



Coachford College

Additional Educational Needs Policy

1. General

Mission Statement

We are a community

Together we share mutual respect in a positive environment

We develop individual potential in all fields

1.1 Scope

This document was prepared by the AEN Co-ordinating Team on behalf of, and in consultation with, the Coachford College staff, students, parents/guardians and Board of Management. This policy applies to students, parents/guardians and the staff of Coachford College.

1.2 Context

This Policy has been developed in line with our school ethos, Mission Statement and characteristic spirit, Cork Education and training Board Core Values and is informed by the requirements of the Education Act (1998) Education Welfare Act (2000), The Education for Persons with Special Educational Needs Act (EPSEN) 2004 and Equal Status Acts 2000 – 2004, Framework for Junior Cycle (DESk, 2015), Guidelines for Wellbeing at Junior Cycle (NCCA, 2016 and 2021), Looking at our School: A Quality Framework 2022 (DES), School Self-Evaluation Guidelines 2022 (DES), Digital Strategy for Schools (DESk, 2015), NCSE guidance documents and the NEPS Continuum of Support. It should be read in conjunction with the school's Child Safeguarding Statement/Risk Assessment, Safety Statement, Wellbeing Policy, Whole School Guidance Plan, Appropriate Behaviour Policy, Acceptable Use of Technology Policy, Blended Learning Plan, Homework Policy, Assessment and Reporting Policy, School Outings Policy, Anti-Bullying Policy, Admissions Policy, Records retention Schedule (CETB), Data Protection Policy (CETB) and GDPR.

The school's Mission Statement sets out the school's vision for the encouragement of the pursuit of excellence and the support of every student of an environment conducive to the greatest standards of achievement in a community centred around mutual respect with wellbeing at its core, in keeping with Cork ETB's Core Values as set out below.



1.3 Rationale

The purpose of this Policy is to enshrine the principles of inclusive education whereby students with additional learning needs are provided with an appropriate education in an inclusive learning environment. The content of the Policy is informed by the aforementioned, guided by the requirements of The Education Act 1998, The Education for Persons with Special Educational Needs Act (EPSEN) 2004 and the Equal Status Acts 2000 – 2004, relevant guidance documents, DE and current school provision.

1.4 Aims and Objectives

At Coachford College, a highly inclusive school environment in ethos and practice. Inclusion is practised and promoted, in an endeavour to provide a full education in line with the varied and diverse needs of all its students. All students are welcomed into the school community, recognizing that additional supports are required for some students in a mainstream setting.

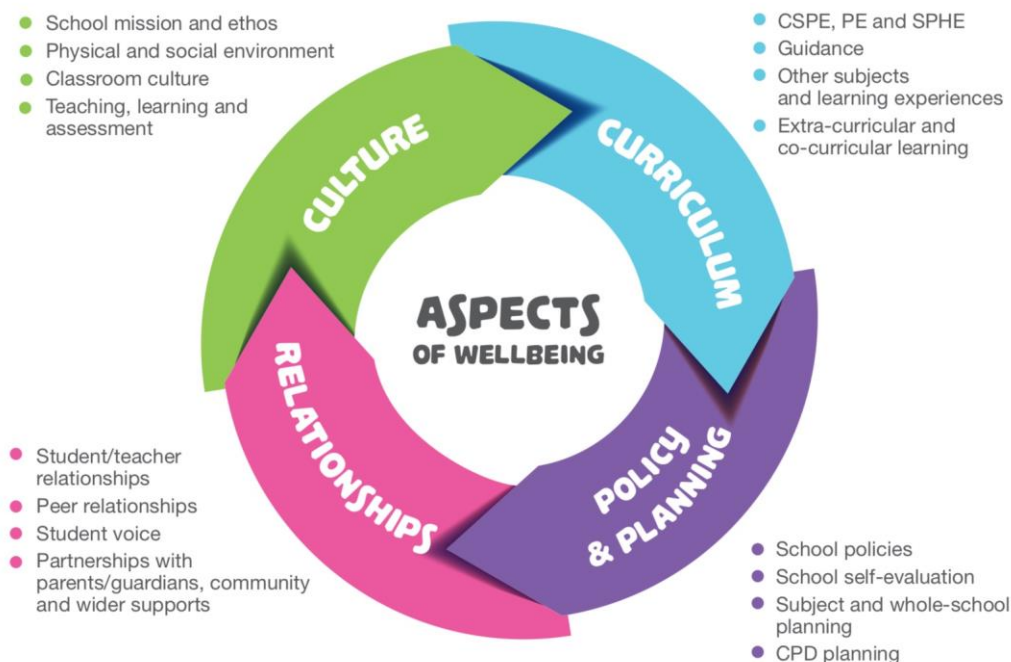
At Coachford College, an Additional Educational Needs student is defined as any student who experiences challenges in coping with the mainstream curriculum and/or school environment due to assessed specific or general learning difficulties; assessed syndromes; physical disabilities; emotional/behavioural disorders.

