



Lucan Community College

Additional Educational Needs/Inclusion Policy

(Language & Learning Support)

Last updated November 2022

Signed: *Guss O'Connell*

Date: 14th November 2022

(Chairperson of BOM)

Contents

Section	Content	Page
	Mission Statement of Lucan CC & ETB (Education and Training Board) Ethos	3
1	Introduction, Legislative Framework and Principles	4
2	Roles & Responsibilities in Coordinating Additional Needs Provision	6
3	Arrangements for Students with AEN	9
4	Facilities and Resources	10
5	Provision	11
6	Whole School Assessment	12
7	Assistive Technology	12
8	Training of Staff & Management	13
9	Involvement of Parent(s)/Guardian(s) & Students	13
10	Working with the Guidance Department	14
11	Special Arrangements for Sitting State Examinations	14
12	Procedures for Acquiring an Exemption from the Study of Irish	15
13	Monitoring and Evaluating	15
14	Concluding Statement	16
15	Appendices	17

(Language & Learning Support)

The Mission Statement of Lucan Community College

We, the educational partners (students, staff, parents/guardians) of Lucan Community College are committed to being an active learning community with sound educational principles, where each person is valued and respected for who they are.

Within a supportive, inclusive, safe, and friendly environment, we foster collaboration and promote equality and tolerance as preparation for life, involvement in society and the creation of a more just and sustainable world.

As a community, we provide an innovative, fair, and balanced education through broad, engaging and diverse curricular extra-curricular and co-curricular activities endeavouring to meet the needs of all. We encourage commitment through participation, coupled with the promotion of honesty, integrity, self-discipline and self-worth in everything we do, so that the full potential of all is developed.

Our Mission Statement and Aims is underpinned by current legislation.

Lucan Community College is an ETB school.

ETB schools are state, co-educational and multidenominational schools. ETB schools are underpinned by the core values of:

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

as outlined in their Ethos statement. This policy is written with these core values in mind.



Introduction

Lucan Community College is committed to providing a comprehensive and effective learning & language support and resource teaching service for all students. This enables a specific cohort of students who have additional needs to have an appropriate framework of support to access their curricula and achieve their potential. It is an entitlement for all students to have their needs appropriately identified and met. This policy considers the student as a young person and as a learner.

Legislative Framework

This policy considers the Additional needs provision outlined in the various acts pertaining to the provision for students with Additional needs, notably, the Education Act (1998), the Education and Welfare Act (2000), The Equal Status Act (2000), The Education of Persons with Special Education Needs (EPSEN) Act (2004), In addition guidelines such as Learning & Language Support Guidelines (2000), the NCSE(ncse.ie) Guidelines on the Individual Planning Process (DE, 2006), Guidelines for the Inclusion of Students with Additional needs (DE, 2007), Guidelines for Post-Primary Schools Supporting Students with Educational Needs in Mainstream Schools (DE, 2017) and NEWB guidelines (2008), Disability Act (2005), Circular 0014/2017, and GDPR all which underpin the key elements of this policy.

1.Principles

The College recognises the right of students with additional needs to be educated in a mainstream College and the importance of inclusion and the genuine communication and partnership with parents/guardians and students in planning, delivering, and evaluating individual support. The College recognises that provision of additional needs is an integral part of its overall aim to raise the achievement of all students.

Some students will permanently, or from time to time, have a greater difficulty in learning than the majority of children of their age. Some may have disabilities that prevent or hinder them from use of the facilities provided for our students. We will give these students individual consideration with their best interests at the core of decisions made and make special provision for them, working in partnership with others, as necessary. The College's intention is that the needs of all students are identified and met as soon as possible, as early intervention has been identified as a key factor in achieving positive outcomes for students with AEN.

All students, whether they have additional needs or not, must have equal access to the full curriculum of the College and all activities. Students with additional needs will be encouraged to become independent and take responsibility within the College.

The role of supporting learning is a collaborative responsibility shared by all the

College community: (AET, management, staff, students, and parents/guardians) who have a positive and active part to play in achieving this aim:

