

# **BISHOPSTOWN COMMUNITY SCHOOL**



## **Additional Education Needs Policy**

## **School Mission Statement**

*“At Bishopstown Community School each individual is respected and valued for their unique qualities and abilities. Our aim is to develop the whole school community so that we may be better able to realise to the full our potential as individuals and as active members of society.”*

## **Underpinning Values**

The following are the values that are central to life in our school:

- People feel valued
- Self-Belief is fostered
- There is a whole school culture of mutual respect between staff, students, parents, and other stakeholders
- Students in difficulty are supported through the school’s support structures
- Effort is recognised
- Difference is valued, respected, and celebrated
- Conflict is handled constructively through restorative practices
- Social, moral and civic values are promoted
- Initiative, creativity, and diversity are respected and valued
- Doing your best is expected

## **Scope of the Policy**

For the purpose of this policy, Additional Educational Needs (AEN) is defined as “A restriction in the capacity of the person to participate in and benefit from education on account of an underlying physical, sensory, mental health, our learning disability, or any other condition which results in a person learning differently from a person without that condition”.

The model of assessment and intervention outlined here is underpinned by a recognition that additional educational needs occur along a continuum, from mild to severe and from transient to long term. Therefore, our response to the needs of students is also offered along a continuum, from whole school and preventative approaches to individualised and specialist approaches.

This policy is drafted in the context of circular letters: S70/00, PP1/05. PPT12/05, 0051/2007, 0056/2011, 0025/2012, 0030/2014, 42/2015, 0034/2015/0014/2017/008/2019, 0053/2019, 30/2020. 0029/2021.

This policy is drafted in the context of the the specific provisions and definitions with regard to children with disabilities and special education needs, the statutory requirements placed on schools and Boards of Management by: The Education Act 1998, The Education (Welfare) Act 2000, The Education for Persons with Special Education Needs (EPSEN) Act 2004 and The Equal Status Acts 2000-2004.

This policy is drafted in the context of guidelines published by NEPS: Special Education Needs – A Continuum of support for Post Primary Schools, DES: Inclusion of students with Special

Education Needs: post primary guidelines: Guidelines on Individual Education Plan Process 2006.

### **Aims**

The effective inclusion of students with additional education needs requires a whole school approach which enables Bishopstown Community School to meet that diverse needs of their student population in an efficient and timely manner.

The broad aims and principles of education for students with Additional Education Needs reflect those that are relevant to all students and include:

- Enabling the student to live a full life and to realise his/her full potential as a unique individual through access to an appropriate broad and balanced curriculum.
- Ensuring that all students are afforded fair and equal opportunities to learn.
- Enabling the student to function as independently as possible in society through the provision of such educational supports as are necessary to realise that potential.
- Enabling the student to continue learning in adult life.
- Giving practical effect to the constitutional rights of children who have a physical disability, assessed learning difficulty are who have other Additional Educational Needs, as they relate to education.
- Providing, as far as is practicable and having regard to the resources available, a level and quality of education appropriate to the needs and abilities of all students in the school.
- Ensuring that students with Additional Educational Needs are educated in an inclusive learning environment.
- Affirming that students with educational needs have the same rights to avail of, and benefit from education as students who do not have those needs.
- Cooperating and working closely with the National Council for Special Education (NCSE), National Education Psychological Service (NEPS) And other agencies with regards to the education of students with Additional Educational Needs.
- Ensuring that all staff members are aware of the Additional Education Needs of students and of the contribution they can make in this area.
- Developing staff expertise in supporting students with educational needs.
- Encouraging and fostering a positive partnership with parents in order to achieve appropriate support for students at home.

### **CPD**

The Principal will make all staff aware of in-service opportunities of which she is notified. Interested staff will be given the opportunity to attend. Further in-school training for whole staff may be organised by the Principal.

## **AEN Team**

The Core AEN team includes the following: Principal, Deputy Principal, Special Educational Needs Coordinator (SENCO), Behaviour for Learning Teacher (BFL) EAL Coordinator, Assistive Technology Coordinator, link teachers for the various year groups.

