEN department will contact parents if deemed necessary. Provision is also made if there is a social, organisational or emotional concern.

Primary schools submit students' education passports to Rice College at the beginning of the new academic year and the SEN Department review and discuss them in September.

Upon school entry, formal assessments are carried out the NGRT (New Group Reading Test), PTM (PTM Maths Competency Test).

TheWRAT4 / WIAT-II-T is also used, administered where deemed appropriate. All of this information gathered along with teacher observations are also taken into account in identifying SEN students as they arise. Weekly SEN meetings and SST meetings provide additional information.

18 Student Support Plans/Files

A SSP is devised for students with SEN. All students listed on the Rice College SEN register have a SSP which facilitates the tracking and monitoring of specific targets that are specific, measured, attainable, realistic on time based: SMART. Students' progress is also monitored including specific interventions, levels of support and referrals.

Compiling the Student Support Plan involves:

- Gathering information from primary schools, assessment reports and information obtained from parents.
- Building a profile base on formal and informal assessments.
- SEN provision
- Priority needs.
- Setting targets for priority learning needs.
- Identifying strategies required.
- Deciding a review date

School Support Plus (for a few) (Individual Withdrawal)



Applies to students whose needs are more complex.

Firstly the SEN department looks at known and documented needs based on information given to Rice College at the time of enrolment.

This information includes student passports, psychological reports, liaising with parents, outside agencies, and meetings with primary school SEN department.

SEN department also collaborates with NEPS psychologists through consultation.

A SSP Plus Plan is developed, implemented and reviewed.

An information checklist is gathered.

A subject survey is carried out.

Students with emerging needs may be moved from school support for all or some to School Support Plus.

SEN Department will consult with subject teachers and take on board teacher observations.

19 Transfer from Primary School

The transfer of information from primary level to post-primary level is vital to the successful support of students with SEN. At the open night, parents are informed about support for students with SEN, pastoral care structures and information regarding RACE. The SET team are available to speak to parents regarding any concerns on open night.

The Special Needs Co-ordinator will also:

Visit/contact the feeder primary school to collect up-to-date information.

Liaise with primary school and parents of students with more specific needs.

Meet with parents/guardians of students with SEN.

Arrange a meeting with the primary resource/learning support teacher.

Apply for SNA support/assistive technology for relevant students.

Once accepted to Rice College:

- All incoming first year students take a Cognitive Ability Test; CAT4. These tests can be used to identify strengths and needs of incoming students with SEN. This data is used to help identify students who may need additional support including exceptionally able students.
- The SEN team will take into consideration the students learning style and strengths.
- The SEN team will create learning targets for each student with SEN. These targets are monitored and once achieved, new targets are set.
- At the beginning of the new academic year all students on the SEN register are reviewed in terms of level of support needed and curriculum load.

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, etc.). This is the responsibility of the Principal/Deputy Principal. Any relevant information is then passed to the Year Head and the Special Needs Co-ordinator.

20 Provisions 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, informal observation, parental concern). Teachers are asked to complete a referral form for students who they have a concern about that focuses on the student's behaviour, academic performance, homework etc. Some students will need further individual or diagnostic testing to identify the nature of their needs (both learning and behavioural).

21 Models of SEN provision

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

- Curricular differentiation
- Team teaching/Co-operative Teaching.
- In-class support/differentiation.
- Inclusion of SNA in specific classes.
- Small group withdrawal.
- Individual withdrawal.
- Organisational skills.
- Social Skills.

The period of intervention recommended for each student is dependent on the nature and extent of their individual need. The decision on withdrawal of students versus co-teaching is based on the extent of the needs and levels of the students. 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 the parents/guardians, class teachers, the student, principal and guidance counsellor.

Resources

SEN teachers and students have access to approximately four resource rooms which include computers. There are also two computer rooms in the school and they are utilised to cater for any student wishing to engage in ICT and follow a typing programme. All mainstream classrooms have PC's and overhead projectors.

22 Reasonable Accommodations for State and In House Examinations (RACE)

Applications are made by the SEN co-ordinator and SET team for RACE provision for students with SEN sitting Junior Cycle or Leaving Certificate Examination. Accommodations are granted the by The State Examinations Commission. From October 2016 the State Exams Commission SEC have operated a devolved model at both Junior Cycle and Leaving Cert level and the school makes applications 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 2017 at www.examinations.ie.

