



Coláiste an Eachréidh , Baile Átha an Rí

Polasaí um Riachtanais Speisialta

This policy document aims to outline the form that additional educational support for students with Special Educational Needs (SEN) takes in the school and the philosophy which underpins it.

This policy should be viewed as a working document and be reviewed on an annual basis.

1. Scope of the Policy

This policy applies to all students attending Coláiste an Eachréidh and who have special educational needs.

2. INCLUSION

Coláiste an Eachréidh welcomes pupils with Special Education Needs (SEN) and recognises that as stated in the EPSEN Act (2004)

“The education of people with SEN shall take place in an inclusive environment with those who do not have such needs”,

This policy bases its rationale on the principles laid out in the EPSEN Act which also states

“People with SEN shall have the same right to avail of and benefit from, appropriate education as do their peers”, and

“That people with SEN leave school with the skills necessary to participate, to the level of their capacity, in an inclusive way in the social and economic activities of society and to live independent and fulfilled lives.”

Tuigtear i gColáiste an Eachréidh an tábhacht a bhaineann le fadhbanna foghlama agus riachtanais speisialta a aithint chomh luath agus is féidir sa chóras oideachais agus chuige sin déanaimid gach iarracht a chinntiú go dtugtar an tacaíocht chuí do na daltaí ar fad atá faoinár gcúram, go háirithe iad siúd a bhfuil fadhbanna foghlama nó riachtanais speisialta acu.

Tá gach duine sa chomhluadar scoile luachmhar agus tá sé tábhachtach go bhfaigheann gach duine seans barr a chumais féin a bhaint amach. Tuigeann an scoil go bhfuil difríochtaí idir dhaltaí agus go gcuireann na difríochtaí sin le saibhreas agus le h-éagsúlacht an chomhluadair scoile. Is fearrde pobal an Choláiste gach uile dalta sa scoil. Tá an polasaí seo ag teacht le sainmheon an Choláiste mar atá leagtha síos in Ráiteas Misean an Choláiste :

‘I gColáiste an Eachréidh déantar gach dícheall timpeallacht thaitneamhach, shlán, shábháilte a chur ar fáil ina ndéantar oideachas trí mheán na Gaeilge a sholáthar. Dírítear aird ar fhorbairt acadúil, shóisialta agus chultúrtha na scoláirí agus déantar gach iarracht iad a oiliúnt le bheith ina saoránaigh measúla, réasúnacha, fíúntacha.’

3. Aims and Objectives

Tá sé de dhualgas orainn ár bhfreagrachtaí faoin Acht Oideachais 1998, an tAcht um Stádas Comhionann 2000&2004, an tAcht Oideachais (Leas)2000, agus an t-Acht Oideachais do Dhaoine le Riachtanais Speisialta Oideachais 2004 (EPSSEN) a chomhlíonadh.

As set out in these acts, Coláiste an Eachréidh aims to:

- 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 is practicable and having regard to the resources available, a level and quality of education appropriate to the needs and abilities of all students in the school.
- Ensure that students with special educational needs are educated in an inclusive environment, as far as possible.
- 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.
- Provide for the involvement of parents in the education of their children and in the decision making process in relation to their children.
- Co-operate and work closely with the National Council for Special Educational Needs (NCSE) and other agencies with regard to the education of students with special educational needs.
- Ensure that students with special educational needs are identified and provided for in a fair and equitable manner so that their learning potential and their sense of self-worth and dignity is developed and respected.
- Ensure that all members of staff are aware of the special educational needs of students and of the contribution they can make in this area.
- Ensure that special educational needs are not viewed in isolation, but in the context of the whole school and community.
- Ensure that students with special educational needs are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way.
- Set high standards for students with special educational needs and provide them with appropriate guidance, encouraging them to achieve to their full potential.
- Develop staff expertise in supporting students with special educational needs.

- Encourage and foster positive partnerships with parents, in order to achieve appropriate support at school and at home.
- Co-ordinate the advice, guidance and support of other agencies in supporting students with special educational needs.
- Ensure the effective and efficient use of resources.
- Monitor and evaluate the effectiveness of practice in support of students
- With special educational needs.

This policy is drafted in the context of Circular Letters as outlined below and in the context of guidelines published by the Special Educational Needs Support Service, the Education for Persons with Disabilities Bill 2003 as well as guidelines on Individual Education Plan (IEP) Process 2006.