This Policy aims to:

1. Provide for the support, learning and wellbeing of all students in a high inclusive environment, underpinning the school Mission Statement;
2. Implement the curriculum, policies, procedures, culture, ethos and the activities which seek to ensure the optimal achievement of all students in Coachford College, regardless of their learning style;
3. Implement the requirements set out in relevant legislation and guidance documents;
4. Ensure that appropriate structures are in place to support all students;
5. Recognise the interplay between positive experience of school life, student achievement and long term wellbeing;
6. Offer a structured approach to supporting our young people through the creation of a multiplicity of opportunities both within and outside the classroom focused on learning and growth;
7. Cultivate and foster collaborative relationships between students, staff parents/guardians, primary schools, Cork Education and Training Board (CETB) and external agencies to endeavour to achieve the best possible outcomes for students;
8. Harness the expertise of the staff and outside agencies to support and respond to needs of students;
9. Provide an umbrella policy which outlines a structure that links a series of other policies which relate to Special Educational Needs.
10. To raise awareness in the whole school community of Special Educational Needs.

2. Whole School Vision

At Coachford College the nurturing of students with Additional Educational Needs is of utmost importance. Coachford College aims to provide a safe and successful learning environment in which each student's learning and wellbeing is fully supported, allowing them to develop their own individual potential. This Policy aims to make visible the school's supports and procedures, in keeping with the vision set out in The Continuum of Support, National Educational Psychological Service (NEPS), Wellbeing Guidelines and Indicators of Wellbeing (NCCA, 2016 and 2021) and other relevant guidance documents.



3. Supporting Teaching and Learning for Students with Additional Learning Needs

3.1 Transition to Post-Primary School

Students are enrolled in Coachford College in accordance with the requirements of the Admissions Act (2020) as set out in the school's Admissions Policy. Following enrolment, parents and guardians are encouraged to submit any relevant AEN information and reports to the school. On receipt of relevant information, a member of the AEN co-ordinating team liaises with parents/ guardians at the earliest opportunity to formulate a plan for support of the student. The relevant information e.g. professional reports, Educational passports, Student Support Plans/IEPs from primary schools serve to support the plan for support of the student. The senior leadership team in consultation with the AEN team assigns appropriate class placements for individual students to maximise the supports available, whilst being mindful of the available resources. Priority lies with allocating the most support to the children with the greatest need.

3.2 Identification of students with Additional Educational Needs

- Parents and guardians are invited to share AEN information with the school on enrolment.
- With parental permission, the primary schools often contact the AEN co-ordinating team.
- Passports from primary school are consulted.
- CAT4 and PPAD-E in 1st Year helps to identify previously unidentified students who have additional learning needs.

3.3 Assessment

- Prior to entry: Nelson Group Reading Test (NGRT) provides a standard score and reading age of each student.
- 1st term of 1st year and Transition Year: Cognitive Ability Test 4 (CAT 4 Assessment) is a cognitive abilities test which examines four areas of students' ability. A standard score is given for each area and finally, a mean standard score is given. This test helps to identify students who may have additional learning needs which have not been identified previously. It also provides a baseline on every student which facilitates the tracking of their academic progress through school, which is monitored with the assistance of Athena Tracker.
- 1st term of 1st Year: PPAD-E is a literacy assessment which examines word reading, spelling, comprehension, reading speed and writing.
- RACE Screening: WIAT-111-Uk - Spelling screening is carried out on all students in 2nd year. Further testing in reading and handwriting will be administered as appropriate to determine eligibility for RACE.
- WIAT-111-Uk is used for RACE assessment for spelling and grammar waiver, reader and reader assistance.
- DASH is used for handwriting assessment for students who have handwriting difficulties and may need accommodation for State Examinations.
- In circumstances in which the school is asked to assess a student for an Irish exemption, the WRAT5 assessment is used.
- Assessments for DARE will be administered for students who have an identified and documented history of an AEN and where their literacy results require updating. WIAT111-UK and WRAT5 are used for DARE assessments.
- To avoid over-testing on a particular testing kit, the school reserves the right to interchange between, WRAT 5 and WIAT-111-Uk, when necessary.

Methods of assessment are in constant review and may be changed to best suit the needs of students.

