

Special Educational Needs Policy

2022/23



**ARDSCOIL
MHUIRE**

Special Educational Needs Policy

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Rationale:

The rationale for the Special Educational Needs (SEN) policy is to provide a clear and structured framework for SEN provision in Ardscoil Mhuire Post Primary School. This policy, in line with Circular 0014/2017, will help to ensure that all resources and supports available to the school will be utilised to their optimum potential by the whole school community; pupils, parents/guardians and teachers.

This policy will comply with current legislation and provide an inclusive education for all pupils in the school. Large numbers of children present with Special Educational Needs (SEN) within the school. It is therefore necessary to develop a school SEN policy - which complies with legislation and Department of Education circulars - to assist parents/guardians in making an informed decision in relation to the enrolment of their child in our school. Ardscoil Mhuire aims to serve all the students in our school community without prejudice. The school welcomes all students and acknowledges that diversity enriches the school community.

Introduction:

The Special Educational Needs policy aims to outline Ardscoil Mhuire's approach to ensure the inclusion of students with special educational needs. The school mission statement states that "Ardscoil Mhuire provides a Christian environment where all persons are valued and assisted to reach their full potential."

Special educational needs (SEN) are defined in the Education for Persons with Special Educational Needs Act 2004 (EPSEN Act) as, "a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability or any other condition which results in a person learning differently from a person without that condition..."

As per the school's Admission Policy, Ardscoil Mhuire (ASM) welcomes students with special educational needs and endeavours to "provide that the education of people with such needs shall, wherever possible, take place in an inclusive environment" (EPSEN Act)

Aims:

The aim of the Special Educational Needs Department in Ardscoil Mhuire is to identify those students in need of various types of support. This includes students who require emotional/behavioural support, those with learning difficulties and the exceptionally gifted. Ardscoil Mhuire's objective is to enable all students to reach their full potential by adopting a holistic, whole school approach to educational provision.

Ardscoil Mhuire aims to:

- Provide a framework for a whole school approach to teaching and learning for pupils with special educational needs.
- Develop cohesive and inclusive practices which help the school to embrace differences within the student population.
- Develop and refine inclusive teaching strategies within the classroom - such as differentiation, co-teaching, and learning support - to enable pupils with learning difficulties to share, as far as is possible, with their peers an educational experience that is inclusive, authentic and comprehensive.
- Facilitate a team approach for all staff involved in SEN provision in the school. This team involves the subject teachers, SEN Co-ordinator, SETs, SNAs, Guidance Counsellor, Year Heads, Pastoral Care Team, Senior Management, etc.
- Give practical effect to the constitutional rights of children who have a disability or who have other special educational needs, as they relate to education.
- Provide, as far as 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.
- Provide a framework for frequent dialogue to encourage the involvement of the parents of pupils with special educational needs, as well as working closely with other professionals and agencies involved with SEN students.
- Affirm that students with special educational needs have the same right to avail of, and benefit from education as students who do not have those needs.
- Ensure that students with special educational needs are identified and provided for in a fair and equitable manner so that their learning potential, sense of self-worth and dignity continues to be developed and respected in the school.
- Ensure that all members of staff are aware of the special educational needs of students, of their strengths and talents and of the contribution they can make in this area (Student Support Files).
- Ensure that SEN students are viewed in a positive and dynamic light in the context of the school and wider community.

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- Set high standards for students with SEN and provide them with appropriate guidance and encouragement to achieve their full potential.
- Develop staff expertise in their ability to support students with SEN by affording them the opportunity to attend CPD courses.
- Monitor and evaluate the effectiveness of teacher practice in supporting students with SEN.

Special Educational Needs Team:

The overall responsibility for the provision of education to all students, including students with special educational needs, lies with the Board of Management. Under current legislation the Principal of the school has the overall responsibility for ensuring that the special educational needs of students are met.