- **College Management** act on the principle that every member of staff is directly responsible for the needs of all students: by working in partnership with the AET, students, parents/guardians, and other agencies and by participating in appropriate training.
- **The Subject Teacher** has a primary responsibility for the progress of all students in his/her class, including those who access supplementary teaching and/or SNA support. A subject teacher should create an environment in which learning difficulties can be alleviated and classroom material is accessible to all. The subject teacher is responsible for gathering information on a student's progress through informal observation/assessment. Where concerns arise, the subject teacher should complete a Student Support Referral form (Appendix 1). This should be by way of informal and formal assessments conducted by the teacher and include test results, homework proficiency details and any other relevant observations. The subject teacher will liaise with the AET and receive guidance and advice on areas that need support.
- **AET** fulfil their statutory duties to students with additional needs, within the resources available, by establishing a policy that has regard to the Code of Practice and Additional needs legislation on the identification and assessment of additional needs.
- **Tailored individual programmes to meet the needs of students with low incident diagnosis and mild learning needs.** This cohort of students is encouraged to access all mainstream subjects initially. They may continue with these to exam level and/or access Junior Cycle L2LPs when deemed necessary by the AET/Principal with parental consultation and consent received. At Senior Cycle students can access mainstream classes, subject specific special tuition classes or the LCA (Leaving Certificate Applied) programme as appropriate.
- **Student Support Plans:** The Student Support Plan are developed by AET by viewing students holistically. It outlines the student's diagnosis, strengths, areas for development and targets/recommendations for teachers. A full Student Support Plan for each student which are confidential are kept in a locked cabinet in the AET office while an abridged Teacher version of the Student Support Plan can be accessed through each student's account on VSware. As each profile is reviewed and adapted the updates are circulated to teachers/SNA's. Parents/guardians and students are also involved in the review process.

- **Students:** The Students realise their potential by striving to fulfil their potential and by working with their teachers on their own strengths and weaknesses. This is achieved by regularly attending and working in learning support/resource classes while developing 'ownership' of the skills being taught and applying these skills to all their studies. Students are encouraged to contribute to the evaluation of their progress including self-assessment and this allows the student to grow in independence.
- **Parents/Guardians:** Parents/guardians support the process through consultation and by working in partnership with the College to help meet their child's needs and by encouraging their child to take the support offered them by the AET. Parents are invited to give consent where necessary for their child to be tested by a member of AET (Appendix 2) or outside agencies. Parents/guardians are advised to act on the recommendations made in professional assessments in the best interests of their child.
- **Special Needs Assistants:** The Special Needs Assistant's role is to look after the care needs of students with SNA access. Care needs include arranging special chairs/equipment, monitoring movement on corridors, hygiene and safety particularly in practical classes, assisting students in the classroom setting, monitoring emotional wellbeing, promoting appropriate interaction with peers and staff, and linking in with parents/guardians as outlined in Circular 0030/2014 (DE, 2014) (Appendix 3). Throughout the course of their time in Lucan Community College students are encouraged, where appropriate, to become independent of the assigned SNAs.

2. Roles and Responsibilities in Coordinating Additional Needs Provision

The AEN Register lists the names of students with professional diagnosis, professional assessment, Irish /Language exemption, and use of assistive technology. Those for whom a Student Support plan has been prepared are indicated on this register. A copy of this register is kept, reviewed, and monitored by the AET and is available to the teaching staff if necessary. Teachers are informed of all students on this register at the start of each academic year during a staff meeting and are encouraged to consult with AET if any concerns or questions arise. An AET link teacher is assigned to each student on the AEN register so that teachers/tutors/year heads/guidance department and management can liaise with them to ensure the students' needs are met.

The AET will ensure that they are fully involved in developing and monitoring the Colleges AEN policy, and that AEN provision is an integral part of the College's development plan. The AET along with the College management will ensure that they are fully informed of the Colleges AEN provision, including how funding, equipment and personal resources are deployed. They ensure that the quality of AEN provision is regularly monitored and evaluated.

The AEN Coordinators have overall responsibility for management of the policy, for assessment and provision for students with additional needs and for keeping the College management informed on additional needs policy and provision. The AEN Coordinators have oversight of all matters regarding the day-to-day management of all aspects of additional needs and provision, for leading the AET and coordinating the involvement of outside agencies.

Specific responsibilities of the role include:

- Overseeing the day-to-day operation of the Colleges AEN policy.
- Coordinating provision for students with AEN and the set-up of the Department timetable.
- The creation of an AEN colour code system. (Appendix 4)
- To examine and review Student Support Referral Forms submitted by subject teachers/year heads and when deemed necessary carry out assessments on these students thus screening for learning difficulties or establishing early interventions where possible.
- Chairing weekly meetings of the AET and the SNA's and take minutes of all AEN meetings.
- Overseeing the development of programmes for students who are entitled to resources.
- Liaising with and the Pastoral Care Teams within the school and meeting/phoning parents/guardians of AENstudents.
- Managing the AET and other staff members who are working with AEN students.
- Overseeing records of all students with AEN.
- Offering guidance and support to mainstream teachers as well as contributing to the training of staff. An aspect of this is the development of an AEN Handbook and ensuring resources are available to staff via the SDP folder in SharePoint.
- Liaising with and advising Special Needs Assistants.
- Assisting the SNAs in establishing 'targets' for students with SNA access.
- Assisting mainstream teachers in establishing 'SMART' targets for students with AEN in their classroom.
- Identification of students for RACE and making applications accordingly to the State Examinations Commission.
- Liaising with the house exam Coordinator regarding advising what accommodations are required.
- Liaising with outside agencies including Department of Education, NCSE,

PSS, NBSS, Health and Social Services, CAMHS and other relevant voluntary bodies.

