

**The SEN Policy of
Greenhills Community College
to include Diversity and Educational
Needs**



**Limekiln Avenue,
Dublin 12.**

Greenhills Community College

Mission Statement

We, in Greenhills Community College, are committed to providing a comprehensive integrated education that will enable each individual to fulfil his potential in a positive, caring, respectful, learning environment where skills and attitudes for lifelong learning are developed. We will promote equality, innovation and partnership in the delivery of our services.

Aims and Objectives

- To foster the growth of the students of the College morally, socially, spiritually, academically, emotionally and physically regardless of their social background, education achievements or intellectual ability.
- To educate students from all beliefs and cultural backgrounds.
- To provide a comprehensive curriculum to assist each student to make the most of their talents, skills and abilities.
- To operate the College as a partnership between the staff, students, parents/guardians and the wider community in accordance with the Education Act 1998 and the Education Welfare Act 2000.
- We aim to establish an inclusive work environment free from discrimination in accordance with the Equal Status Act 2000.

Background

Greenhills Community College, an all-boys secondary school, was opened in 1970 to serve the developing area of Southwest Dublin. The college seeks to stimulate and foster the physical, intellectual, moral, emotional, and spiritual growth of the students. Parents who choose Greenhills Community College as a second-level school for their children do so in the knowledge that the college will value each student for his own personal gifts. Today the college is up-to-date and is well equipped to meet the challenge of preparing our young people for a successful future. The college is multi-denominational and welcomes students from all beliefs and traditions.

Board of Management:

- Three nominees of Dublin & Dun Laoghaire Education & Training Board.
- Two parent representatives.
- Two teacher representatives.
- Three feeder school representatives.
- The college Principal acts as Secretary to the Board.

Current Management Structure:

- Principal: Ms. Ann Bray
- Deputy Principal: Ms. Noirin Lannon
- Assistant Principals:
 - Ms. Regina Beirne
 - Ms. Margaret Brosnan
 - Ms. Angela Crowley
 - Ms. Mary McMahon
 - Ms. Paula Needham
 - Mr. Ciaran Stone

Rationale

The purpose of this policy document is to provide a set of guidelines, for achieving objectives, which is enacted through a process or procedure as part of a systematic way of working with students with Special Educational Needs (SEN). The policy is underpinned by the school's philosophy on SEN and inclusivity. It outlines broad guidelines on what should be done, practical details of how this will be achieved and how we monitor what has been achieved. Policy should be viewed as 'evolving' and should take account of changes as they happen. SEN are an integral part of the whole-school environment and considered part of 'normal' pedagogy and learning in both the classroom and general school.

Legislative Framework

The Policy aims to outline the form that additional educational support for students with specific educational needs takes place in the college and reflects current practice and is in keeping with the Education Act 1998, the Educational (Welfare) Act 2000, the Education for persons with Special Educational Needs (EPSEN) Act 2004, the Equal Status Acts 2000-2004, Circular Letter 14/2017 (Special Education Teaching Allocation) New Model of Allocation, and Circular Letter 0067/2020, the corresponding Guidelines for Post Primary Schools: Supporting Students with Special Educational Needs in mainstream Schools (2017) and the NEPS Continuum of Support.

Inclusive School

Greenhills Community College is a school under the trusteeship of the Dublin and Dun Laoghaire Education and Training Board (DDLETB).

Greenhills Community College opened in 1970. In 1973, Greenhills Community College offered adult education and leisure-type classes to the local community. The college also provides post-Leaving Certificate (PLC) and Vocational Training Opportunities Scheme (VTOS) courses for adult learners. It is a school where staff teach, care for and cherish every student. This Special Needs Education Policy is written in that same spirit, where the uniqueness of the individual is recognised and a partnership of learning is created.

Greenhills Community College welcomes pupils with Special Education Needs (SEN) and in line with the Education for Persons with Special Needs Act 2004 recognises “the need to provide that the education of people with such needs shall wherever possible take place in an inclusive environment”. Greenhills Community College will endeavour to ensure that these students are free to participate in school life in so far as is reasonably practicable. The school accepts that no student should be bullied or singled out for unfair treatment as a consequence of their disability. Proactive steps are taken to ensure that the school provides an inclusive environment that is non-judgemental and supportive.