In order to facilitate the organisation and provision of education to students with SEN in Ardscoil Mhuire, both the internal and external SEN teams have been devised. The members of the aforementioned teams are outlined below:

Internal SEN Team

- Principal
- Deputy Principal
- Year Head
- Special Educational Needs Co-ordinator
- HSCL Officer
- Special Education Teachers
- Subject/Mainstream Teachers
- Guidance Counsellor
- Special Educational Needs Assistants
- Students

External SEN Team

- Board of Management
- Parents/Guardians
- External Agencies
- External Support Services
- The Special Education Needs Organiser (SENO)

SEN Core Team

During the 2022/23 academic year our internal SEN core team comprises of the following teachers:

Mairéad Shinnors (SENCo)

Colette Grant

Grace O'Brien

Kelly Bailey

Roles and Responsibilities:

Board of Management:

In their role the Board of Management:

- Ensure that the SEN policy is developed and evaluated.
- Reviews and ratifies the policy.
- Considers reports from the Principal regarding the implementation of the policy.

The Principal and Deputy Principal:

In their role the Principal and Deputy Principal:

- Have overall responsibility for ensuring that the special education needs of all students in the school are met. In this regard, they work in close co-operation with the SEN Team.
- Ensure that all teachers are aware of their responsibilities in relation to students with special educational needs.
- Arrange for the continuous professional development of staff in relation to to students with special educational needs.
- Delegates, much of the work in the organisation and provision of education to students with SEN to the SEN Co-ordinator and SEN Team, This is done so under the supervision of Senior Management and with their ongoing support and involvement.

SENCo:

The Special Needs Coordinator is responsible for coordinating the Special Needs Team in Ardscoil Mhuire and for ensuring the provision of SEN support for all students identified as having special educational needs.

The Special Educational Needs Coordinator in conjunction with the Principal:

- Oversees the day-to-day operation of Ardscoil Mhuire's SEN policy, including the formulation, implementation and review of this policy.
- Supports the school's Senior Management team in terms of their management and responsibility for the provision of SEN within the school.
- Formulates, assesses and reviews the annual SEN Department Plan and the School Provision Plan (see Appendix 4).

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- Liaises with Senior Management regarding the allocation of additional teaching hours to pupils, as appropriate (i.e. team-teaching, small groups and/or one to one withdrawal).
- Advises Senior Management of pupils who have Irish language exemptions as directed by a psychological assessment.
- Organises and undertakes the continued testing of pupils on an annual and individual basis, where deemed necessary.
- Sources resources for use with SEN students.
- Seeks to identify students with specific learning difficulties.
- Keeps robust records regarding student progress in the area of special needs education.
- Arranges educational assessments.
- Makes applications to SENO regarding SNA support, assistive technology, transport etc.
- Is responsible for the completion, monitoring and review of the School Provision Plan.
- Coordinates and allocates duties to SNAs.
- Liaises with and advises colleagues in areas relating to SEN.
- Liaises with the Guidance Counsellor and HSCL Officer.
- Coordinates the formulation, implementation and review of Student Support Files (see Appendix 3).
- Monitors and tracks students with SEN.
- Coordinates provision for students with SEN e.g. withdrawal of students for individual/group instruction, in class support etc.
- Oversees the records/reports/register of students with SEN.
- Liaises with parents/guardians of students with SEN.
- Contributes to the in-service/upskilling of staff as appropriate.
- Facilitates the identification of Irish and other language exemptions.
- Assesses and tests students to ascertain their eligibility for RACE.
- Coordinates and organises the student applications for Reasonable Accommodations in State Examinations (RACE).
- Liaises with feeder schools, teachers and parents of incoming students.
- Organises and undertakes the testing of incoming First Year pupils on an annual basis.
- Reviews and implements the Transition from Primary to Secondary School Programme (MAP).
- Liaises with external agencies and support services as appropriate (see Appendix 5)

The Guidance Counsellor:

The Guidance Counsellor assists students with special educational needs in making career decisions and by coordinating the DARE application process.

The Guidance Counsellor role within the SEN team consists mainly of the following functions:

- Personal, educational and career development counselling.
- Personal and social development.
- Career information management.
- Consultation with parents/guardians and staff.
- Consultation with community organisations.
- Vocational preparation – job search skills and preparation for work experience.
- Referrals to other professionals and agencies.
- Evaluation of the guidance and counselling needs and services.