_ M10/94
 _ S70/00
 _ S11/00
 _ M37/03
 _ PPT06/04
 _ M1/05
 _ PP1/05
 _ TESO7/05
 _ TESO8/05
 _ TESO9/05
 _ PPT12/05
 _ M14/05
 _ M23/05

4. CATEGORIES OF SPECIAL EDUCATION NEEDS (SEN)

To date, the school has provided for the following categories of students with Special Educational Needs:

- Learning Support Students
- Mild General Learning Disability
- Emotional / Behavioural Difficulties—ADD/ADHD
- Specific Learning Difficulty—Dyslexia
- Physical disabilities—Dyspraxia
- Hearing impairments
- Sensory Processing Disorder
- Acquired Brain Injury
- ASD [Autism / Autistic Spectrum Disorder (e.g..Aspergers Syndrome)]

In addition to these categories we understand that under *circular 08/02* the following categories of SEN exist also:

- Speech and Language Disorders

- Borderline Mild General Learning Disability
- Moderate General Learning Disability
- Severe / Profound General Learning Disability
- Physical Disabilities
- Special Educational Needs Arising from an Assessed syndromes
- Multiple disabilities
- Visual Impairment

5. Roles and Responsibilities

5 (a) The Role of the Board of Management

- To ensure that all students with learning support/special educational needs are identified and assessed.
- To ensure that the school has a special educational needs policy in place, to monitor the implementation of that policy and to ensure its evaluation.
- To 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.
- To ensure that necessary resources are sought on behalf of students with special educational needs.
- To ensure that a special educational needs co-ordinator(s) is appointed from among the teaching staff.
- To promote the development of positive partnerships with parents and other relevant agencies/personnel and to ensure that parents are informed of their child's special educational needs and how these needs are being met.
- To ensure that parents are consulted with regard to and invited to participate in the making of all significant decisions concerning their child's education.
- To ensure that the Special Educational Needs Policy forms part of the School plan
- To develop a whole school approach to literacy and innumeracy under Section 14 of the Education for Persons with Special Educational Needs Act 2004.
- To ensure that an awareness of special educational needs is inculcated in students in the school.

5 (b) The Role of the Principal

On behalf of the Board of management of Coláiste an Eachréidh the Principal has responsibility for all aspects of the day-to-day management of policy and provision for students with special educational needs. The Principal may delegate certain functions to

appropriate teachers (as outlined in Section 18 of the Education of Persons with Special Educational Needs Act 2004).

- To appoint a Special Educational Needs Co-ordinator(s) from amongst the staff and to work closely with the co-ordinator(s).
- In consultation with the Special Needs Co-ordinator(s) ensure that an Individual Education Plan is prepared for relevant students in the given timeframe (e.g . one month from the date of issue of an appropriate assessment)
- On drafting and/or reviewing such plans, the Principal shall ensure that cognisance is taken, at the appropriate time, of the needs of the student to continue his/her education or training on becoming an adult.
- To inform the Board of Management of issues, which are relevant to special educational needs.
- In consultation with the Special Educational Needs Co-ordinator(s) and other relevant personnel to liaise with the Department of Education and Science regarding needs and provision. This also includes applications for reasonable accommodations and exemptions in relation to state examinations as well as assessments.
- To ensure the effective and efficient use of resources, including the allocation of resource hours and funds.
- To establish a '*Special Needs Support Team*' with a specific remit to ensure identification of and support for students with special educational needs.
- To promote a whole school approach to special educational need, make all staff aware of their responsibilities in this area and to facilitate appropriate staff development in this area.
- To promote the development of positive partnerships with parents of students with special educational needs.
- To ensure that procedures exist for consultation with feeder primary schools with regard to the enrolment of new students with special educational needs.

5 (c) The Role of the Special Educational Needs Support Team

The Special Educational Needs support team:-

- Principal/Deputy Principal - Brian Ó Maoilchiaraín, Seán Ó Mainnín
- Resource Teacher/ Learning Support Teacher(s)- Marie Uí Dhufaigh & Siobhan Uí Chuinneagáin
- Oidí Ranga

Through the work of the Special Educational Needs Support team the school endeavours to create a whole school ownership in the management of Special Educational Needs. The SEN Support team play a key role in the evaluation of practice and procedures relating to Special Educational Needs.

The Coláiste acknowledges that it is particularly important to continually review and develop its practices in relation to:

Accessing relevant information about all our intake of students

How assessment data results are used, including the Cognitive Ability Tests & DAT Scores

Literacy and Numeracy Testing for Junior Cycle students

Accommodation for More Able students

5 (d) The Role of the Special Educational Needs Co-ordinators

At Coláiste an Eachréidh we currently have two qualified teachers, Diploma in SEN -Marie Uí Dhufaigh & Siobhan Uí Chuinneagáin, both teachers also teach mainstream subjects. In addition, the Coláiste utilises other Subject Teachers to provide additional ‘in class support’ hours. Both teachers are currently acting in a joint role as the Special Educational Needs Co-ordinator.