Aims and Objectives

Greenhills Community College aspires to be a responsibly inclusive school. The principles of inclusivity are enshrined in the Mission Statement. Responsible inclusion means working towards what is best for the student. The school aims to create a framework where differences between individuals are accommodated and celebrated. All teachers are to assume a SEN role within their classes; collegiality and the sense of shared responsibility is promoted. It is our aspiration that if a child is assessed or diagnosed as needing support, they will receive whatever assistance they require to enable them to reach their full potential (subject to this support being resourced by the department of Education of and Skills). This will involve a whole school approach to supporting the child with individual needs.

Greenhills Community College aims to:

- Ensure that students with individual needs are educated in a responsible inclusive environment.
- Ensure that students with special educational needs are identified and provided for in a fair and equitable manner so that their learning potential and their sense of self-worth and dignity is developed and respected.
- Provide, in line with the new model of education, a level and quality of education appropriate to the needs and abilities of all students in the College.
- Provide for the involvement of parents in the education of their children and in the decision-making process in relation to the children.

- Encourage and foster partnerships with parents, in order to achieve appropriate support at home and at school.
- Develop staff expertise in supporting students with special educational needs.
- Acknowledge the primary responsibility of the subject teacher and work to support them in meeting the needs of the student.
- Ensure that all members of staff are aware of the individual needs of the students and of the contribution they can make in this area.
- Provide programmes that meet the individual needs of a student. At Junior Cycle such programmes might include Level Two Learning Programmes (L2LPs) including Social Skills, Literacy and Numeracy support and Short courses. At Senior Cycle programmes might include Skills for Life, Life Skills, Preparation for Work and Preparation for Further Education.
- Ensure that where appropriate, students can achieve the learning outcomes and intentions of their individual programmes in the mainstream class.
- Set high standards for students with special educational needs and provide them with appropriate guidance, encouraging them to achieve their full potential.
- Ensure the effective and efficient use of resources.
- Monitor and evaluate the effectiveness of practice in support of students with special educational needs.

Categories of Special Education Needs (SEN)

All students attending Greenhills Community College are unique. Some students attending Greenhills Community College have a variety of individual's needs. We aspire to put the student and not the need first.

The school has provided for the following categories of students with Special Educational Needs:

- Learning Support Students
- Borderline/ Mild General Learning Disability
- Emotional / Behavioural Difficulties—ADD/ADHD, OCD, CD
- Specific Learning Difficulty—Dyslexia
- Physical disabilities—Dyspraxia, Cerebral Palsy
- Dyscalculia – difficulty with numbers

- Dysgraphia – difficulty with writing
- Mild Speech and Language Disorders
- Sensory Difficulties (hearing & visual impairments)
- ESOL students (English for students of other languages)
- Autism / Autistic Spectrum Disorder (e.g. Aspergers Syndrome)
- Mild speech and language disorders
- Hyperlexia (difficulty with comprehension)

In addition to these categories we understand that under circular 08/02 (Applications for full-time or part-time resource teacher support to address the special education needs of children with disabilities) the following categories of SEN exist also:

- Moderate General Learning Disability
- Severe / Profound General Learning Disability
- Down's Syndrome

Roles within Resource/Learning Support Department

The Special Educational Needs (SEN) team comprises of; the Student with SEN, Parents, the Board of Management, Principal, Deputy Principals, SENCO, Year heads and Tutors, Subject teachers, Special Education Teachers (SET), SNAs, Guidance Counsellor and outside-supporting agencies.

Special Educational Needs Co-ordinator

The SENCO has responsibility for the coordination of interventions to students who are provided with additional educational resources. He/She has responsibility for meeting and advising parents and meeting with relevant professionals. The Special Educational Needs Co-ordinator, in consultation with the Principal/ Deputy principal, compiles a register of students with special needs. The needs of each individual student is discussed and disseminated to the teaching staff at the beginning of each academic year. The coordinator consults and collaborates with coordinators of programmes and curricula used for these students, for example, the Literacy Co-ordinator, the J.C.S.P and the L.C.A coordinator.