Where resources permit and when deemed appropriate, readers, scribes, spelling and grammar waivers and other accommodations are available to students who qualify for such accommodations at mock exams and other school assessments.

23 Communication

SEN Team

- The SEN co-ordinator and teachers of the special education team meet formally once a week. Informal meetings occur on a daily basis.
- Members of the SEN team can meet mainstream teachers formally or informally. Mainstream teachers, year heads, the principal and the career guidance teacher are also invited to attend any formal SEN team meeting if and when issues arise.
- The SEN team aims to communicate with each other as much as possible through email and outlook 365 in order to share information.
- At the end of the year the SEN team meets to discuss any students transferring to a new SEN teacher. This teacher will be given relevant student support plans.
- Student referral forms are available to mainstream teachers to refer any students they are concerned about to the SEN team.
- Subject/teacher surveys are also distributed.

Mainstream Teachers

- At the beginning of each school year, the SEN co-ordinator updates the SEN register and communicates the needs of First Year students with SEN to mainstream teachers.
- SEN is on the agenda at staff meetings when the need arises to inform staff of SEN matters.
- Information is also communicated via the Year Head and Student Support Team.

Parents

- Open Night
- Parent-Teacher meetings
- Letters to parents
- Student Journal
- Telephone Calls
- Email
- Meetings involving external agencies
- Surveys
- Meetings with the SEN co-ordinator and Principal/Guidance Counsellor/Year Head where relevant

Record Keeping

- A full record of psychological reports, CAT results, student passports and other reports are kept in the SEN co-ordinators office in a locked filing cabinet. Records of SEN meetings are kept in resource room 303. Mainstream teachers can access student's



information in the SEN co-ordinators office but the information may not be removed from the office.

- Student support plans are kept in the teacher's own resource room in a locked filing cabinet.
- Information is managed in accordance with the directives of both the Freedom of Information and Data Protection Acts. Student records are destroyed after 7 years.

24 Exemptions from Irish and Foreign Languages

- Incoming first years with Irish and Foreign Language exemptions are noted.
- Certificates of exemption from the study of Irish and Foreign Languages must be submitted with the enrolment application.
- The school will only consider granting an Irish exemption when a written request is made by the student's parents
- The guidelines set down by the Department of Education and Skills will be strictly adhered to (Circular M10/94) http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/ppc10_94.pdf
- Where possible, withdrawal for Special Education provision is arranged for SEN students who do not study Irish, during Irish class. This is not guaranteed and is limited by timetable restrictions and staff availability and completed in accordance with the Guidelines for Post-Primary Schools, Supporting Students with Special Educational Needs in Mainstream Schools (2007) and with parental consent.
- Applications for Irish exemptions on the grounds of SEN are made by the SEN co-ordinator and signed by the Principal.
- A revised circular was introduced by DES in September 2019 - Circular 0053/2019 sets out the exceptional circumstances in which consideration may be given to granting a student an exemption from the study of Irish.
- A parent on behalf of the student, must make a formal application to the school for an exemption from the study of Irish.

25 Priority Areas for Development

- Ongoing development of Wellbeing Programme in the school 2019-2020.
 - The development of a central staff location for access to SEN student support caseload
 - Ongoing professional development for staff in the area of special education.
 - L1LPs / L2 LPs training day on November 21st 2019 to be attended by The Principal, SET team, JCT Co-ordinator and member of the Guidance Team.
 - Raise teacher awareness of differentiated teaching methodologies and continuum of support model in conjunction with SSE team.
 - Whole School Guidance Policy - contribute relevant expertise to the development of a WSGP.
 - Development of a Transition Programme for incoming first years.
 - Use of ICT in SEN in acknowledgement of current targets in our School Improvement Plan.
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The Special Educational Needs Policy was:

Reviewed by Rice College Staff on the 20th of November, 2019



Reviewed by Rice College Ennis Parents Council on 26th of November, 2019

Reviewed by Rice College Students Council on 3rd of December, 2019

Ratified by Rice College Board of Management on the 9th of December, 2019