## **Roles and Responsibilities**

The overall responsibility for the provision of education to all students, including students with Additional Educational Needs, lies with the board of management. In this regard the board should:

- Ensure that all students with learning support/additional educational needs are identified and provided with appropriate support and intervention within the limits of the school's resources as provided by the Department of Education and skills.
- Ensure that the school has an Additional Education Needs policy in place to monitor the implementation of the policy and to ensure its evaluation.
- Ensure that abroad, balanced and differentiated curriculum is provided in the school to ensure in as far as is practical, that students with Additional Educational Needs leave school with the skills necessary to participate to the level of their capacity in an inclusive way in society.
- Ensure that the necessary resources are sought on behalf of students with Additional Education Needs.
- Promote the development of positive partnership with parents and other relevant agencies/personnel, and to ensure the parents are informed of their child's Additional Education Needs and how these needs are being met.
- Ensure that parents are consulted with and invited to participate in the making of all significant decisions concerning their child's education.

## **The Role of the Principal**

On behalf of The Board of Management, the Principal has overall responsibility for the day-to-day management of policy and provision for students with additional educational needs. The principal may delegate certain functions to appropriate teachers (as outlined in section 18 of the EPSEN Act 2004) This may include:

- Appointment of a Special Needs Coordinator (SENCO) from amongst the staff. This person is assigning the responsibility for planning for the provision for additional educational needs within the school.
- Establishment of an Additional Educational Needs (AEN) Team within the school with the specific remit to ensure identification of and support for students with additional educational needs.
- In consultation with the Special Educational Needs Coordinator and other relevant personnel to liaise with the Department of Education and skills regarding needs and

provision. This also includes applications for SNA's, assistive technology, reasonable accommodations, any exemptions in relation to state exams as well as assessments.

- To implement any changes necessary with regards to new legislation, policies and circulars.
- To ensure the effective and efficient use of resources, including the allocation of resource hours and funds.
- To promote a whole school approach to additional 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 students with additional educational needs.
- To ensure that the procedures exist for consultation with feeder primary schools with regard to the enrollment of new students with additional educational needs.
- To inform the Board of Management of any issue that is relevant to additional educational needs.

#### **Role of the Special Educational Needs Coordinator.**

The Special Educational Needs Coordinator, is a core member of the AEN team and works with other members of the team in facilitating the provision of education for students with additional educational needs and their inclusion in the school. Where possible, the teacher with this planning role should have access to professional development and attained recognised qualifications in additional education.

- The SENCO and the AEN team, endeavour to create whole school ownership in the management of Additional Educational Needs.
- The SENCO works closely with the Principal regarding the day-to-day management of the provision of special educational needs in the school and by arrangement will assume an overall responsibility for co-ordinating the school's provision for the inclusion of students with additional educational needs this will include:
  - Co-ordinating provision for pupils with AEN i.e. timetabling.
  - Liaising with AEN teachers to ensure the records on students with AEN are accessing the required support.
  - Liaising with parents of students with AEN.
  - Establishing and regular monitoring of the AEN register, including regular communication with staff.
  - Liaising with the Principal when applying for RACE, assistive technology and SNA access for students.
  - Processing Irish exemption applications.
  - Student support file co-ordination.
  - Contributing to the in-service training of staff.

- Liaising with external agencies – including Special Education Support Service, National Education Psychology Service (NEPS), State Examinations Commission, Visiting Teacher Service, Psychologists, Speech and Language Therapists, Occupational Therapists. (This list is not exhaustive, and the school will further develop links with outside agencies as the needs of the students dictate).
- Facilitating teachers awareness of relevant information about students with additional educational needs and can advise on how these students can be supported in school.
- Organising and administration of the CAT and P-PADE tests for interpretation and communication of CAT and P-PADE tests to management.
- Administration of further diagnostic assessments for students, so as to discover where they are now, how far they have progressed and decide (in collaboration with other relevant parties, teachers, parents, and external agencies) how a student's AEN learning will proceed. These duties are reviewed regularly by the Principal and may change to ensure the priority needs of the AEN department are catered for.

### **Role of the Subject Teacher**

At Bishopstown Community School the academic progress of students throughout the school rests in the first instance with the subject teacher. The subject teacher has primary responsibility for the progress and care of all students in his/her classroom, including students with additional educational needs.

It is the responsibility of the classroom teacher to ensure that each student is taught in a stimulating, supportive and inclusive classroom environment where all students feel equal and valued and where each student is given the opportunity to reach his/her own potential. The school recognizes that it is the professional duty of each subject teacher to support the students with AEN using targets/strategies which will have been made available to them on the student support file.