The Special Educational Needs Co-ordinator will have overall responsibility for the management of the daily operations of the SEN team. The duties are reviewed regularly and may change to ensure the priorities of the SEN team are addressed.

Resource Teacher

The Role of the Resource teacher is to provide support for students with special educational needs as listed above. The Resource teacher has responsibility for assessing and recording students' needs and progress, setting specific targets, team-teaching and assisting teachers in adopting the curriculum. The resource teacher is involved in co-teaching with mainstream teachers in mainstream classes. The resource withdraws students for additional classes in literacy or numeracy (or both) as appropriate. The Resource teacher also has a responsibility for meeting and advising parents and meeting with relevant professionals. The resource teacher attends regular meetings of the Special Needs/ Learning Team.

Learning Support Teacher

The role of the Learning Support teacher is to support and remediate the literacy and numeracy needs of students. The Learning Support teacher has responsibility for diagnostic assessment, programme planning, consultation with parents, teachers and students, communication with whole staff and for teaching, monitoring and evaluating students' progress. The learning support is involved in in-class and support teaching.

Role of partners in the SET team

Where the word "parent" is used, it is understood to refer also to "guardian" if appropriate. The effectiveness of any assessment or intervention will be crucially influenced by the involvement of the student's parents as per the Department Education Act 1998, 'the parent is the prime educator'.

Parent(s)/Guardian(s)

Parents can make a huge contribution to their child's learning programme. Parents, through their unique knowledge of their own child, have much to contribute to their child's learning programme. Parents are encouraged to actively communicate with the school if they observe any learning or related difficulties in their child at home. In all cases where screening, assessment and profiling are being conducted parental permission is sought. Throughout the year further updates and details will be communicated to parents. Parents are invited to contact the link person during the year in addition to meeting the SEN teachers at Parent/Teachers meetings. Parents are encouraged to attend College induction evening

where they obtain further information from the SEN team. Permission in writing is sought from parents if a student is to be referred for assessment. A meeting is arranged to discuss the outcome of the assessment, with a view to creating and developing and reviewing an educational plan. The SEN department advocates a partnership of collaboration and co-operation with parents of students with SEN.

Students

The involvement of pupils in the development, implementation and review of their own learning programmes is an important principle that underpins effective SEN provision. Students are encouraged to become more independent as learners and are encouraged to take more responsibility for their own learning. Students will be encouraged to contribute to their learning targets and become more aware of the importance and value of working co-operatively with others. Students will be encouraged to engage to their ability in the life of Greenhills Community College and achieve their potential.

Subject teacher

The subject teacher has primary responsibility for the progress of all students in his/her class. It is particularly important that all subject teachers create a classroom environment that accommodates and takes cognisance of learning difficulties. The subject teacher also plays an important role in the early identification of pupils with SEN. The subject teacher is alert to the possibility of general and specific learning difficulties and brings their concerns to the attention of the SEN department. Subject teachers will make themselves aware of the special educational needs of students in their classes. Subject teachers take steps to inform themselves of the special needs of any student in their classes and provides differentiation where appropriate. A key element of successful SEN provision is a high level of consultation and co-operation between the subject teacher and the SEN teaching team. The subject teacher is welcome to contribute to the learning targets set out in the SEN student's ILP. The academic progress of students through the College rests in the first instance with the mainstream class teacher. All teachers are encouraged to seek advice from the SEN coordinator and/or team member regarding students with SEN and develop an attitude of ownership to the education of students in their classes with SEN.

Differentiation

Differentiated instruction is a means by which teachers can create an inclusive and supported learning environment for all students. It acknowledges that students learn at different rates and in different ways. The following general approaches are recommended:

- Setting learning objectives for students with SEN at an appropriate level
- Provide learning activities and resources that are suitably challenging and are also likely to result in success and progress
- Modify presentation, questioning techniques, style of questioning etc in order to maximise the involvement of students with SEN
- Relate the topic to life experiences or concrete examples
- Allow alternative formats for answering questions i.e. orally, typing etc
- Set up 'buddy' learning systems in the class to involve more able students working with those with SEN either in collaborative groups or in peer-tutoring arrangements
- Provide learning activities which will ensure success for these students, as fostering self-esteem and confidence is critical for these students.