- Liaising with DDLETB (Dublin & Dun Laoghaire Education & Training Board) for network meetings.
- Overseeing the transition of students with AEN from Primary and Secondary School including College visits, meeting with parents/guardians and partaking in care team meetings when necessary.
- Attend student support meetings.
- Liaise closely with the principal regarding purchase of resources which are deemed relevant to the learning of students with AEN.
- To ensure the guidelines regarding exemptions from the study of Irish are followed.
- To ensure the preparation of application to the SENO for access to Assistive Technology.
- To ensure the SENO is consulted prior to the introduction of a Reduced School Day for a student with AEN and the guidelines regarding Reduced School Days are followed (Appendix 5).

Year Head and Year Management Teams have a general responsibility for monitoring the academic and social progress of students. Their specific responsibilities in terms of this policy are:

- Liaising with the AET Coordinators.
- Monitoring the progress of students with additional needs.
- Attending student support meetings.

The Subject Teacher has the following responsibilities in terms of this policy:

- Planning what each student should learn.
- Ensuring that the subject content has been differentiated to meet the needs of all students. Or the use of Universal Design for Learning Principles in their classrooms to guarantee accessibility for all to the curriculum.
- Monitoring, assessing, and reviewing the learning that has occurred.
- Working in partnership with support/team teachers and SNAs in class.
- Referring students who they may suspect are experiencing difficulties.
- Promoting inclusion.
- Applying College policies including College's Code of Behaviour fairly to all students.

3. Arrangements for Students with Additional Needs

Lucan Community College will use the resources provided by the Department of Education and Skills to make reasonable provision and accommodation for students with additional needs. These students are free to take part in the life of the College in so far as is reasonably practicable. Students' needs are met by allocating resources are allocated in accordance with the DE Revised Model of Allocation (C.0014/2017) which ensures a continuum of support for students with special and additional education needs. Effective provision for students with ALN/SEN in Lucan Community College is part an inclusive whole-school framework which emphasises effective teaching and learning for **all** students and meaningful collaboration between the college, parents/guardians, and students. This policy should be viewed as an 'evolving' working document and should take account of developments in practice as they happen and of resources available to the school at the time.

The AET needs to be aware of any additional needs as early as possible, so that these needs are assessed and addressed if possible.

In making provision for students with additional needs, the following information is required to be included with any application:

Has the student had access to any of the following?

1. Special Needs Assistant/Classroom Assistant.
2. Special Classes.
3. Support for specific needs from a resource teacher.
4. Assistance with behavioural modification.
5. Psychological and/or professional assessment/report. Reports can be provided in strict confidence to the College.
6. Evidence of treatment in relation to EBD diagnosis.
7. Any additional resources to help with their specific needs e.g. Assistive Technology.
8. Help in areas including, visual impairment, hearing impairment, intimate care, sensory issues, general learning disability or emotional disturbance.
9. Any resources in relation to travel/mobility.

Note: Parents/guardians are strongly advised to inform the College as early as possible and discuss their particular situation well in advance of the student accepting a place in the College.