Special Education Teacher: (SET)

A number of teachers are timetabled to teach learning support to various year groups. It is crucial that these teachers:

- With assistance from the SEN co-ordinator and SEN Team, familiarise themselves with a wide range of teaching approaches, methodologies and resources that cater for particular learning styles so that the needs of all students can be met.
- Collaboratively develop SSFs with the SEN Team and students.
- Collaborate and meet with subject teachers in order to identify priority learning goals for students in receipt of support
- In collaboration with the SEN team, reflect, evaluate and implement changes to a scheme of work on a termly basis for individual and /or group of students in receipt of school support.
- Provide supplementary teaching for literacy and numeracy on a withdrawal basis.

The Subject Teachers:

Mainstream teachers are obliged to make themselves aware of the special educational needs of students in their class groups. Subject teachers have access to information that is relevant to the teaching or supervising of such students via files that are shared on a shared drive and, with the permission of the SENCo, psychological reports which are kept in a secure filing cabinet.

In their role, the subject teacher:

- Differentiate their teaching methodologies to cater for students with learning difficulties.
- Is alerted to the possibility of general and specific learning difficulties and brings any student concerns to the attention of the SEN department via the Student Referral Form (See Appendix 6).

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Parents/Guardians:

In their role the Parent/Guardian:

- Has the responsibility of ensuring that Ardscoil Mhuire is provided with timely access to professional reports that are critical to collaborative planning for students with special educational needs. This documentation should be supplied to the school in advance of their enrolment or supplied promptly when a new report becomes available.
- Should ensure that they are active participants in the formulation and review of Student Support Files and should attend all parent-teacher and general information meetings arranged by the school.
- Is encouraged to support the Special Educational Needs policy.

SEN students:

In their role the SEN student is:

- Involved in the development, implementation and review of their Student Support File.
- To support the Special Educational Needs policy.
- To participate in their learning in a group, individual, or class setting in a positive manner.

Special Needs Assistants:

- The school has an allocation of Special Needs Assistants (SNA), whose brief is to provide care assistance to named students following the approval of the local SENO. The specific duties of each Special Needs Assistant is set out by the Principal.
- Special Needs Assistants are recruited specifically to assist pupils with disabilities in an educational context and are appointed to the school. SNAs may be involved in supporting the student both within the classroom and in the wider sphere of their personal and social education outside of the classroom.
- Their duties are assigned by the Principal/Deputy Principal and their work is supervised either by the Principal/Deputy Principal or another teacher as determined by the Principal/Deputy Principal.

Allocation of Hours:

The NCSE allocated 125 hours of special education teaching support to ASM for the academic year 2022/23.

Communication:

All communication is done in a respectful, timely and confidential manner and follows best practice guidelines in relation to data protection and school policies.

- SEN Team - The SEN Team meets twice weekly in order to ensure best practice in relation to the support being provided to the students. In these meetings minutes are

taken. Meetings also take place with Senior Management and with staff in the form of inservice training and staff training. The SEN Team also has regular meetings with subject teachers regarding in-class support and with SETs regarding interventions and programmes being carried out during withdrawal classes.

- SEN Information - At the beginning of each academic year an SEN register is compiled and circulated to all teachers. This register includes the following student details: name, class and year group, standardised scores, category of SEN, support allocated and type of support provided.
- Record Keeping - All SEN records and individual SEN student files are kept in a secure fireproof filing cabinet in the Files Room. Student Support Files with recommendations, strengths, concerns and targets are available on a staff shared drive. Best practice guidelines in relation to data protection are always followed.
- Parents and Guardians - Communication with parents/guardians is facilitated through the school's Open Night and Information Evenings, letters, phone calls, VSware texts to parents, the School App, student journal, Parent Teacher meetings, meetings with SEN team etc.
- External Agencies - Communications and meetings with external agencies e.g. NEPS and NCSE, are organised and attended as appropriate.

SEN Model in Ardscoil Mhuire

Identification Process and Screening - Ardscoil Mhuire strives to ensure that an education appropriate to the needs of students with special educational needs is provided. The school always seeks to identify the needs of the student in advance of joining the school community, acquire the necessary resources, and do all that is reasonable to accommodate their needs.

To assist the school in the process the following takes place:

- The school encourages parents/guardians to arrange a meeting to discuss their child's specific needs. They are also requested to forward all relevant documentation and information to the school.
- The HSCL and SEN Co-ordinator visit all feeder primary schools to ensure that preparations can be made to support all our incoming students.
- The admission and registration process for the school is the same for a student with SEN as that of any other applicant. However, in order to assess the needs of a SEN student, the school will send out an Additional Needs Questionnaire to parents/guardians to be submitted at the school's Incoming First Year Registration Night. After the submission of this form a meeting will take place with the parents/guardians to discuss the student's needs and the school's ability to meet those needs (see Appendix 7). A copy of the student's educational, medical, or where appropriate, psychological reports will be requested prior to enrollment.