Specialist teacher with Resource hours

The role of the subject teacher, who has Resource hours in the SEN department, is to support and contribute to the individual learning needs of students with SEN. Teachers with Resource on their timetable are asked to attend an initial meeting with the SEN department. At this meeting, the needs of the student and his learning targets are outlined. The "specialist teacher" is asked to contribute to those targets and indeed formulate programmes of their own which provide curricular support to the student with SEN. The SEN department works in close collaboration and consultation with those specialist teachers.

Guidance Counsellor:

The Guidance Counsellor's role within the SEN team consists largely of the following functions:

- Counselling in personal, educational and career development
- Personal and social development
- Psychological testing (CAT 4, NGRT, MALT)
- Career information management
- Consultation with parents and staff

- Consultation with community organisations
- Vocational preparation – job search skills, preparation for work experience
- Referrals to other professionals and agencies
- Evaluation of the guidance and counselling needs and services

Special Needs Assistant:

As laid out in Circular Letter 07/02 (Applications for full-time or part-time Special Needs Assistant support to address the special care needs of children with disabilities), the role of the Special Needs Assistant is as follows:

Where it is recommended by an outside or supporting agency and agreed by parents that SNA support is required, an application will be made by the SENCO to the National Council for Special Education (NCSE). Depending on an allocation being granted, an SNA will cater for the care needs and particular non-educational difficulties of this student. The SNA will provide assistance as required which could be in the area of student organisation, extra-curricular activities, helping teachers in the supervision of students with SEN, or helping student to become more independent and self-reliant. The SNA's should be involved in training and attend meetings relevant to their role. They will also carry duties as assigned by the Principal/Deputy Principal and SENCO in accordance with the school SNA Policy as follows:

1. Special assistance as necessary for students with particular difficulties e.g. helping special needs students with typing or writing or computers or other use of equipment.
2. Participation with school development planning, where appropriate, and co-operation with any such changes with policies and practises arising from the school development process.
3. Engagement with parents of students with SEN in both formal and informal structures as required and directed by school management.
4. Preparation and tidying of classroom.
5. Assisting school children to board and alight from school buses. Where necessary travel as escort during school hours on school buses may be required.
6. Assistance with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the pupil.
7. Assisting on out-of-school visits, walks, examinations and similar activities.

8. Assisting the teachers in the supervision of pupils during assembly, recreation and dispersal from the classroom for one reason or another.
9. Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom for one reason or another.
10. General assistance to the class teachers, under the direction of the Principal, with duties of a non-teaching nature. (Special needs assistants may not act as either substitute or temporary teachers. In no circumstances may they be left in sole charge of a class or group of children).
11. Other duties appropriate to the grade as may be determined by the needs of the pupils and the school from time to time. Special Needs Assistants may be re-assigned to other work appropriate to the grade when special needs pupils are absent or when urgent work demands arise.

In addition to the duties laid as above we also stress the following points:

- The SNA may not be asked to act as substitute from an absent teacher or be left in sole charge of a class.
- The SNA is privy to confidential information pertaining to SEN pupils. As such confidentiality is of paramount importance.

The role of the SNA is pivotal and important in the school. We recognise the enormous contribution our SNA's make to the school.

Principal

The Principal has overall responsibility for the development of College Policy.

The Principal will:

- Sanction exemption from certain subjects as requested. In relation to Irish the school will follow the Minister of Education's instruction to Management as per Circular 0053/2019 (exemption from the study of Irish revising circular m10/94) and Circular Letter 0067/2020 (*All students are expected to have the opportunity to learn the Irish language to the greatest extent possible and at a level appropriate to their needs. There are certain exceptional circumstances whereby an exemption from the study of Irish may be granted to a student enrolled in a recognised English-medium post-primary school...').*

- Ensure adequate timetabling of hours for educational support
- Facilitate meetings of, and in-service training for the SEN team

Board of Management (BOM)

The Board of Management has an important role in developing, supporting and monitoring school policy on Special Education Needs provision. The BOM oversee the development, implementation, and review of school policy on SEN, ensure adequate accommodation and teaching resources and provides a secure facility for the storage of records in respect of SEN students.

Models of Provision of Support

We aim to provide a model of responsible inclusion that best meets the needs of the individual student, in line with the New Model of Allocation and Guidelines (DES).