In order to ensure that as a school we meet the needs of all our students, subject teachers are encouraged to:

- Be aware of the school's policy (as outlined in this document) for supporting students with special educational needs.
- Consult the AEN register to make themselves aware of any AEN students in their class group. Incorporate planning at 'support for all' level for students in the mainstream classroom.
- Seek advice from the Additional Education Needs Team Regarding students with additional educational needs.
- Where a student is withdrawn for support the subject should liaise with the learning support teacher and/or the SENCO On how to most effectively support the student in their area of learning.

- Where a student has an SNA the subject teacher should plan how to most effectively engage the SNA in consultation with the SNA the learning support teacher or the SENCO.
- Participate in continuous professional development.
- Support the provision of differentiated learning in the classroom for students with additional educational needs.
- Support and encourage independence in the student in taking responsibility for his/her own learning.

### **The Role of the Learning Support Teacher**

The learning support teacher works closely with the SENCO and the subject teachers of the student with additional education needs.

Bishopstown Community School has a designated AEN link person for each year group. They work closely with the SENCO, Year Heads, learning support teachers and subject teachers. to identify the needs of each AEN student and set appropriate targets for that teacher.

- The AEN link person, on being assigned a student for AEN might on the request of a parent, make contact with them to inform them of the support being arranged and to inform parents on the identified priority learning targets.
- The AEN link person should endeavour to identify the most appropriate teaching strategies and targets to meet the students' needs and communicate these to the Learning Support (LS) teacher and the Subject Teacher.
- The LS teacher provides direct teaching to a student with additional educational needs, either to reinforce the teaching that takes place in the classroom or to improve upon the core skills that may be necessary to access the second level curriculum.
- The LS teacher will keep a record of each LS lesson in the learning support tracking section of the student support file.
- The LS teacher might have a good insight into a students needs and when appropriate can provide advice to subject teachers as to the teaching methodologies best suited to that student. This information should be added to the student support file.
- In many cases LS teaching will be achieved through team teaching in the mainstream classroom. This is to facilitate a student with AEN to access the curriculum through a mainstream class.

### **The Role of the Special Needs Assistant (SNA)**

The SNA provides care and assistance to named students who have been granted access to an SNA. They make a valuable contribution to the school's capacity to provide inclusive education to these students. SNA support is provided to facilitate the attendance of these pupils at school and to minimize disruption to class or teaching time for the pupils

concerned and with a view to developing their independent living skills. The duties of the Special Needs Assistant involve tasks of a non-teaching nature such as:

- Engaging with the students support file and informing the SENCO or deaf facility coordinator, of progress or difficulties of this student with regards to the care needs of the students.
- Provide additional adult support to assist children with special educational needs who have additional and significant care needs. The SNA will support these primary care needs and some types of secondary care associated tasks.
- Provide support for behavior related care needs where there is a clear diagnosis of EBD / SEBD
- provide support for children with sensory impairment.
- General assistance to the class teachers, under the direction of the Principal with duties of a non-teaching nature. (SNA's may not act as either a substitute or temporary teacher, in no circumstances will they be left in sole charge of a class group of students).
- Other appropriate duties as may be determined by the needs of the pupils and the school.

#### **The Role of the Student Support Team.**

The Student Support Team includes The Principal, Deputy Principal, Career Guidance Counsellor, Behavior for Learning Teacher (BFL) and Home School Community Liaison (HSCL).

The Student Support Team is responsible for:

- Overseeing student support within the school.
- Recording all referrals to the Student Support Team
- Determining the relevant support or course of action for each student referred to the Student Support Team.
- Making relevant staff members aware of intended interventions or courses of action.
- Bring the attention to any student who may need support/ interventions but who has not been referred by year heads.

#### **Transfer and Transition from primary level to second level.**

Following the offer of a place in Bishopstown Community School, parents are requested to forward any relevant reports to the school should they wish for the school to be aware of the AEN needs of their child. This allows the school to put an appropriate plan in place to meet the needs of the incoming students from the start of the next school year. Following student assessments in spring the school will forward NCCA 'information request forms' to primary schools of enrolled students. As of 2014/15, Primary schools are required to transfer student information to the relevant post primary school using a standard end of year 6th class report card developed by the National Council for Curriculum and Assessment (NCCA).

This information transfer is contingent on the primary school receiving confirmation from the post primary school of a student's enrollment for the new school year. From 2014/15 the 6<sup>th</sup> Class report card will be complemented by a student self-profile that will also include an option for parents' input.