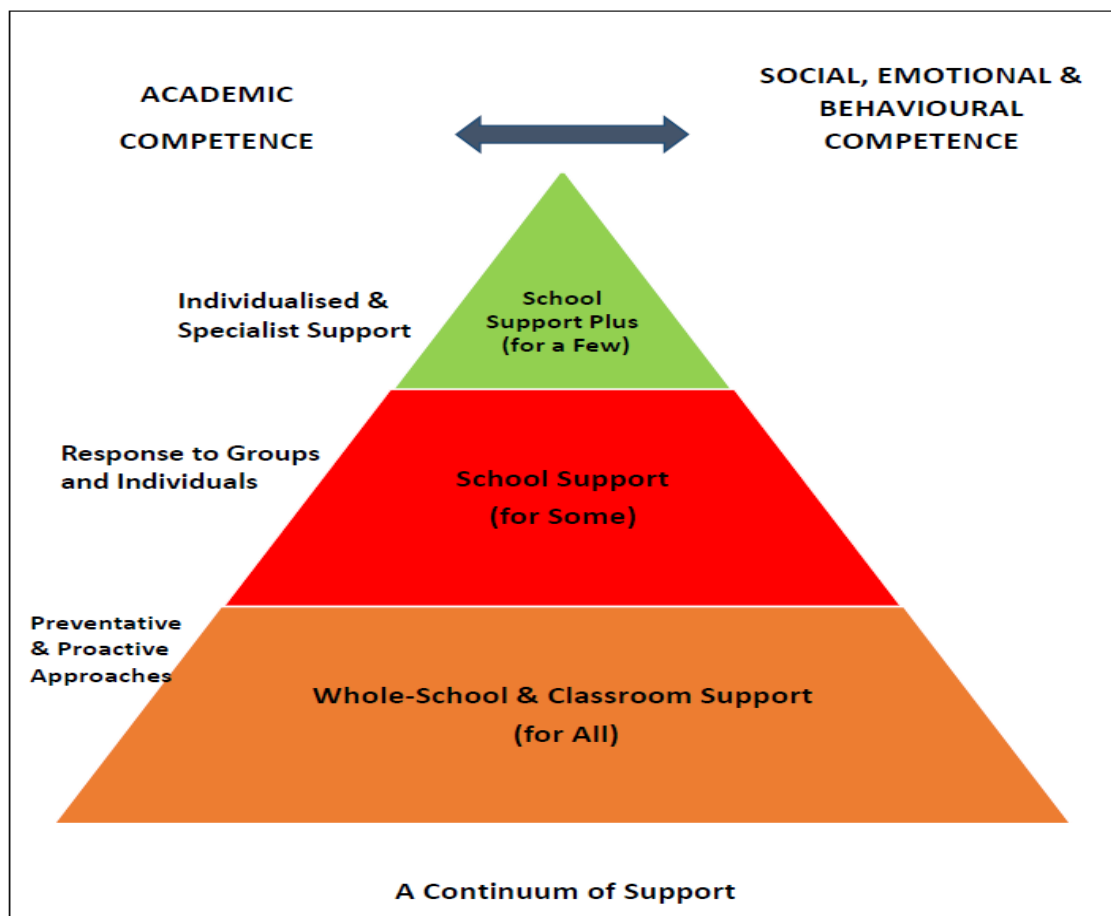
Data collected through assessment may be utilised to:

- Support students, parents/guardians and teachers in identifying and supporting individual learning styles;
- Guide Resource and Learning Support;
- Identify students with particular needs;

- Enable learning support/resource teachers to devise a suitable programme of support;
- To inform Student Support Plans for individual students.
- Apply for reasonable accommodations for the Junior and Leaving Certificate State Examinations where applicable.

3.4 Types of Provision

Support is allocated to students in accordance with the level of need, in accordance with the Continuum of Support (NEPS), as follows:



3.4.1 Support for All

Coachford College adopts a whole-school approach to the support of all students' learning, and has in place a series of policies and procedures which aim to:

1. Create a safe environment which helps students that is conducive to learning and wellbeing, supports the prevention of factors which negatively impact on student achievement;

2. Promote an understanding of and commitment to learning and wellbeing;
3. Support identification and intervention in the case of students who have additional learning needs. These steps are reflected in various school policies set out in 1.2 above and are supported by a commitment to quality teaching and learning, broad curricular provision, learning supports, and a whole school approach to assessment, feedback and reporting.
4. **Team Teaching** (In-class support): Team Teaching has been embedded into teaching and learning at Coachford College. Classes are organised in mixed ability groups apart from the banding of core subjects English, Irish and Maths to allow for uptake at differentiated levels from 2nd Year onwards. This serves to promote a sense of democracy and a sense of community in all classes. In keeping with best practice, this approach is central to the promotion of student wellbeing and self-esteem. Team teaching is frequently provided in English and Maths classes, especially in 1st Year to best support all students and learning styles.
5. **Academic Tracking** provides evidence-based assessment of students' progress. The Co-ordinator of Academic Tracking, along with the Co-ordinator of Attendance, Subject Teachers, Tutors and Year Heads collaborate to monitor students' engagement levels in relation to attendance, classwork and academic progress. Concerns regarding student engagement levels are reported to the Student Support Team and a support plan is put in place in order to improve the student's engagement, participation and learning outcomes.