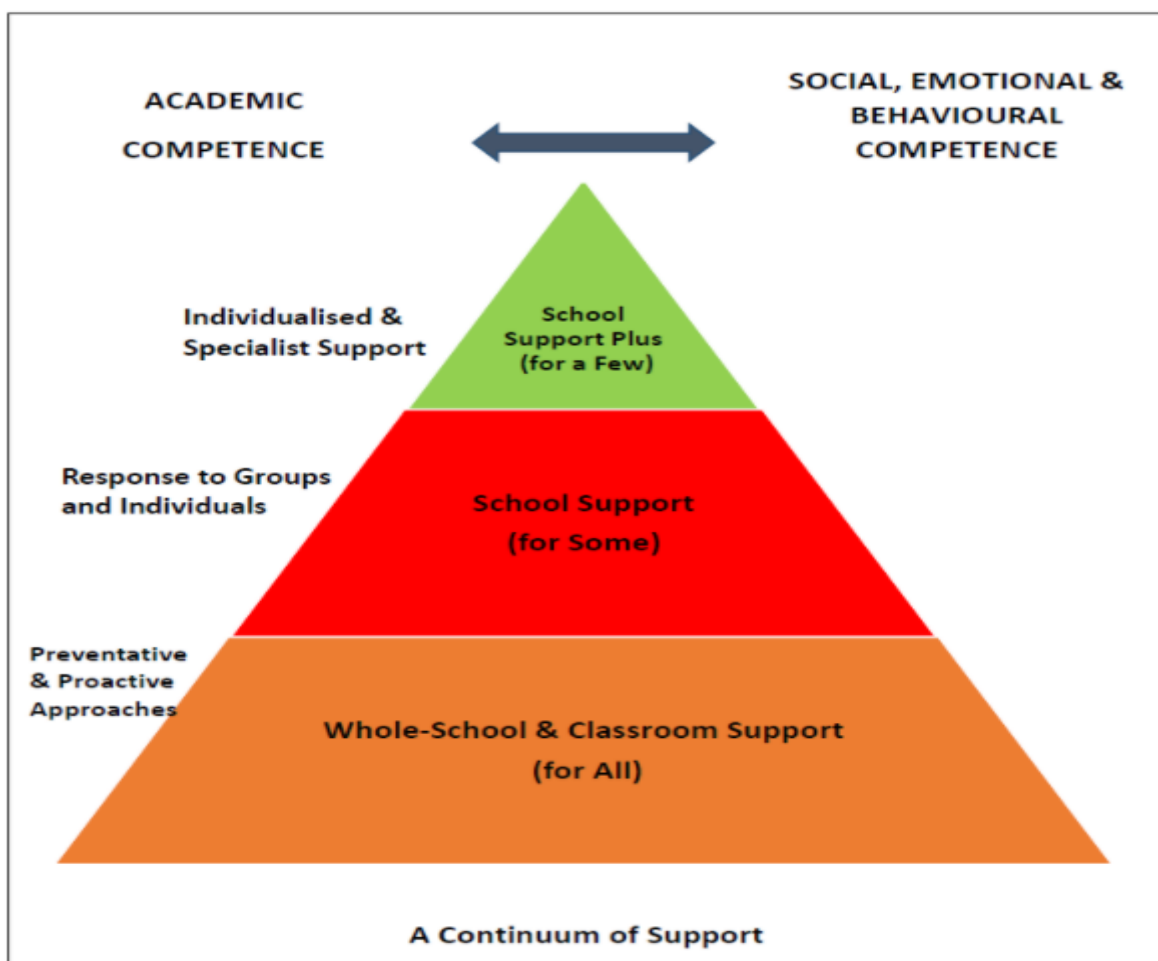
The AET is committed to providing a comprehensive and effective Learning support service for students. This will enable students who have additional needs to access their curriculum and reach their full potential.

Where possible the AET Coordinators will visit feeder schools, arrange tours for particular students and make arrangements for the SNAs of the feeder schools to visit and liaise with SNAs in the College.

4. Facilities and Resources

The AET will liaise with the Principal and the DP responsible for timetabling to ensure all designated additional teaching support hours are used appropriately, to support the students who the school identifies as needing support as per the NCSE guidelines (2017) “support for all, support for some and support for few”.

This is illustrated in the Continuum of Support Model below as outlined in the Guidelines for Post Primary Schools Supporting Students with Educational Needs in Mainstream Schools (DE,2017) and taken from <https://www.sess.ie/special-education-teacher-allocation/primary/continuum-support-primary>



This support can be in the format of:

- team teaching,
- specific in class subject support,

- small group teaching and/or
- 1:1 tuition depending on the needs of the students at a given time.

Any additional funding will be used to purchase suitable resources for the department which will enhance the learning of students.

The AET will work primarily from the designated Resource Room and use other free classrooms when there is a great demand in a particular period.

Resources such as stress balls and a weighted blanket are also stored in the designated Resource Room and the designated “Quiet Room.”

5. Provision

Our role is to provide a proficient and responsive Learning Support/Resource service, which keeps up to date with changes in curriculum, syllabus, teaching and support methods. Within an appropriate framework of support, we assist students to function as independent, autonomous learners. We are committed to the principles of equal opportunity for all.

How the AET Operates:

We function mainly on a cooperative/team teaching basis. Cooperative/team teaching is being used across appropriate subjects, mainly at Junior Cycle level. This is also used at senior level when required. However, subject specific support is allocated where possible. This is based on the needs of individual or groups of students in a particular class or year group.

Withdrawal means that the students attend support sessions either on a 1:1 basis or in a small group situation with their assigned teacher. This support usually occurs at times when the students are exempt from the study of Irish/Modern Language, or where the student is working a reduced timetable.