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- As part of the Ardscoil Mhuire's Transition Programme (MAP) and First Year induction process, the school strives to ensure that students with SEN feel fully included and supported so that their initial experiences of post primary education are positive.
- Additionally, prior to joining the school community, all incoming First Year students take the CAT4 exam to determine their learning styles and needs. This test is also used to identify the strengths and needs of incoming students with SEN in addition to helping identify the exceptionally able. Based on these results, the SEN Department makes contact with parents if deemed necessary. Provision is also made if there is a social, organisational or emotional concern.
- Primary schools submit the incoming First Year students' education passports, as part of the transfer process, at the end of their academic year in June. The SEN Department reviews and discusses this documentation in August.
- Upon school entry, formal assessments are carried out using the WIAT Spelling and WRAT 4 Maths components. The WRAT4 / WIAT-III-T is also used and administered where deemed appropriate. All of this information gathered along with teacher observations, are taken into account when identifying SEN students as they arise.

Access to Special Education - The following students may be selected for Special Education Needs support in our school:

- A student who has had a psychological assessment which recommends Special Education teaching.
- A student who has a Specific Learning Difficulty or a Mild Learning Difficulty.
- A student who received Special Education support in Primary School.
- A student identified from Primary Sten Scores.
- A student identified from CAT 4 Scores.
- A student identified by their teachers as having difficulty with one or more of their subjects (Referral System).
- A student with emotional or behavioural difficulties.
- A student from a minority background (EAL; Cultural).
- A student with physical difficulties.
- A student with a visual / hearing impairment.
- Exceptionally able students

Monitoring and Tracking - All students with identified special educational needs have a Student Support File (SSF) which facilitates the tracking and monitoring of specific targets and progress including specific interventions, levels of support, assessments and referrals. These SSFs are reviewed annually. SSFs are stored digitally on a shared Drive and a hard copy is stored in each student file.

Models of SEN Support - The NEPS Continuum of Support is used as a framework to provide support to all students with SEN. The support provided is based on the nature and extent of their individual needs and is reviewed annually. (See Appendix 1)

- Resource classes and learning support are offered and can include both academic, behavioural and social and emotional support through various models of co-teaching, in class support (SNA), 1:1 support, small group support, differentiation, literacy and numeracy support and subject specific support.
- The period of intervention recommended for each student is dependent on the nature and the extent of their individual need. The duration of provision is varied and is reviewed throughout the intervention. There are cases where support is needed on a short-term basis, after which the student is in a position to recommence with the regular curriculum. All decisions in this regard are discussed with the parents/guardians, class teachers, the student, Principal and Guidance Counsellor.

Access to the Curriculum - All students are provided with the opportunity to access the mainstream curriculum and students' needs are supported with advice in relation to optional subjects.

- Students exempt from the study of Irish and French attend resource classes during this time.
- For students who do not meet the criteria for exemption but do require intervention and support, resource and learning support is arranged to best support each individual student. The students are withdrawn from RE classes so that this support can be provided.

Access to Resources - All school facilities and resources are available to our SEN students.

- SEN teachers and students have access to approximately four resource rooms. One room has a number of stand alone computers while three rooms have an overhead projector.
- The SEN Department has their own dedicated chromebook trolley which contains 15 chromebooks.
- There is also one Computer Room in the school and it is utilised to cater for any student wishing to engage in ICT and follow a typing programme.
- All mainstream classrooms have PCs and overhead projectors.
- Ardscoil Mhuire has licensing for Spellzone, Accelerated Reader and Mangahigh (maths programme).
- Students in receipt of learning support have access to various literacy, numeracy and social and emotional resources.
- The SEN Team budget for new programmes and interventions each academic year.

Examinations (in house, SEC exams) - Reasonable accommodations for both in house and state examinations are provided based on the students' individual needs.