3.4.2 Support for Some

There is a more focused approach adopted with several identifiable groups of students who have additional needs. These structures seek to provide a more targeted support structure to promote and scaffold learning and wellbeing for these identified groups.

Supports are put in place by the AEN Co-ordinating Team, in collaboration with the Student Support Team and Year Heads, employing a range of different supports and interventions which include:

- Small Group and Team Teaching;
- Behavioural Support;
- One Good Adult initiative,
- Counselling, etc

Small Group Teaching is provided to students with identified literacy and numeracy difficulties, usually at or below the 10th percentile. This teaching usually takes place for those who have exemptions from Irish at the times when Irish is timetabled, or at other appropriate times with the agreement of parents/guardians.

3.4.3 Support for a Few

Coachford College has support in place which focuses on interventions for students with more complex and enduring needs. Work with this group of students is structured under the development of a Student

Support Plan which may include assisting in the nurturing of learning skills and competencies, resilience, self-care, etc.

The nature of supports provided include:

1. **1:1 Support** is provided for students with multiple complex needs. In some cases, students may be referred for the additional support of outside agencies.
2. **SNA Support** is available to students who have care needs e.g. mobility issues, medication needs, toileting needs, flight risk etc. Students with care needs will always be prioritised over students with educational needs for this type of support.
3. **Curriculum Reduction** may be considered for a minority of students under specific circumstances in consultation with parents/guardians, the senior leadership team and external agencies, as relevant.
4. **Home-Based 'July' Provision** is facilitated for students who are identified as in need of national support. Coachford College works closely with parents and guardians, in endeavouring to arrange suitable tutors for its students.
5. **Exceptionally Able Students:** While Exceptionally Able Students can only be officially identified by an outside agency, the school does have a role to play in identifying high achieving students. These students are identified from data collected from CAT4 Assessment and a whole school approach is adapted to meet their needs through the facilitation of differentiated learning.

4. Approaches to Teaching and Learning

Mindful of the mixed ability settings in most classes, a variety of teaching approaches and methodologies are utilised to support student engagement and maximise learning and achievement. Emphasis is placed on the integration of technology into teaching and learning, with the introduction of Digital Learning as a core Wellbeing subject across the three years of Junior Cycle, in keeping with the aims and objectives of the school's Blended Learning Plan and School Self Evaluation, as evidenced in the School Improvement Plan.

4.1 Assistive Technology

The use of Assistive Technology (AT) is strongly supported at Coachford College, where appropriate, to support students' learning within the mainstream classroom.