Individual provision and its outcome will be kept constantly under review and amended, as necessary. Term reviews and records of work for students in receipt of support will be recorded by the teacher. This allows the AET to appropriately monitor and review student progress.

Learning Support/Resource

The AET provides learning support teachers with a list of students for each class and the areas of need to be covered in that class. The teacher keeps a record of work completed. Learning strengths and needs are also discussed in detail with the supporting teacher in conjunction with the Student Support plan.

Assessment on Entry

All students complete an entrance exam usually in February prior to entry. The

Drumcondra Post Primary Reasoning Test are used which screen for basic competencies in the areas of numeracy and verbal ability. This information coupled with information obtained from the feeder primary school, parents/guardians, professional assessments, and reports assist in identifying students with additional needs.

The AET uses a number of tests should further testing be required.

Review of Progress

From information gathered from the initial assessments, meetings with primary school personnel, meetings with parents/guardians and reviewing professional reports, where appropriate, a negotiated Student Support Plan is put in place for students with AEN. Bi-annual reviews are carried out with all stakeholders where possible to safeguard that targets are being monitored, met, and altered where necessary.

6. Whole School Assessment

The AET use a variety of testing scores to assess students' progress:

- STen scores accessed from Primary Schools Student Passport.
- Drumcondra Scores in the entrance test.
- All students are retested at the end of Second Year using Drumcondra Post Primary Reading Test.

Results are analysed and distributed to appropriate staff. The Guidance Department administer the D.A.T.s test to Fifth Year Students. The AET work closely with the Guidance Department to analyse these results to identify students who have not come to our attention previously and who may be struggling in particular areas of their learning. Further WRAT V testing may be carried out with a view to applying for RACE in the Junior Cycle and Leaving Certificate Examinations.

7. Assistive Technology

Students of the College may use Assistive Technology in class to enable them to reach their full potential and have full access to the curriculum. Assistive Technology devices may be provided by the NCSE or by parents/guardians. These devices include laptops, notebooks, and tablets. Students and their parents/guardians are provided with guidelines for the use of Assistive Technology which they both sign. (Appendix 6). Teachers are also provided with these guidelines (Appendix 7). These guidelines will allow students to fully benefit from the use of Assistive Technology in the College. Furthermore, it will encourage them to take responsibility for all work

done on their laptops/tablet/notebook in the same way that other students must be responsible for their subject materials. The guidelines should ensure that the device is the responsibility of the student not the teacher. Classwork/homework should be stored in a folder on the device to ensure that a subject teacher can access pieces of work should they require to do so.

Reading Pens. The use of a reading pen can be granted to students for use in class, at home or in an examination setting. This pen converts the text to speech, which students can listen to (using earphones if necessary). In examination settings students may have access to a Reader or Reading Assistant for any subject that is not compatible with a reading pen. Students and their parents/guardians are provided with guidelines for the use of Reading Pens which they both sign (Appendix 8).

8. Training of Staff and Management

The management of Lucan Community College is committed to the training of staff members in the area of Additional needs. The core AET have completed a Post Graduate Diploma in Additional Educational Needs. In drawing up the staff development plan and training programmes, it is envisaged that management will continue to give consideration and appropriate priority to the needs of all teachers regarding additional needs. The department in-service training plan for additional needs will be reported to management and will include details of training as appropriate for subject teachers, additional needs teachers, AET, SNAs and ancillary staff. The AET may assist in the provision of training for teaching and non-teaching staff.

9. Involvement of Parent(s) & Guardian(s) & Students

The College recognises the importance of the involvement of students and their parents/guardians in planning and reviewing additional needs support. We encourage the informed participation of both in achieving the aims of this policy.

We are committed to working in genuine partnership with parents/guardians by:

- Having a positive attitude towards parents/guardians, respecting the validity of different perspectives.
- Providing user-friendly information and procedures and being aware of communication barriers.
- Recognising the pressure and stresses parents/guardians may be under because of their child's needs.
- Encouragement of parental voice.
- Acknowledging the importance of parental knowledge and expertise in relation to their own child.
- Gaining parental consent forms.
- Ensuring parents/guardians are aware of support groups and relevant outside agencies who can assist them.

- Encouraging regular communication between the College staff and parents/guardians so that any concern's regarding their child's learning or provision can be addressed.

The College recognises that students have a right to receive information about plans and outcomes for their learning and to have their opinion considered in any matter affecting them. Student voice is valued in Lucan Community College and respected. All students are increasingly encouraged and assisted in the planning and evaluation of their learning and in setting targets for the future. This is achieved through the development of personal learning planning with their AET teacher, target setting and monitoring as well as informal approaches.

10. Working with the Guidance Department

The AET work closely with the Guidance Department to advise parents/guardians on professional reports required for the CAO. The AET assists students in completing their statement and they complete the College form for these students.