### **Induction Programme**

In their first term, students partake in a first year induction program designed specifically for Bishopstown Community School students, to help them to settle into school, to make new friends, to become familiar with the building, the staff, the new subjects and new materials and equipment. The aim of the program is to aid students transition from primary level into second level so that they are comfortable as part of the school community.

Elements of the first year induction program are specifically geared towards supporting students with additional educational needs, however it is quite often the case that this is of benefit to all students.

### **Staged approach to Assessment, Identification and Programme Planning.**

#### **Stage 1 – Support for All Students / Classroom support.**

At the whole school level, support for ALL, teachers will adopt an approach that gives all students the best chance of success. Teachers continually adjust in their classroom to ensure the best possible learning outcomes for students. They will vary classroom seating, activities, and task instruction. They consider classroom organisation, teaching and learning styles. This approach emphasizes the needs to offer all students a high quality, evidence based instruction, and behavioral support, within the context of mainstream classes.

A crucial element is that the school also offers school wide screening of attainments and aptitudes, to identify those which may need monitoring or intervention. The idea is that, rather than wait to see which students may fail, the school intervenes quickly and at the least intrusive level to respond to needs. Differentiation is used to enable each student to achieve his/her own potential. A subject teacher or parent may have concerns about the academic, physical, social, behavioral or emotional development of a student.

Opportunities for positive and constructive feedback are created. At stage 1 the students' progress and difficulties are monitored informally, concerns are communicated between staff members and with the AEN Team. Relevant classroom support plans in the form of differentiation are put in place. If cause for concern continues, the student moves to stage 2 of the process.

#### **Stage 2 – School Support (for some students)**

If the classroom support plan doesn't sufficiently support the student's learning needs and intervention is considered necessary at stage 2, then the student should be referred to the Additional Educational Needs team or the Students Support Team depending on the identified need to the student. The student will then be referred to the appropriate support

team service for support and suitable interventions. Intervention at this level is for those students, typically around 10 – 20% of the school population, who do not respond to the whole school strategies sufficiently and require additional support. A range of supports and interventions may be used, some of which may be short-term, while others may be longer term.

### **Stage 3 – School Support Plus (Support for a Few Students)**

Some students who continue to present with significant learning needs will require more intensive intervention at stage 3, these students, typically about 2-5% of the school population have significant difficulties and involvement of additional professionals, such as relevant NEPS psychologist and/or CAMHS, Speech and Language Therapists and Occupational Therapists may be necessary. They may require intensive, individualised interventions. Interventions at this stage are likely to include: Student Support Plans (Including Behavioural Support Plans), AEN support, Assistive Technology, Reasonable Accommodations in Certificate Exams (RACE): parents are fully consulted throughout this process.

#### **Criteria for Intervention.**

It is important to note here that screening information will not be used by the school to determine whether a student will be enrolled. Discrimination against a student on the grounds of special educational needs is contrary to the terms of the equal status act (2000). These screening systems may serve many functions, including enabling grouping of students to ensure mixed ability groups, planning for provision, identifying those at risk of learning difficulty and monitoring progress over time.

In identifying students for support the school will take into account the following:

- standardized tests can be used to screen and identify students performance in reading and mathematics. Those students performing below the 10th percentile, identified by relevant subject teachers as presenting with the need should be prioritized for support in literacy and numeracy.
- Students who were previously in receipt of supplementary teaching from a learning support teacher and who continue to experience significant 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 process (DES 2010). This will be evidenced to true school based assessment of attainment,, and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes the school also considers the needs set out on professional reports where available.
- Students with mild or transient educational needs including those associated with speech and language difficulties, social and emotional problems, or coordination or attention control difficulties.

- Students who have specific learning disabilities.
- Students with significant Additional Educational Needs, Such as, Students with significant learning, behavioral, emotional, physical, and sensory needs. These students need additional teaching support because they require highly individualised and differentiated learning programs that are tailored to their needs.
- Students who have additional literacy or language learning needs including those students who need English as an Additional Language Support.

The level of additional support that is provided for students with low achievement and students with additional education needs should be based on their needs and should be provided differentially through the continuum of support process.

### **Assessment and Identification.**

The process to identify students who may need additional support contains a number of elements:

- Screening Assessments to identify strengths and needs
- Request of information from the primary school
- Monitoring of student's progress
- Further diagnostic testing if possible.

