

## Race Applications For State Exams

- Each year the SEN Department applies for reasonable accommodations for State examinations in conjunction with the Principal, the Deputy Principal, SEN Team and guidance counsellor.
- **Key Dates:** In May of fifth year for Leaving Certificate students and in November of third year for Junior Cert students.
- Parents may be requested to update professional reports for students with learning needs to assist in this application process.



**N.B Note: Does your son have an exemption from Irish or modern languages?** An exemption is granted when a child fails to attain adequate levels in basic language skills in mother tongue. The eligibility grounds for the exemption from the study of Irish are set out in Circular M10/94 (DES). A pupil can only be granted an exemption by a psychologist who will provide a supplementary letter stating why they are recommending it. Please check the psychologist report to check if an exemption has been granted or check the DES website [www.des.ie](http://www.des.ie)

## Special Needs Department Assessments Currently in Use:



- **Entrance Test (CAT Test):** Cognitive Abilities Test
- **GRT:** Group reading Test
- **WIAT:** Wechsler Individual Achievement Test
- **WRAT:** Wide Range Achievement Test
- **Maths Competency/Progress in Maths Test**
- **Dyslexia Screener Test**
- **Dyscalculia Screener Test**

## CHECKLIST

Has your son

- Received any additional support in primary school?
- Been granted an Irish exemption?
- Had a psychologist assessment?
- Has access to an SNA?



- **IF SO, PLEASE ENSURE THAT ALL RELEVANT DOCUMENTATION IN RELATION TO YOUR SON'S NEEDS ARE SENT TO THE SEN DEPARTMENT BEFORE FRIDAY 5<sup>TH</sup> FEBRUARY DEADLINE.**
- **ENTRANCE EXAM SAT JANUARY 30<sup>TH</sup>**

## IMPORTANT ABBREVIATIONS

- **SEN:** Special Educational Needs
- **SENO:** Special Educational Needs Organiser
- **SNA:** Special Needs Assistant
- **DES:** Department of Education and Science
- **NCSE:** National Council for Special Education
- **NDA:** National Disability Authority
- **NCCA:** National Council for Curriculum and Assessment
- **NEWB:** National Education Welfare Board
- **NCTE:** National Council for Technology in Education
- **HEAR:** Higher Education Access Route
- **SEC:** State Examinations Commission
- **AHEAD:** Assistance for Higher Education Access & Disability
- **NEPS:** National Educational Psychologist Service
- **SESS:** Special Education Support Service
- **RACE:** Reasonable Accommodations Centre for Education
- **DARE:** Disability Access Route to Education
- **SLD:** Specific Learning Difficulty
- **ADHD:** Attention Deficit Hyperactivity Disorder
- **ASD:** Autistic Spectrum Disorder
- **EBD:** Emotional Behaviour Disorder
- **ODD:** Oppositional Defiant Disorder
- **MGLD:** Mild General Learning Difficulty

## Special Educational Needs Department



## Special Educational Needs



- Special Educational Needs has been defined 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” (Government of Ireland, 2004b, section 1).**
- Students with SEN receive support in post-primary schools through additional state funded teaching support (resource hours) or through the allocation of a DES funded learning support position. The criteria used to determine whether a student has a special educational need and is eligible for DES funded hours is set out in various government circulars available on [www.education.ie](http://www.education.ie) or [www.ncse.ie](http://www.ncse.ie)

## Transition from primary to post-primary school



- Parents of children play a crucial role in identifying and supporting their son's needs.
- The transition from primary school to secondary school is daunting for both the pupils and their parents.
- **It is essential that all key information regarding your son's special educational needs is given to the SEN Department.**

## Applying for Resource Teaching Hours

- The Special Education Needs Department has been set up to support students who have been diagnosed with a learning need that falls within the DES guidelines.
- Applications for teaching support hours are applied for on an individual basis through the SENO assigned to the school by the NCSE.
- Applications are made in February and in October. **It is crucial for all relevant information/documentation in relation to your son's needs is received by Friday February 5th in order to apply for Resource Teaching hours**
- This then means that support classes can be put in place for September.



## Overview of the SEN Department

- There are currently over 170 pupils on the SEN Register in St Mary's CBS.
- There are over nine teachers & three SNA's working in this Department
- We support pupils across a number of subject areas to include, literacy (English), numeracy (Maths), Geography, History, Irish, Business Studies.
- Team teaching has also been introduced and takes place also across a number of subject areas.



## Student Support

Students are provided with support based on their individual needs and staffing resources. This support can be on a

- **One to One basis**
- **Small Group Basis**
- **Or through Team Teaching**
- Provision may also be made for students who require specific support for a limited period, depending upon the availability of staffing resources within the SEN department.



## Link Support Teacher

- Within the SEN Department, each student will be assigned a link support teacher.
- This teacher will be responsible for meeting your son re-timetable, locker, support classes, assistive technology
- IEP consultation and implementation
- This link teacher will contact each parent and will arrange a meeting during the year to discuss your son's needs and identify any other issues that may be relevant.



## Ongoing Support



- Students with SEN are met at the beginning of each term and depending upon their needs, an individual timetable is set up for them on a one-to-one or small group basis.
- Information is sought from students' mainstream teachers in order to work on particular areas of difficulty.
- The support programme is reviewed in the second term and further targets may be set. Students with allocated additional teaching support hours are given priority in terms of support, followed by students who are taking state examinations.



- Programmes of support also cater for a wide range of students' individualised needs such as study habits, preparation for exams, reviewing work covered in class, additional comprehension of material and emotional support.
- Support is generally provided on a regular basis when a student is exempt from a particular subject or option. Intermittent meetings are arranged for students who are not exempt from a subject.
- All support involves close liaison with the student themselves, their class tutor, year head, guidance counselor, subject teachers and other key staff.
- Parents play an integral part in this support system.