Students with physical and medical disabilities and students with mental health issues may also apply for DARE. New educational assessments are not required for students with a diagnosis of a SLD, but up to date scores for word reading and spelling must be submitted. The AET test students for this purpose. To qualify the two scores must be at or below a standard score of 85. Scores from professional reports that are no older than 2 Years may be used instead of school scores. (Please see DARE guidelines in this regard).

11. Special Arrangements for Sitting State Examinations

The Department of Education and Skills may grant special arrangements to students presenting with various difficulties. This is called Reasonable Accommodation in Certificate Examinations (RACE). Each application is assessed on an individual basis. The AET is responsible for the submission of these applications to the Department. An up-to-date Psychological Educational assessment is not necessary. The option of provision granted by the Department of Education and Skills are:

- To have question papers and answers read to the candidate individually or as a group, or for the candidate to use reading software or a reading pen.
- To permit candidates to record their answers on a recording device or use a wordprocessor or scribe.
- To make provision for candidates who qualify for exemption from spelling and grammatical components in language subjects. (If a student avails of one of the afore-mentioned provisions during a language subject, then this

will be indicated on the examination certificate. (An asterisk will appear next to the subject and a supplementary report will accompany this)

- To provide the use of a Shared Special Centre or an Individual Centre in exceptional circumstances. The College must have evidence of need for this accommodation.

To qualify for RACE the AET must test students within a year of their Junior Cycle examination. The SEC (State Examinations Commission) have a strict criterion for qualification. Result of testing must be included in the application and evidence of testing stored in the College. Applications are made based on the results of testing carried out by the AET. The SEC do not consider results and/or recommendations from professional reports.

Should a student not meet the qualifying criteria, the College may forward all evidence to the SEC for them to decide. In general accommodations granted at Junior Cycle can be reactivated for Leaving Certificate. New applications can also be made for Leaving Certificate. Parents/Guardians can appeal decisions not to grant accommodations.

The AET try to offer these accommodations during house/mock examinations where possible. Our positive commitment to facilitating an effective learning support will provide an environment, which will promote, enhance, and further develop the acquired skills of the students' learning difficulties.

12. Procedures for Acquiring an Exemption from the Study of Irish

The College strictly adheres to the guidelines for exemptions as set down by the Department of Education and Skills. (Circular 0055/2022) (Appendix 9)

13. Monitoring and Evaluating

The work of the AET in implementing this policy and the general effectiveness of additional needs provision in the College will be subject to the normal College self-evaluation policy and an annual department review process. The review process facilitates the evaluation of the day-to-day running of the AEN Department which will allow us to identify key strengths and weaknesses in the provision of AEN within the College.

The progress of students on the AEN register will be regularly monitored and evaluated by the AET and through normal College assessment and reporting procedure. Progress will be checked against targets and the outcome of tests and examinations will be analysed for students receiving additional needs. Liaising between AET and the Student Academic Tracking officer will also occur.

14. Concluding Statement

As this policy is a 'live' document it will be monitored and reviewed to encompass changing legislation and guidelines regarding students with AEN as the need arises.

15. Appendices

Contents of the Appendices

Appendix 1: Student Support Referral form

Appendix 2: Letter of Consent to carry out Testing

Appendix 3: SNA Role: Care Needs

Appendix 4: AEN Colour Code System

Appendix 5: Reduced School Days Circular

**Appendix 6: Guidelines on the Use of Assistive Technology
Parents & Students**

**Appendix 7: Guidelines on the Use of Assistive Technology
Teachers**

Appendix 8: Letter regarding Reading Pen

Appendix 9: Irish Exemption Guidelines

Appendix 10: Explanation of abbreviations and terms

Appendix 1: Student Support Referral Form:

Student Support Referral Form

Name: _____ **Tutor Group:** _____

Teacher: _____ **Subject:** _____

Date: _____

Main areas of concern:

Actions taken by teacher:

Actions taken by AET

Appendix 2: Letter of Consent for Testing:

To whom it concerns,

We give permission for _____ to attend for literacy and numeracy testing. Please sign below and return it to Ms. Murphy/Ms. O Donoghue/ Ms. L. Quirke/Ms. Doyle

Signed _____ Date _____

Signed _____ Date _____

Appendix 3: SNA Care Needs: Circular 0030/2014

<https://circulars.gov.ie/pdf/circular/education/2014/30.pdf>

Appendix 4: Colour Code System available as necessary from a member of the AEN team

The Additional Education Needs Team have created a Colour Code System so that each teacher can readily and confidentially identify any student in his/her class that has a specific AEN (e.g., General Learning Difficulty, Specific Learning Difficulty etc.). Teachers will keep the list of students and the key to colour coding separate at all times.