4.2 Procedures for the use of AT

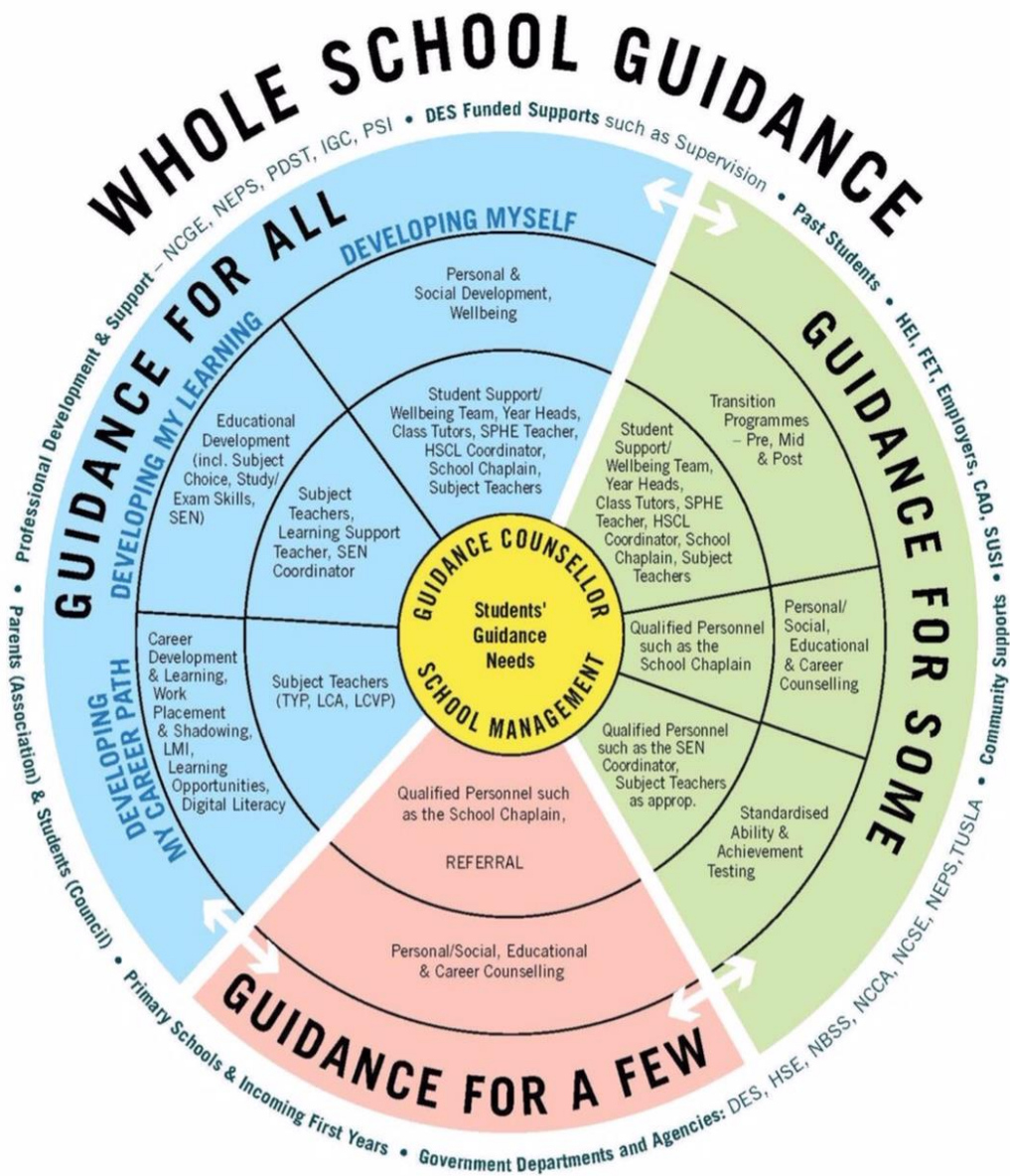
- If a device is already being used by the student in their Primary School (as granted by the NCSE), the laptop should be transferred with the student on transition.
- Devices which are grant-aided by the NCSE are the property of Coachford College, may be used by the student for their personal use but only in keeping with the provisions of the Acceptable

Use of Technology Policy, and must be returned to the College when the student leaves the school.

- In cases where a device is in need of repair and where this repair work is deemed economical the school may undertake to have it repaired.
- In cases where the NCSE do not grant finance for the purchase of a device but in the opinion of NEPS Psychologist/Educational Psychologist its use is necessary, the parent/guardian may, in consultation with the AEN Co-ordinating Team, purchase a student device. The student may use this laptop in school for subjects where there is a high volume of writing.
- The AEN department will facilitate students' practice and improvement in typing as deemed necessary.
- The AEN Department assesses the student's suitability for a RACE application to use a laptop for exams. The SEC has issued clear criteria for this application process. The AEN Department will follow these guidelines, and submit an application on behalf of the student if this criteria is met. Where possible Coachford College facilitates approved students for accommodations in house exams, contingent upon staff resources.

5. Links to Guidance

Coachford College has implemented the NEPS Continuum of Support as set out below. The SEN team are represented on the Student Support Team and work closely with the Guidance Counsellors, Chaplain, Year Heads and Senior Leadership Team to support student learning, behaviour and wellbeing.



5.1 Links to Wellbeing

The **Wellbeing Indicators** as set out in Junior Cycle Wellbeing Guidelines (NCCA, 2016 and 2021) are as follows: **Active, Responsible, Connected, Resilient, Respected, and Aware.**



5.1.1 Wellbeing Aims

Coachford College aims to enable its students to become skilled in the following ways:

- Develop confidence in and enjoyment of all learning activities;
- Be able to act to protect and promote their wellbeing and that of others;
- To develop students' food literacy skills, so that they understand the impact of their food choices on health, the environment and the economy;
- Know when and where their safety is at risk and enabling them to make the right choices;
- Feel connected to their school, friends, community and the wider world;
- Understand how their actions and interactions impact on their own wellbeing and that of others, in local and global contexts;
- Feel confident in themselves and having the coping skills to deal with life's challenges;
- Know where they can go for help – Student Support Team, Staff, Year Head, etc.;

- Believe that, with effort, they can achieve their potential, nurturing a growth mindset among students rather than a fixed mindset;
- Show care and respect for others;
- Have positive relationships with friends, peers, and staff members;
- Feel listened to and valued;
- Be aware of their thoughts, feelings, and behaviours, and being able to make sense of them;
- Be aware of their personal values, and make informed decisions which they own ownership of,
- Be aware of themselves as learners, and know how they can improve.