- As an inclusive college, support for achieving learning outcomes or intentions in the mainstream class group is the preferred method of provision.

Co-Teaching – where students with educational needs and all students are supported in the main-stream classroom when a Special Education Teacher teaches in cooperation with the subject teacher.

- Small group classes are arranged on the basis of similar need profiles and the capacity to withdraw students at the same time. The organisation of these groupings is the responsibility of the individual resource teachers and overseen by the SENCO. Withdrawal for small groups usually occurs at times when the students have official exemptions from subjects.
- Individual support classes are used only where a student requires specialised individual support.
- Literacy and numeracy, curricular and organisational, emotional and social skills, and technology support is given during individual and small groups where appropriate.
- An alternative timetable may also be arranged for a small number of students for whom it is deemed necessary, after consultation with the psychologist, parents

and teachers. These students have their timetable reduced because they cannot sustain a full curriculum.

SEN Model of Organisation

1. Whole school context

Greenhills Community College organises its classes in a mixed ability setting. Each first year group is formed with a deliberate mix of all ability ranges. Classes are taught as a homogenous unit for each subject, from first to third year. The school does however bear in mind that some subjects may have different requirements depending on the syllabus/specification being taught.

2. Tutor System

Each year group has a teacher acting as tutor. The tutor is a point of contact for the Learning Support/Resource teacher. This tutor system ensures a tight knit referral system and allows for comprehensive tracking of all students.

3. Identification Process

'Results of any one standardised test should not be used in isolation, nor used as baseline data for predicting student's future achievements, nor for solely informing decisions regarding the provision of interventions or targets within learning plans for students. Information from ability tests, attainment tests, teacher observations, the Education Passport, the Student Support File, parental reports as well as the views of the student are also very important aspects of a thorough assessment. This evidence-based approach facilitates the identification of individual students' strengths, interest, values, motivation and learning needs and helps to inform the actions and interventions that best address those needs.' Circular Letter 0067/2020

An important role of the SEN department is to establish the procedures necessary for the preliminary screening of students by the class teacher and subsequent selection of students for more detailed diagnostic assessment. Central to this process is the class teacher and the parent.

4. School based identification

A class teacher, tutor and/or Year Head can refer any student they are concerned about to the SEN department. Any referral made by a class teacher or tutor must be forwarded to the Learning Support/Resource teacher who will begin a broader profile. This information when complete maybe passed on to the care team.

This first step in the screening process allows the SEN team, in co-operation with Guidance / Counsellors, Tutors and Year Heads, to identify the nature of SEN being experienced. It

is during this time that the learning, emotional, behavioural and social needs of the students are established.

Parent Referral Process

When a parent notifies the Principal that a student is not benefiting from the regular education programme provided by the school the Principal, with the parents' approval, initiates the administration of the preliminary screening process. Once the Principal forms the view that the student may have SEN, the Principal will advise the parent in relation to appropriate assessment. The Education for Person's with Special Education Needs Act (2004) states that where an assessment establishes that a student has SEN, the Principal must have an educational plan prepared for the student within one month from the receipt by him/her of the assessment.

Allocation of NCSE Resources and Teaching of Students with SEN

NCSE resources in Greenhills Community College will be directed towards the student with the greatest need and in accordance with the model of allocation for resource hours.

The SET team will interpret the outcome of assessments and consider the most appropriate form of intervention for the student, in consultation with parents, subject teachers, SNAs and relevant outside agencies.

Greenhills Community College aspires to educate students with SEN in an inclusive setting within the class group, supported by an SNA, where allocated. This may take the form of co-teaching in particular subjects. It may also take the form of small classes. One-to one classes may occur if other students of similar needs are not available at that time in the day.

If withdrawal of students with SEN from mainstream classes for supplementary or support teaching is deemed necessary, parents' permission will be sought via a letter and phonecall.

Identifying Students with Individual Needs and Learning Differences

Access to Support

As of March 2017, there is a new model of allocating teaching resources to students. Individual students are no longer granted specific hours from the NCSE based on their diagnosis. From September 2017 schools will have the autonomy to allocate teaching resources based on the level of a student's need, rather than on the basis of diagnosis.