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- Applications will be made to the State Examinations Commission for RACE provision for students with SEN who are sitting the Junior and Leaving Certificate examinations in June.
- Where there is no doubt that RACE will not be granted, accommodations are provided to those students only during in house exams.
- In order to promote success amongst our SEN students a 30% success rate is built into all house exams for Junior Cycle using various question types to mirror the state exams.
- Teachers will use their professional judgement when setting class tests. They may opt to test a student verbally or differentiate appropriately.

Ratification:

This revised policy was brought to the Board of Management for review and ratification on the 23rd of February 2023.

Review:

The review process of the Special Educational Needs Policy, with all stakeholders, will take place in January 2024.

Signed: _____

Sr. Ena Quinlan
Chairperson
Board of Management

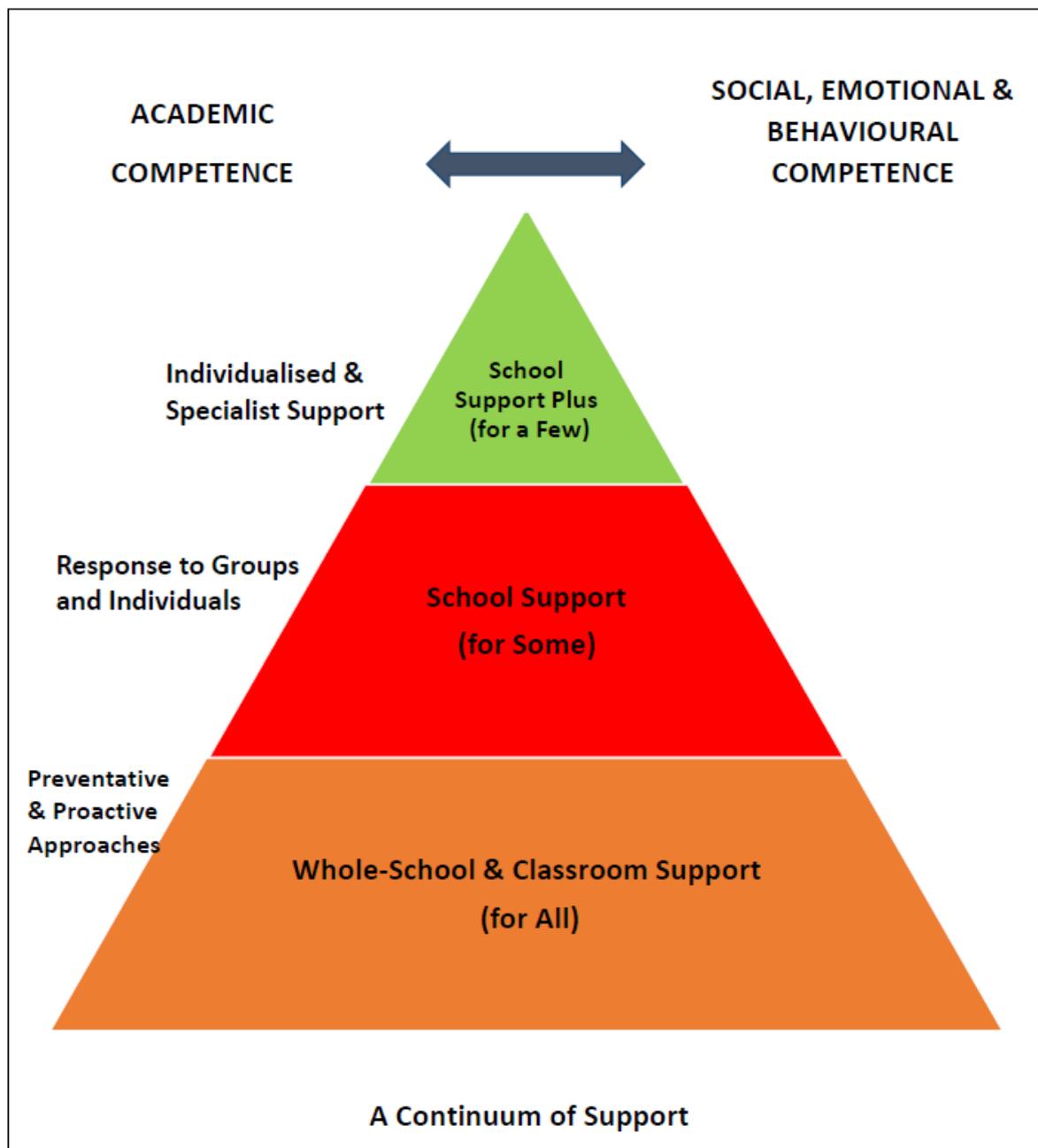
Date: _____

Reviewed on: _____

Date of Review _____

Appendix 1: NEPS Continuum of Support:

The Department has set out the Continuum of Support framework to assist schools in identifying and responding to students' needs. This framework recognises that special educational needs occur along a continuum, ranging from mild to severe and from transient to long term and that students require different levels of support depending on their identified educational needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support and that they are informed by careful monitoring of progress.



Support for All

In post primary schools the emphasis is on whole school approaches to developing best practices in responding to the needs of all students (Support for ALL). At this stage, the school will be identifying those students who may be of concern, through screening and information gathering, especially during First Year intake.

The focus in Support for All is on preventative approaches and identifying needs through whole school systems. Interventions at this level arise directly from the information

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gathered. Interventions will tend to be local, specific and relatively low key. For example, a student who is having difficulty settling might be supported by the class tutor etc.

Additionally, students about whom there are significant concerns may be discussed at the SEN weekly meetings and interventions that address the needs of groups of students, or individual students.

Support for Some

While most students' initial needs will be met through interventions at the Support for All level, in some cases these are not sufficient to fully meet the student's educational needs. In post primary, the decision to draw up a support plan may follow actions already taken at the Support for All phase, such as a meeting of the SEN Team, or the outcome of school-based screening and monitoring.

Teachers and parents/guardians will then share and record ongoing concerns regarding the student's progress in school, as well as noting the student's strengths and weaknesses. Diagnostic assessment and observation of the student's learning and/or behavioural/emotional/social skills will be carried out. The support plan is drawn up and signed by the teachers involved and the parents/guardians and implemented for an agreed time span. The plan will be reviewed on an ongoing basis.

Support for Few

The Support for Few process will be initiated if, in reviewing the support plan, it is agreed that the student is not making adequate progress, despite best efforts. This process will generally involve external professionals and support services in a more detailed problem solving process. It is expected that the students who are receiving support at this level, will be those with the greatest need.

Appendix 2: Category of Special Educational Needs

Physical Disability
Hearing Impairment
Visual Impairment
Emotional Disturbance
Severe Emotional Disturbance
Borderline Mild General Learning Disability
Mild General Learning Disability
Severe/Profound General Learning Disability
Autism/ Autistic Spectrum Disorders
Specific Learning Disability
Assessed Syndrome
Specific Speech and Language Disorder
Multiple Disabilities

Appendix 3: Student Support File

- The Student Support File (SSF) allows the school to track the student's pathway through the Continuum of Support.
- The SSF allows the school to document the student's progress and needs over time.
- The SSF ensures the continuity of support for a student, including transition from primary to post-primary school.
- The SSF encourages parental collaboration and parental engagement in the student's learning.
- The SSF assists schools in providing an appropriate level of support to students, in line with their level of need.
- The SSF keeps together all the information about the support of the student: information gathered, plans and interventions, consultations and reviews.

Student Support File

Ardscoil Mhuire



Private and confidential and without prejudice

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Name	
Date of Birth	
Class	
Date File Opened	
SNA Access	
Year Head	
Class Teacher	
Resource Teacher	
Resource Hours	

Background Information:

Assessments:

External Assessments

Assessment Type	Date	Results

School Based Assessments

Assessment Type	Date	Results

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Log of Actions:

Date	Action

Support Plan

Name	
Class	
Age	
Date File Opened	
Date File Reviewed	

Summary of Abilities, Skills, Talents and Interests:

--

Summary of Learning Needs:

Social Skills
Life Skills
Literacy
Numeracy
Communication
Other

Priority Learning Needs:

Area of Need	Description of Need

Specific Learning Targets:

Target: (area of need)	
Personnel Involved	
Strategies	
Outcome	

Target: (area of need)	
Personnel Involved	
Strategies	
Outcome	

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Target: (area of need)	
Personnel Involved	
Strategies	
Outcome	

Target: (area of need)	
Personnel Involved	
Strategies	
Outcome	

This SSF has been devised, contributed to and agreed by all parties concerned and will be reviewed _____.