The Special Educational Needs Co-ordinator drafts a timetable of ‘in-class support’ teachers for each student allocated resource hours. The name of the allocated resource teacher is included on this timetable, and this timetable is available for all teaching staff to view on a secure shared folder on the school system.

The Resource teacher also has a responsibility for meeting and advising parents and meeting with relevant professionals.

Duties attached to the post include:

- Individual Education Plan (IEP) Co-ordination. These duties are reviewed regularly and may change to ensure the priority needs of the Special Needs Support Team are met.
- As part of the induction process at the beginning of the School Year the SEN Co-ordinator(s) will brief and update the staff.

Individual Education Plans

Individualised Education Plan (IEP)

IEP includes:

- Personal/Background details
- Educational details (primary school details / assessment and learning support details)
- Nature & Degree of Special Educational Needs
- How those needs affect educational development
- Formal test results
- General profile based on formal/informal assessment e.g.
 - Literacy and numeracy skills

- Social and Communication skills
- Ability to keep class rules
- Abilities Skills and Interests
- Exam supports needed
- Support services involved
- Relevant documentation is also attached to the Plan

Individual Learning Programme (ILP)

Following the establishment of the IEP / Pupil Profile, the SEN teachers draw up a practical programme of work. This programme of work sets out the short-term targets needed to meet the students learning needs as detailed in the IEP. Class teachers and SNA have input into these programmes. It is our hope that parents become part of the ILP process also.

An ILP is written for every student in Resource/Learning Support every term and a copy is available in each individual student's file.

Each scheme of work includes:

- Targets
- Strategies/Resources used
- Progress/Outcomes

The IEP forms part of the ILP

5 (e) The Role of the Subject Teachers

At Coláiste an Eachréidh the academic progress of students throughout the school rests in the first instance with the subject teacher. In order to ensure that as a school we meet the needs of all our students subject teachers are encouraged to:

- Be aware of the School's policy and procedures (as outlined in this document) for dealing with students with special educational needs.
- Seek advice from the Special Needs Support Team regarding students with special educational needs.
- Take responsibility for their own continuous professional development particularly with regard to common difficulties e.g. Dyslexia & Specific Language difficulties
- Develop an attitude of ownership to the education of students in their classes with Special Educational Needs.
- Where a student has an SNA the subject teacher should plan how to most effectively engage the SNA in consultation with the resource teacher or the SEN Co-ordinator(s).
- Support/encourage independence in the student. This is particularly important for Senior Cycle students.

Subject teachers must have due regard to the rights of students with special educational needs. The school recognises that it is the professional duty of each subject teacher to support these students using the strategies, which will have been made available to them.

5 (f) The Role of the Learning Support / Resource Teacher

According to Circular 08/02 the Role of the Resource teacher is to provide support for children with special educational needs as listed in the circular. The Resource teacher has responsibility for

- assessing and recording students' needs and progress,
- setting specific targets,
- Assisting teachers in adopting the curriculum (The resource teacher when appropriate can provide advice to subject teachers as to the teaching methodologies best suited to that student.)
- At times withdrawal from the classroom may not be the most appropriate means of supporting the student. In these instances the resource teacher and the subject teacher may decide that '*in-class support*' would have a greater educational benefit.
- The resource teacher provides direct teaching to a student with special educational needs either to reinforce the teaching that takes place in the classroom or to improve upon the core skills that may be necessary to successfully access the second level curriculum.

According to (*Learning Support Guidelines 2000*) the role of the **Learning Support teacher** is to support and remediate the **literacy and numeracy** needs of students. The Learning Support teacher has responsibility for

- Diagnostic assessment of learning support students at regular intervals, so as to discover where they are now, how have they progressed and decide (in collaboration with other relevant parties) how a student's progress should and can be furthered.
- Programme planning,
- Consultation with parents, teachers and pupils,
- Communication with whole staff
- Teaching, monitoring and evaluating students' progress.

The Resource/Learning Support teachers and subject teachers should work in partnership ensuring that students are supported as effectively as possible.

5 (g) The Role of the Special Needs Assistant (SNA)

The Special Needs Assistant provides care assistance to named students who have special educational needs. They make a valuable contribution to the schools capacity to provide inclusive education to these students.

The Special Needs Support Team work collaboratively with subject teachers in devising an appropriate strategy plan for a student with special educational needs. The SNA is made

aware of this plan and given guidance on their role in the successful implementation of this plan.