Upon admission to the school, all first year students undergo standardized group assessments. Literacy is assessed using PPAD-E. Cognitive ability is assessed using the CAT 4. The purpose of this screening assessments is to identify learning needs that have not yet become known, to ensure a true mixed ability class setting and to facilitate option choice where appropriate. Bishopstown Community School Does not disclose assessment test results to parents unless requested to do so. However, where a significant concern arises, parents are contacted, and students individual needs are discussed.

In identifying students with general learning needs for learning support, the school endeavours to give priority to those performing at or below the 10th percentile on the standardized tests (Circular 0070/2014). Some students will need further individual or diagnostic testing to identify the nature of their needs (both learning and behavioural). The SENCO Will, where necessary, arrange for individualized diagnostic assessment and may seek to obtain reports from other professionals e.g. Educational psychologists, psychologists, occupational therapists, speech and language therapists and social workers.

Students who previously received learning support and resource teaching under the general allocation model in their primary schools and who continue to show marked learning difficulties will also be prioritized for learning support intervention. Information available from primary schools may include results of standardized tests and individual education, behaviour, or transition plans.

## **Referral**

As per circular 14/2017, 'medical and other professional assessments should, where available, continue to be used to inform relevant interventions. However, such assessments or diagnosis of a particular condition will no longer be necessary for students to access additional educational teaching resources'.

These interventions are dependent on the resources and staffing available at any given time. Students identified through in school assessment and referrals from teaching staff are prioritized through consultation and the consensus of senior management and the AEN Team. Year heads, class teachers and subject teachers are encouraged to communicate any concerns they have about individual students to the AEN Team.

## **Allocation of Resources.**

As per circulars 0070/2014, 0014/2017 the revised allocation process for special education teachers to mainstream post primary schools provides a single unified allocation for special educational teaching needs at each school, based on that school's educational profile. The single allocation is being made to allow schools to provide special education teaching support for all students who require such support in their schools.

Bishopstown Community School will allocate resources based on each student's individual learning needs, ensuring that those with the greatest need received the highest level of support.

## **Models of AEN Support**

Individualised learning needs can be addressed in a variety of ways and should not be solely equated with withdrawal from class for one to one or group tuition. Team teaching has been shown to provide an appropriate model for engaging with individual needs in the collective setting of the classroom. As necessary, this can be combined with withdrawal for intensive teaching of specific skills, based on level of need.

The provision of support for small groups of students, and the use of in class support teaching for a number of students, as opposed to primarily 1 to one teaching, also means that qualifying students will often be able to receive more support than they otherwise would have done.

Interventions are planned in consultation with the relevant teachers, the student and their parents. Interventions may be planned to meet the needs of a group of students, or they may be tailored to meet the needs of an individual student. Students may benefit from a range of interventions depending on the level of need. In assessing and planning 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:

- Whole class initiatives.

- Team teaching.
- Inclusion of SNA in specific classes.
- Small group withdrawal (Short/Long term withdrawal) / Individual withdrawal (Short / Long Term withdrawal).
- Curricular reduction.
- Support from external agencies.
- Assistive technology.

Students may engage in a number of different supports such as, literacy, numeracy, assistive technology skills. RACE practice, organizational skills, handwriting practice, social and communication skills, study skills, literacy/numeracy initiatives, first year induction programme, SNA access.

### **Irish Exemption**

An exemption from the study of Irish means that a student attending a primary or post primary school is not required to study Irish. Irish is a compulsory subject in schools recognized by the Department of Education however there are certain limited circumstances whereby an exemption may be granted. All information in relation to exemptions from the study of Irish are informed by circular 0055/2022.

### **Student support File**

The student support file is used to plan interventions and to track a student's pathway through the continuum of support. It also functions as the provision of information and the development of an awareness of the students' needs for staff. The student support file encourages subject teacher, AEN teacher SNA and parental collaboration. In Bishopstown Community School The student support form is a Microsoft Excel document which was created using the student support file template provided by NEPS and adapted to reflect the continuum of support process in Bishopstown Community School.

The SENCO and/ or AEN teachers, Read and summarize the students professional reports made available by parents to develop the student support file. For students who do not have an AEN diagnosis as students support file is developed by The AEN link person for that student's year group using the information available to them in the absence of professional reports a student support plan is drawn up by AEN link teachers supporting a student. The student support plan includes targets unique to each student and forms the basis of the nature of support provided to the student. The review process informs the level of support from the continuum which is best suited to the student going forward.