Signed:

_____ Parent/Guardian

_____ Resource Teacher/s

_____ Principal

Support Plan Review

Student Name	
Date of Review	
Present at Review	

What areas of the review have been most successful and why?

Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?

Have the student's needs changed since the start of the plan, and if so how?

Recommended future actions – *what, how, who, when?*

Any comments from the student?

Any comments from the parent(s)/guardian(s) comment?

Signature of parent:

Signature of teacher:

Appendix 4: School Provision Plan

Appendix 5: Links with outside Agencies and Services

The school works with a significant number of outside agencies. These include:

- Special Educational Needs Support Service
- National Education Psychology Service
- National Council for Special Education
- State Examinations Commission
- National Behaviour Support Service
- School Completion Programme
- National Education and Welfare Board
- HSE Social Worker teams
- LCA Support Service
- LCVP Support Service
- Visiting Teacher Service as appropriate.
- General Practitioners
- Clinical Psychologists
- CAMHS
- Tulsa
- Social Workers
- Occupational Therapists
- Special Educational teacher
- Registrars – psychiatric
- Youth Liaison Workers
- Nursing Managers
- Consultant Paediatric Psychiatrist
- Educational Psychologists
- Psychiatrists
- Consultant paediatricians
- Foster care
- Physiotherapists
- Speech & Language Therapists HSE and University of Limerick Speech & Language Department initiatives
- College & University Student Support Services (DARE & HEAR)
- Dyslexia Association of Ireland

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- Aspire (Asperger's support)
- Association for Higher Education Access and Disability
- National Council for the Blind of Ireland
- National Council for the Deaf
- National Braille Production Service
- Irish Learning Support Teachers Association
- Irish Association of Special Education Teachers
- The Dyspraxia Association
- Autism Support Services
- National Learning network (NLN)

This list is not exhaustive and the school will further develop links with outside agencies as the needs of the students dictate.

Appendix 6: Student Referral Form

Student Support Referral Form

Private and Confidential



Name of Student	
Class	
Year	

State how you know the student:

Is it a learning or behavioural concern (please tick one)?

- Learning _____
- Behaviour _____
- Emotional _____

Reason for concern:

Signed: _____ Date: _____

Appendix 7: Additional Needs Questionnaire

<h2 style="text-align: center;">Additional Needs Questionnaire Form 2023</h2>

Please complete this form and return with the necessary documents to the school at the Incoming First Year Registration evening on the 21st of February 2023.

Pupil's Name: _____

Date of Birth: _____

Primary School: _____

Has your daughter attended **Resource or Learning Support** in Primary School for support in **Maths and/or English/other subject**?

No _____ Yes _____

Class	Yes/No
Junior Infants	
Senior Infants	
1st Class	
2nd Class	
3rd Class	
4th Class	
5th Class	
6th Class	

Has your daughter studied Irish throughout Primary School? Yes _____ No _____

Has your daughter an Official Exemption in Irish? Yes _____ No _____

(If your daughter is exempt from Irish please enclose a copy of her Exemption Certificate issued by the Primary School.)

PTO

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Has your daughter been assessed in the Primary School or Privately by any of the following people/organisations?

1. Educational Psychologist Yes _____ NO _____
2. Speech and Language Therapist Yes _____ NO _____
3. Occupational Therapist Yes _____ NO _____
4. Clinical Psychologist -
(CAMHS, Blackberry Park, ASD Referral) Yes _____ NO _____
5. Any other additional therapist/therapy/CAMHS/Mental Health Supports?
Please give details:

Has your daughter received any **professional diagnosis in the Report?** Yes ____ No ____

If yes please specify: (For example: Dyslexia, Speech and Language, Autism, Aspergers)

Please forward any Professional Reports you have received (see above list), to allow us to process your daughter's application.

All of this information will be held in strictest confidence. The only reason this information is requested is to support your daughter's transfer to 2nd Level education at Árdcoil Mhuire, Corbally and ensure that all necessary preparations are in place for her arrival in 2023.

I consent to any information regarding my daughter's additional needs be forwarded to Ardscoil Mhuire by myself, or the Primary School she attends.

Pupil's Name: _____

Parent/Guardian: _____

Date: _____