Appendix 5: Reduced School Days

<https://www.gov.ie/en/circular/f49bd-0047-2021/>

Draft: Reduced School Days Lucan Community College

This policy has been developed in response to Circular 0047/2021 and The Use of Reduced School days: Guidelines for schools on recording and notification of the use of Reduced School Days (Department of Education and TUSLA, 2021). These Guidelines come into effect from the 1st of January 2022.

These guidelines have been read in conjunction with relevant guidelines from Tusla Education Support Service including Developing a Code of Behaviour: Guidelines for Schools (2008) and Development of the Statement of Strategy for School Attendance (2015). And information from NEPS and the NCSE have also been examined where deemed appropriate.

As per the Guidelines for The Use of Reduced School days, reduced school days are defined as:

- “a reduced day in school where, by arrangement with the school authorities, a student arrives to school after the usual starting time or leaves before the end of the school day, AND/OR
- a reduced week where, by arrangement with the school authorities, a student may not attend the full five days each week.”

Lucan Community College acknowledges in accordance with these guidelines that:

- A reduced timetable will not be used as a behaviour management tool or discipline sanction.
- It will only be used in exceptional circumstances as a part of transition or reintegration intervention based on the best interest of the individual student
- It can be used to support a student returning to school after a period of absence, due to a medical or health related condition or due to other exceptional circumstances when deemed necessary.
- Acknowledge the student’s right to a full day in school and be mindful of the best interests of the student.
- Note that a reduced school is a short-term measure and time bound.
- As such it will be designed, reviewed, and adjusted according to the individual needs of the student to ensure it helps the student to make the transition to attend for the full school day along with their peers.

- That consent will be obtained prior to the commencement from a parent/guardian or student (if over 18) prior to implementation. The views of the student will be obtained and given due consideration.
- As the use of a reduced school day is mutually agreed between the school and the parent/guardian/ student (if over 18) then the issue of an appeal should not arise.
- Ideally a reduced timetable should not exceed six school weeks and it cannot be carried into the following academic year.
- An extension can only occur in exceptional circumstances and further written consent must be obtained. Also, a new notification to the TESS must be submitted no later than the first day of the renewal of the plan.
- Lucan CC will keep a record of all instances of students being placed on a reduced school day and this list will be available to TESS educational welfare officers and the Department of Education Inspectorate if requested.

Key Requirements for the use of reduced school days:

For a student to be granted a reduced timetable the following will occur:

- In the case of a student with AEN the Special Educational Needs organiser (SENO) will be contacted prior to the commencement of a reduced timetable and a student support plan has been developed and implemented for a period of time.
- Clear evidence-based reasons must be given to support the consideration of a reduced school day with the best interests of the student at the core of the decision will be obtained and recorded in the Plan of Action.
- Parents/ Guardians/ Student (if over 18) will be given a copy of The Use of Reduced School Days (Department of Education, 2021) to read and asked to confirm that they have understood them, and letter of consent will be signed and kept on record. If subsequently consent is withdrawn this will also be documented. If consent is withdrawn and the school continues this is, then effectively seen as a suspension and Tusla's Developing a Code of Behaviour: Guidelines for Schools (2008) apply.
- TUSLA (TESS) must be notified of the decision to place a student on a reduced day no later than the first day of commencement of each episode of a reduced school day.
- The NCSE (Local SENO) must be notified of the decision to place a student on a reduced school day where the student has an additional educational need.
- A Plan of Action will be developed in collaboration with the parent/guardian/ student (if over 18) and the AEN Coordinator/Guidance Counsellor/ relevant Year Head and liaison DP and Principal and a copy of this plan will be signed by the

parents/guardian and the principal. A copy of this will also be retained so it can be available for the Education Welfare Officer or a member of the DE inspectorate if requested.

The Plan of Action will include the following information:

a designated contact person for the parents/guardians/student to communicate with, the start, review and end dates, educational supports or interventions that will be put in place and actions required to support the students return to school and reintegration. The plan will include a graduated regime of school attendance which increases steadily and incrementally towards full attendance.

· TESS will provide support and guidance to school and a notification system will allow data on the use of a reduced school day to be collected and monitored and appropriate.