### **The Student Support file includes:**

- the nature of the students learning needs and priority learning needs
- available, relevant assessment results
- strengths and interests of the student

- advice to staff on how best to support the student
- specific programs/interventions/materials and equipment
- sources of information which informed the file
- consent by parents to share information with staff

**The Student Support Plan Includes:**

- Reason for support
- level of support from the continuum
- AEN link Person's name
- frequency of support
- targets to be achieved
- review

For students with additional care needs a personalized plan will be designed within the student support file to identify how SNA access will respond to the care needs of the student.

This plan is informed by the template provided by the NCSE and it includes:

- Details of medication (if applicable)
- priority care needs presenting
- strategies that may help in the mainstream class/supervised break
- nature and extent of SNA assistance required.
- Areas of independence at present
- areas to encourage independence

**Reasonable Accommodations at the Certificate Examinations (RACE)**

The RACE scheme facilitates students with additional educational needs to access the state Examinations without compromising the integrity of the examinations. Bishopstown Community School uses the WIAT-3 testing to screen students to evaluate their need for RACE. Students are screened in 3<sup>rd</sup> year prior to the Junior cycle exams. Students who qualified for RACE in Junior Cycle will have their accommodations reactivated for the Leaving Certificate. Students who have a need Identified in TY, 5<sup>th</sup> and 6<sup>th</sup> year or who transfer into the school will be assessed in 6<sup>th</sup> year.

**Range of Accommodations**

Applications for the RACE scheme can be made on one of four grounds:

- Learning Difficulty
- Hearing Difficulty
- Visual Difficulty

- Physical Difficulty (This category includes, medical, sensory, mental health, behavioural difficulties and physical difficulties.

The following accommodations may be made for students depending on their need:

- Waiver from the assessment of spelling, grammar and punctuation in language subjects.
- Use of a personal CD player with a personal induction loop in the main examination centre.
- A special examination Center for the aural examination.
- Modified aural examination.
- Exemption from the aural examination if modified aural not possible.
- Sign language interpreter to sign an examination paper.
- Support arrangements for the oral examinations.
- Exemption from the oral tests if support managements are unsuitable.
- Standard examination paper enlarged to A3 size.
- Modified examination paper.
- Braille version of modified paper.
- A reader to read the examination papers.
- Word processor (including vision aids where necessary) or other writing accommodation (recording device or scribe).
- Color identifier in Geography.
- Low vision aids, magnifiers and reading lamps normally used in the classroom can be arranged by the school.
- Standard word processor, voice activated word processor, our other writing accommodation (recording device or scribe).
- Helper in the practical examinations.
- Use of drawing aids such as drafting machines, drawing boards, parallel motion boards and smaller drawing sheets in Technical Graphics, DCG, construction studies, Materials Technology (Wood) or technology).
- Junior Cycle Home Economics only – exemption from the practical and/or project.
- Additional time.
- Alterations to the standard timetable.

No requests for an examination sitting on an alternative date will be considered. In emergencies, the school will contact the SEC at the earliest possible opportunity for advice as to how to proceed and hence make necessary emergency arrangements.

### **Assistive Technology**

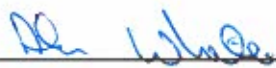
The scheme for the provision of grants to schools towards the purchase of assistive technology for students with additional educational needs is set out in circular M14/05. The term 'assistive technology' Refers to any item of equipment that can be used to improve the functional capacity of a student with additional educational needs and that is of direct educational benefit to them. Under the scheme, grants are provided for the purchase of equipment for use by students who have been diagnosed as having serious physical or communicative disabilities of a degree that makes ordinary communication through speech or writing impossible for them. Examples of equipment that may be applied for are computers, laptops, tape recorders and software.

Applications for grants for special equipment are submitted by the SENCO to the Special Education Needs Organiser (SENO) Who has been assigned transferability for the school, using form 3: application form for assistive technology, relevant supporting documents, including reports of professional assessments are submitted to the SENO when the application is being made.

### **Modification Clause**

The Board of Management reserves the right to modify the details of the Code of Behaviour at short notice in response to events or circumstances that were not foreseeable when the policy was first drafted or subsequently reviewed. Notification of such modifications will be sent on the school App prior to becoming operational.

This policy was adopted by the Board of Management on

Signed:   
(Chairperson of the Board)

Signed:   
(Principal)

Date: 4/9/25