5.1.2 Promoting and Supporting Culture of Wellbeing in our School

Coachford College promotes a warm, welcoming, encouraging and positive school culture in the following ways:

- Lunchtime activities which enable students to avail of quiet and reflective time are facilitated.
- The school promotes physical activity, and healthy eating choices.
- Teachers have high expectations for all students.
- There are open, positive, supportive relationships between teachers and students in class and outside.
- A culture of collaboration and cooperation is promoted through day to day teaching, learning and assessment practices.
- Students feel safe, secure and respected in their classrooms.
- Students are encouraged to actively engage in their learning so that they can enjoy being at school.
- Students receive regular formative feedback about their learning and how they can improve.
- Students have regular opportunities to talk about their learning and what helps them to learn.
- Teachers use active methodologies to develop the key skills in their subjects.
- Teaching and learning is differentiated to provide an appropriate challenge to enable all students to engage and experience success.
- Students are aware of who they should turn to if in need of support or if they are aware that another student is potentially at risk. The school's Child Safeguarding Statement is discussed with all students at the commencement of the school year, and again in Wellbeing classes. Child Safeguarding notices are posted in each year group's social area.

- The RSE programme aims to enhance learning in the area of relationships and sexuality in a caring and balanced manner.
- Supportive relationships with parents/guardians are nurtured in order to highlight, monitor, evaluate and promote student wellbeing. Regular feedback on learning is given to parents/guardians and students in keeping with the provision set out in the Reporting Guidelines (NCCA, 2018).
- Measurable targets for individual student wellbeing, in conjunction with students, teachers, SNAs, Year Heads and the Student Support Team through the use of the Domains and Standards set out in Looking at our Schools 2022.
- The school's Critical Incident Policy and Anti-Bullying Policy are reviewed annually.
- Wellbeing Programmes such as Love Week, Wellbeing Week, Anti-Bullying Programmes, Online Safety, Drug and Alcohol Awareness are facilitated.

5.1.3 Relationships and Wellbeing

Coachford College recognises that true wellbeing can only be assured through the promotion and development of positive, nurturing and respectful relationships within the school community. Coachford College strives to achieve this in the following ways:

- Ensuring that student-teacher relationships are friendly, caring and respectful;
- Building an emphasis on rewarding positive behaviour enhances the whole school community;
- Ensuring that Student Voice has a central place in all school planning and review, and that students' views are not only heard but acted upon;
- Ensuring that staff members are aware that they may be the One Good Adult to whom a student turns to for support and help during a difficult time. In turn always being cognizant of providing support to staff when they are dealing with vulnerable students and ensuring that staff members know who they can turn to when they need advice and support;
- Fully informing students as to where to get support and how to access the care structures in the school;
- Resolving behaviour issues with care, respect and consistency;
- Ensuring that there is a shared vision and understanding of what student wellbeing means which emphasises strengths and capacities;
- Encouraging students to show respect, care and concern for each other so that they feel safe and supported amongst their peers.
- Providing forums for students so that their voices may be heard and they are involved in making decisions about their life in school;
- Actively encouraging student voice, providing appropriate platforms for student feedback and ensuring that students know that their feedback is valued and, where appropriate, acted upon;
- Ensuring that parents/guardians feel welcome, respected, and listened to as partners in the education of their children;
- Sharing information with parents/guardians, as appropriate, with a view to supporting them in supporting their child's wellbeing;

- Maintaining strong links with the local community;
- Wellbeing is reflected strongly in our curricular provision: There is a coherent and coordinated approach to the provision of CSPE, PE, SPHE, Digital Learning and Guidance as part of the Wellbeing programme at Junior Cycle.
- Teachers are supported in working collaboratively in the planning for these subjects, and Continuous Professional Learning is actively supported.
- Curricular provision is informed by feedback from students, parents/guardians, teachers who have collectively and collaboratively compiled the **identified needs** which in turn inform the school's Wellbeing Plan.
- The Parents' Council provides an important forum for feedback from parents/guardians, and has a key voice in the planning of school curriculum and policy.