Guidelines for the use of Assistive Technology and School Laptops

- Students using assistive technology are advised to sit at the front of the class or where they have access to a PowerPoint.
- Students should not shut down their assistive technology in between classes and instead are advised to close the lid carefully and leave it in sleep mode.
- Students need to create individual folders in OneDrive for each subject and all classwork and homework should be saved in these folders appropriately. Within these folders there should be subcategories e.g., poetry, or by chapter number.
- Students are advised **not** to use their assistive technology for maths.
- Students are advised to have a copy/hardback still for each lesson so diagrams etc. can be drawn.
- Students are advised to chat with their class teachers about how they will submit homework/ classwork i.e. TEAMS, email, or printed material.
- All books should be downloaded onto the laptop.
- Students should complete homework using their assistive technology. The more practice students get the better opportunity they will have to develop their touch-typing skills.
- There are many free typing tutor packages available online e.g. <https://www.typingstudy.com/>
- Students need to charge their laptops at home each evening to make sure they have a full battery and at the end of each week they should be restarted.
- Laptops must be stored securely when not in use and students are required to label their laptops, battery chargers and carrying case.
- Laptops should always be carried in their protective laptop bag.
- Only software that is licensed to a laptop is to be on a laptop and games are not to be brought to school on your laptop or external media.
- Laptops are password protected and this information should not be shared with friends etc. and only the student to whom the laptop is allocated has permission to use it.
- Laptops given out by the school are to be returned to the school when the student has completed their time in Lucan Community College.

I understand the above points and they have been explained to me. I understand I am responsible for the safe keeping of the laptop. I know that I can contact a member of the Additional Educational Team in the resource room if I have any general queries or speak to Mr. McGowan concerning IT (Information Technology) issues.

Student Signature :

Date :

Parent Signature :

Date :

Appendix 7: Guidelines for Teachers concerning Assistive Technology:

Guidelines for the use of Assistive Technology and School Laptops

- Students using assistive technology are advised to sit at the front of the class or where they have access to a PowerPoint.
- Students should not shut down their assistive technology in between classes and instead are advised to close the lid carefully and leave it in sleep mode.
- Students need to create individual folders in OneDrive for each subject and all classwork and homework should be saved in these folders appropriately. Within these folders there should be subcategories e.g. poetry, or by chapter number.
- Students are advised **not** to use their assistive technology for maths.
- Students are advised to have a copy/hardback still for each lesson so diagrams etc. can be drawn.
- Students are advised to chat with their class teachers about how they will submit homework/ classwork i.e. TEAMS, email, or printed material.
- All books should be downloaded onto the laptop.
- Students should complete homework using their assistive technology. The more practice students get the better opportunity they will have to develop their touch-typing skills.
- There are many free typing tutor packages available online e.g. <https://www.typingstudy.com/>
- Laptops given out by the school are to be returned to the school when the student has completed their time in Lucan Community College.

Appendix 8: Reading Pen Form

Dear Parent/Guardian,

Thanks to funding received from the Parents Association the AEN department of the school recently purchased five Reader Pens. These pens are designed to assist students when reading and facilitate more independent learning. The cost of each pen was approx. three hundred euro therefore due care must be given when in the student's possession.

Your child has been identified as a student who may benefit from using one of these pens. We are going to give your child the opportunity to trial the pen to see whether it is beneficial to their learning. These pens are accepted as part of the RACE scheme.

If you are happy to take responsibility, please sign below and return it to the AEN Department. If you have any queries, please do not hesitate to contact us.

Thank you for your continued support.

Yours,

The AET.

Please sign below and tick the box and return this section to the AEN Department.

Yes, I am willing to take responsibility for the pen while in the care of my child.

Student Signature : _____

Parents Signature : _____

Appendix 9: Circular Regarding Irish Exemptions

Procedures for acquiring an exemption from the study of Irish

The College strictly adheres to the guidelines for exemptions as set down by the Department of Education and Skills. (Circular 0053/2019)

<https://www.gov.ie/en/circular/f33d5-exemptions-from-the-study-of-irish-post-primary/>

Appendix 10: Explanation of Abbreviations & Terms

AEN	Additional Educational Needs
AET	Additional Educational Team
CAMHS	Child & Adolescent Mental Health Service
CAO	Central Applications Office
DARE	Disability Access Route to Education
D.A.T.s	Differential Aptitude Tests
DE	Department of Education
EBD	Emotional Behavioural Disorder
LCA	Learning Certificate Applied
L2LP	Level 2 Learning Programmes
NBSS	National Behaviour Support Service
NCSE	National Council for Special Education Needs
NEWB	National Education Welfare Board
PSS	Psychological Support Services
RACE	Reasonable Accommodation in Certificate Examinations
SENO	Special Education Needs Organiser
SLD	Specific Learning Disability
SMART	Specific, Measurable, Attainable, Relevant, Time bound
SNA	Special Needs Assistant
TESS	Tusla Education Support Service
Tusla	Child and Family Agency
WRAT V	Wide Range Achievement Test 5 th Edition