Decisions on the support offered to students will be made based on a number of criteria.

These include, but are not limited to: -

- Information gathered from a psychological assessment (where the student has presented with same).
- Information gathered from parents.
- Information gathered from Primary School.
- Teacher referrals: student's learning, emotional, behavioural and social needs are evaluated. The Co-ordinator will gather all the relevant information and consult with school management, the parents and the student.
- Formal and informal school assessment including 2nd Year Standardised tests (Literacy and Numeracy Group) and 3rd Year DATS tests (Guidance Counsellor).
- Observation by teachers.
- Communication with outside agencies.
- Student self-referral.

A student plan is then developed to support the student. This plan will be made available to all staff, monitored and reviewed and student progress will be recorded.

Methods of Identifying Students with Individual Needs and Learning Differences

Pre-enrolment

- On acceptance of their child's place in the college, parents will forward relevant documentation to the SENCO, as requested in the letter offering a place. This is in line with the Admissions Policy of Greenhills Community College.
- The SENCO will contact feeder schools. A member of the Leadership and Management Team are in touch with feeder schools.
- The SENCO and/or Principal will meet with parents. in order to ensure that adequate resources can be accessed for that student.
- It is to be understood that the ability of the school to respond to the educational needs of any student applying for admission is dependent on the Department of Education and Skills supplying the appropriate facilities and resources to allow the college to answer that need. It may therefore be necessary for the Board of Management to defer enrolment of a student.

Screening of First Year Students

- All 1st year students are screened using standardised screening tests in literacy and numeracy – CAT 4.
- Students who are achieving below the 14th percentile in literacy and numeracy may be selected for further diagnostic assessments
- All 1st year students will be screened for their writing ability and speed.
- All 1st year students will be screened for their typing ability and speed.
- If considered appropriate, certain students' parents will be offered the opportunity for their child to avail of support
- Further referrals may be made to outside agencies e.g. the NCSE, PSS, HSE, privately, in consultation with parents and the SENCO, where it is deemed appropriate by the SENCO or Principal.

Students with SEN who transfer from another post-primary school

- Students with SEN who transfers from another post-primary school are expected to present with their educational passport and ensure that information is passed to the SENCO. These students will be assessed according to the criteria used for assessing 1st year students and will have the appropriate resources made available to them.

On-going assessment of students

- From time to time, it can emerge that a student who was not previously identified as having individual needs and learning differences is experiencing barriers to learning. For students who continue to cause concern, referral to the SET team may be appropriate.
- If the SET team decides that a student would benefit from further intervention, they will assess the student informally. Parents are informed and their consent is sought prior to any assessment taking place. The outcome of this assessment and college resources will determine what course of action is taken.
- The results of the assessment may indicate that a student does not have a learning difficulty. In this case the student's needs are supported through the structures available to all students, such as mentoring/monitoring by Year Head, support from the Guidance Counsellor, review of entry levels for State Examinations.
- If the results of the assessment show that the student has emotional/social difficulties a decision may be made to the parents for a referral to a relevant outside agency.
- In its operations, the College shall be guided by the New Model of Allocation (https://www.sess.ie/sites/default/files/inline-files/cl0014_2017.pdf), (<https://www.education.ie/en/The-Education-System/Special-Education/Guidelines-for-Post-Primary-Schools-Supporting-Students-with-Special-Educational-Needs-in-Mainstream-Schools.pdf>) and the National Education Psychological Services (NEPS) (<https://www.education.ie/en/Schools-Colleges/Services/National->

[Educational-Psychological-Service-NEPS-
/neps_post_primary_continuum_resource_pack.pdf](#)) for establishing a continuum of assessment and support.

Transitioning of Students with SEN

'Engagement between primary and post-primary schools will inform decisions around the selection and timing of assessments for students new to post-primary education.' Circular Letter 0067/2020.

Incoming first year students are screened for SEN and applications to the NCSE are completed.

The SENCO invites the incoming students with SEN to tour the college grounds during the previous term. The students have an opportunity to familiarise themselves with the building, ask questions and to meet members of the SEN team including: SETs, SNAs, management and subject teachers.