5.2 Links with Outside Agencies

Coachford College works closely with outside agencies to ensure optimal opportunities, support and outcomes for its students with additional educational needs. These include:

- National Educational Psychological Service (NEPS);
- Child and Adolescent Mental Health Services (CAMHS);
- Special Educational Needs Organiser (SENO);
- Visiting Teacher for the Deaf (NCSE);
- Visiting teacher for the Visually Impaired (NCSE);
- State Examinations Commission;
- TUSLA Child and Family Agency.
- National Council for the Blind of Ireland (NCBI)

6. Continuous Professional Learning

The upskilling of staff with responsibility for Special Educational Needs is a key priority at Coachford College. Members of the SEN Co-ordinating Team have completed the Post Graduate Diploma in Special Educational Needs. Staff members have completed CPL in areas such Friends for Life (NEPS), Universal Design for Learning, ASIAM staff training, Wynn McCormack Dyslexia Whole School Awareness, Urability training for the use of Assistive Technology (AENCO and SNA). Full teaching and SNA CPL has been facilitated in areas such as Dyslexia and Trauma. Coachford College is participating in ETBI's SEN Mapping Initiative, with CPL having been provided for the whole teaching and SNA staff at its rollout. All AEN Co-ordinators are actively involved with CETB in the development of this initiative, as well as UCC's SENCO Forum.

7. Reporting and Feedback

It is recognised that feedback and reporting are central to learning. As part of Coachford College's focus on assessment and reporting as part of its School Self-Evaluation process, formative feedback is provided based on success criteria to all students. Students are encouraged to use feedback to reflect and make improvements. Feedback is approached in a restorative manner, in keeping with the school's commitment

to the development of Restorative Practice. Reports are provided to parents and guardians of students with additional learning needs on a regular basis.

8. Record-Keeping

All student records are stored confidentially in accordance with the requirements of the College's Records Retention Schedule, Data Protection Policy (CETB) and GDPR. They are made available on request to students and their parents/guardians, and are available to the Principal, Deputy Principals, relevant Year Heads, Teachers and SNAs based on need.

9. Roles and Responsibilities

9.1 AEN Co-ordinators

It is the responsibility of the AEN Co-ordinating Team to:

- Oversee the day-to-day operation of the College's AEN Policy, provision and procedures;
- Promote a culture of Additional Educational Needs not being viewed in isolation, but rather in the context of whole school provision;
- Co-ordinate the AEN Register, which lists the names of students who are identified as having an additional educational need, a list of the professional reports the school has received, details of Irish exemptions, the name of the national school the student has transferred from and the name of the AENCO that has made contact with the students parents/ guardians.
- The Senior Leadership Team assigns teachers to the small group literacy/ numeracy groups, The AENCOs provide information and resources to teachers assigned by the Senior Leadership Team. For individual 1:1 tuition, the AENCOs contribute to the department's timetable by matching students with available teachers.
- Administer screening assessments to specific year groups. e.g NGRT - incoming cohort, CAT4 and PPAD-E 1st years and TY students - CAT4. Correction of the PPAD-E and NGRT is undertaken by the SEN coordinating team. WIAT111-uk, WRAT4, DASH are administered as appropriate for Junior Cycle RACE applications, Leaving Certificate RACE applications, for DARE applications where literacy results require updating, for review purposes to track student progress.
- Convene weekly planning and review meetings of the core AEN Team.
- Create individual student support plans, and share with relevant teachers. Teachers are encouraged to contribute to these working documents.
- Liaise with and advise fellow teachers of the AEN Policy and associated practices;
- Liaise with the Co-ordinator of Academic Tracking to ensure optimal student engagement, and identify where additional supports are required;
- Work closely with parents and guardians of students with AEN;
- Student Support
- Convene weekly planning and review meetings with the SNA team;
- Oversee SNA access for students and SNA timetables;
- Liaise with the SNA team in establishing targets for students receiving SNA support;

- Manage relevant student AEN records in accordance with the requirements of the College's Records Retention Schedule, Data Protection Policy (CETB) and GDPR;
- Organise staff training
- Identify students for reasonable accommodation in house and state examinations, with particular reference to Reasonable Accommodations in the Certificate Examinations (RACE);
- Liaise with external agencies including the DES, NCSE, NEPS, Visiting Teacher, etc.;
- Support the transition of First Year AEN students from Primary to Post-Primary School.
- Monitoring and reviewing students' progress and reorganising resources if required;
- Make Assistive Technology applications on behalf of students, and oversight of the use of Assistive Technology thereafter, in accordance with school policy and procedures;
- Make resources available for mainstream and resource teachers;

9.2 Subject Teacher

The subject teacher is responsible for the teaching and learning of every student in their class. It is the responsibility of each subject teacher to ensure that the identified needs of students with additional educational needs in their class group are being met, by ensuring their familiarity with the student's needs, liaising with the SEN Co-ordinators and contributing to their Subject Support Plan and ensuring its implementation through the facilitation of differentiated learning, and subsequent review, reporting and feedback.

9.3 Resource Teacher

It is the responsibility of the resource teacher to ensure that the identified needs of students with special educational needs in their care are being met, by ensuring their familiarity with the student's needs, following the guidance of the subject teacher and contributing to their Student support plan and ensuring its implementation through the facilitation of differentiated learning, and subsequent review, reporting and feedback.

9.4 Special Needs Assistants

It is the responsibility of the Special Needs Assistant to look after the care needs of students with SNA access. Care needs may include arranging special chairs, monitoring movement on corridors, hygiene and safety particularly in practical classes, encouraging students to remain on task, monitoring wellbeing, assisting organisation and promoting appropriate interaction with peers and staff. Through the course of their time at Coachford College students are encouraged, where appropriate, to become independent of their SNA.

9.5 Year Heads

It is the responsibility of the Year Head to:

- Liaise with students, parents/guardians, the SEN Co-ordinators in overseeing the progress of all students, and

- Take the relevant action based on findings, include parents/guardians and students in target setting and to provide the necessary supports.

9.6 Students

It is the responsibility of Students to:

- Aim for full attendance and punctuality;
- Make their best effort at all times to reach their potential;
- Complete all work assigned by their teachers in the time designated;
- Follow the advice and guidance of teachers and SNAs as to how best achieve their potential;
- Ask for help as appropriate, and
- Support each other's learning and wellbeing.

9.7 Parents and Guardians

It is the responsibility of Parents and Guardians to:

- Support their child towards full attendance and punctuality.
- Ensure that their child is fully prepared for the school day by supporting the child's organisation skills where appropriate:
- Encourage and support their child towards full engagement with their learning
- Engage in active and collaborate communication with the school when necessary and appropriate;
- Support teachers and SNAs in their work to help students achieve their full potential;
- Be actively involved in their child's learning;
- Ensure that their child completes the work assigned in the time designated, and
- Monitor their child's Google Classroom, Journal, homework and general progress, as relevant.

9.8 Principal

On behalf of the Board of Management, the Principal is responsible for ensuring that all legislative requirements in the provision for students with special educational needs are met, and that special educational needs are not viewed in isolation, but rather in the context of whole school provision, ensuring that students with special educational needs are offered a broad, balanced and differentiated curriculum, underpinning the school's Mission Statement and CETB values. The Principal may delegate certain functions to appropriate staff members, as outlined in Section 18 of the EPSEN Act (2004), appointing AEN Co-ordinators from amongst the staff. In consultation with the Special Educational Needs Co-ordinators and other relevant personnel, the Principal liaises with the Department of Education, NCSE, SEC, CETB, etc. regarding needs and provision, ensuring the effective and efficient use of resources, including the allocation of resource hours and funds.

9.9 Board of Management

The Board of Management of Coachford College is committed to the supporting of all students in the achievement of their potential in keeping with the school's mission statement. The Board seeks to promote a caring and committed school community, in keeping with the school's mission and characteristic spirit. The core aim of the school's curriculum, policy and planning is to develop the whole person, emotional, intellectual, social, cultural, spiritual and physical.

It is the responsibility of the Board to:

- Ensure that all students with learning support / special educational needs are identified and assessed;
- Ensure that the school has a special educational needs policy in place, to monitor the implementation of that policy and to ensure its evaluation;
- Ensure that a broad, balanced and differentiated curriculum is provided in the school to ensure in as far as is practical that students with special educational needs leave school with the skills necessary to participate to the level of their capacity in an inclusive way in society;
- Ensure that necessary resources are sought on behalf of students with special educational needs;
- Promote the development of positive partnership with parents, guardians and other relevant agencies, and to ensure that parents/guardians are kept informed of their child's learning progression;
- Ensure that parents/guardians are consulted with regard to and invited to participate in the making of all significant decisions concerning their child's education, and
- Ensure that all legislative requirements for students with special educational needs are being met.

This Board seeks to provide through this Policy, the scaffolding and framework through which every effort possible within the confines of its available resources, is made by Coachford College to meet the learning needs of each of its students. In recognition of this, this Policy will be reviewed on an annual basis, and/or as deemed necessary.

The Policy was ratified by the Board of Management of Coachford College on October 2nd 2023, as signed by the Chairperson of the Board of Management and the Principal.

It shall be made available to all members of the school community, and posted on the school's website.

Signed:

A handwritten signature in black ink that reads "Niamh Lehané".

Chairperson of the Board of Management

Date: 02/10/2023

A handwritten signature in blue ink, appearing to read "D. O'Sullivan".

Principal

Date: 02/10/2023