Approaches to Learning in the SET Team:

The SET team will provide a variety of experiences/activities during a course of study and during a lesson. Teachers will identify the learning style of the individual and use suitable methodologies to appeal to the kinaesthetic, auditory, sensory, linguistic, visual and interpersonal intelligences.

Lessons are conducted in a secure, supportive and disciplined manner. The students and the staff interact in a manner that demonstrates mutual respect. Greenhills Community College believes that learning takes place most effectively in the context of a caring relationship and that a good teacher/student rapport fosters trust and promotes self-reliance and initiative in the student.

Some of the programmes offered include:

- Level Two and Three Learning Programmes
- QQI Level 2
- QQI Level 3 Computers

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

Administrative Issues in the SET Team

Reasonable Accommodations in Certified Exams (RACE)

As per Circular Letter 0067/2020, there is 'no longer any need to undertake tests of general cognitive ability for the purposes of the RACE scheme as there is no requirement to distinguish between specific and general learning difficulties. The tests that are accepted by the SEC for the purpose of RACE are taken from the list of assessment instruments, including ability and achievement tests and web-based resources that are approved for use in Guidance and/or SEN contexts in post primary schools and is updated annually by the Department of Education and Skills and is governed by this Circular Letter.'

The RACE link person from the SET Team in cooperation with the Guidance Counsellor will liaise with the State Examinations Commission (SEC) to secure and facilitate reasonable accommodations for eligible students with individual needs and learning differences during State Examinations.

Eligibility is based on the criteria set out by the SEC.

<https://www.examinations.ie/schools/BI-1013-78746779.pdf>

Application dates and guidelines are given to schools each academic year by the SEC. Parental permission is always sought at this stage.

Students with individual needs and learning differences sit house exams in accordance with the College procedures. Within resource constraints, students who have officially been awarded RACE for State Examinations will have the benefit of the same in school examinations.

Equipment

The SET Team will liaise with the Department of Education and Skills and the NCSE to secure and facilitate personal equipment (such as laptop computers, mobile devices, notebooks, voice recognition software) for eligible students with individual needs and learning differences.

Code of Behaviour

All students in Greenhills Community College are expected to adhere to the College's Code of Behaviour (<https://greenhillscollege.ie/policies/>). However, it is accepted that for some student's extra layers of support/ interventions will be needed before implementing sanctions but adjusts the sanctions to meet the individual situation.

Implementation of policy

The role of supporting learning is a collaborative responsibility shared by all. The Board of Management, Principal Teacher, Class Teachers, Learning-Support/Resource Teacher, Special Needs Coordinator, Parents and Children are all stakeholders and contribute to implementation and monitoring of special educational needs policy. The Board of Management has overall responsibility for the provision of education to all students, including students with Special Educational Needs. They facilitate the inclusion of students with SEN through inclusive enrolment policies and by promoting inclusive whole school policies and procedures. Under current legislation the principal has the overall responsibility for ensuring that the special educational needs of students are met. Therefore, the principal should work with the Board of Management, teachers and parents in the development, implementation and review of the SEN policy to promote the inclusion of students with SEN.

Monitoring of policy and practice

The Board of Management has the responsibility for overseeing the development, implementation, and review of school policies and services in relation to the inclusion of students with Special Educational Needs.

Review of Policy & Evaluation

The policy will be evaluated against the objectives set out on page one by:

- Analysis of subject department and teacher planning and that a differentiated approach is taken and that learning objectives in IEP's are considered in planning.
- Students are involved and have their views noted in IEP.
- Parents are consulted and involved in target setting and learning objectives.
- Student progress is monitored through specific, measurable, achievable, realistic time bound targets (SMART).

Approved by the Board of Management following a consultation process with the Student Council, PTA Committee and Teaching Staff: _____2020

APPENDIX B

Link People for 2020-2021

Groups	Link Person
1 st Year	Ms. I Brady – Ms. A Crowley
2 nd Year	Ms. B Healy
3 rd Year	Ms. J Healy
Ty – 5 th Year	Ms. M Murtagh
Dare/ Hear	Ms. C Golding Brady - Ms. B Brennan
Race	Ms. A Crowley – Mr. D Lee
SENCO	Ms. A Crowley

Signed: _____ Date: _____