The Special Needs Assistant plays an important role in the health and safety of the student and in their social, emotional and educational development. It is important that the Special Needs Assistant supports student participation in school life without developing a culture of dependency.

The duties of the Special Needs Assistants involve tasks of a non-teaching nature such as:

- Attending both Staff and Departmental meetings when appropriate.
- Assisting / escorting students on school trips.
- Giving special assistance as necessary for students with particular difficulties e.g. helping special needs students with typing, writing or other use of equipment.
- Assisting with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the student.
- Assisting with examinations (if appropriate).
- Assisting the teachers in the supervision of pupils during assembly, recreation and in movement from one classroom to another.
- Accompanying individual or small groups who may be withdrawn temporarily from the classroom. A Special Needs Assistant should not be asked to withdraw a student from a classroom unless this is a strategy that has been agreed by the Special Needs Support Team. In such instances teachers will have been informed.
- General assistance of the subject teacher, under the direction of the Principal/Deputy Principal of a non-teaching nature. Special Needs Assistants may not act as either substitute or temporary teachers. In no circumstances may they be left in sole charge of a class.
- Participation with school development planning, where appropriate, and co-operation with any such changes with policies and practices arising from the school development process.
- Engagement with parents of special needs pupils in both formal and informal structures as required and directed by school management.
- Other appropriate duties as may be determined by the needs of the pupils and the school.

Special Needs Assistants may be re-assigned to other appropriate work when special needs students are absent or when particularly urgent work demands arise.

- Special Needs Assistants are expected to treat all matters relating to school business and their work, as strictly confidential.

6 (a) Transfer from Primary School

Prior to entry to Coláiste an Eachréidh the Special Needs Coordinators / The Principal contact the feeder Primary Schools. The school sees this liaison as an important step in ensuring proper identification of students with special educational needs and the continuity of provision for them.

Where possible, visits are arranged for students with special educational needs prior to their transfer to Coláiste an Eachréidh.

Information received from the Primary Schools and parents coupled with the results of the Cognitive Ability Tests help the school identify those students who may need additional support at Secondary School level.

A student who has been sanctioned Resource hours by the Department of Education at Primary School will not automatically have this entitlement on transfer to Secondary school. A new application is made, however applications are not always successful.

To support the transfer of all students to Coláiste an Eachréidh there is a comprehensive Induction programme.

All First Year teachers are briefed on matters relating to the students they are going to teach or come into contact with. Clearly the extent to which individual teachers are given confidential information is a sensitive matter. It is however important that teachers have as much information as possible regarding the students they teach if they are to contribute towards the best possible learning environment for them.

6 (b) Students transferring into other Year Groups

When a student is accepted into Coláiste an Eachréidh to join a year group other than First Year information is sought from their previous school as set out in the Coláiste Enrolment Policy. This information is passed to the Year Head and the Special Needs Co-ordinator if appropriate.

7. Identification of Students with Special Educational Needs

School Based Identification:

The education of students throughout the school rests in the first instance with the subject teacher. Each teacher should be aware of which students are likely to experience barriers to learning. In many cases a student's needs are resolved through the provision of differentiated work suited to their needs. For those students whose progress continues to cause concern referral to the Special Educational Needs team may be appropriate.

Referral from Subject Teachers to the SEN Team should be made on the Referral Form and should be underpinned by evidence which shows that despite receiving differentiated learning opportunities the student makes little or no progress even when teaching approaches are targeted to a pupil's identified area of weakness.

Having reviewed the documentation and liaised with the relevant staff the Special Educational Needs Support Team may decide that the student's needs do not warrant their involvement.

If the Special Educational Needs Support Team decides that a student would benefit from further intervention they will assess the student informally. Parents are informed and their consent is sought prior to any assessment taking place. The outcome of this assessment will determine what course of action is taken.

The results of the assessment may indicate that a student has not got a learning difficulty. In this case the student's needs are supported through the structures available to all students. These include:

- Mentoring/monitoring by Year Head
- Differentiated work appropriate to their needs
- Review of entry levels for State Examinations
- An agreed referral to an outside agency

If the results of the assessment however indicate that a student has a learning difficulty a decision is made as follows:

- Referral for a Formal Assessment e.g. to NEPS
- Allocation of learning support time (this can be allocated without Department of Education sanctioning using a prioritising system of below 10th percentile)

Parent Referral Process

When a parent notifies the Principal that a student is not benefiting from the regular education programme provided by the school the Principal, with the parents' approval, initiates the administration of the preliminary screening process (as outlined above).

Once the Principal forms the view that the student may have SEN, the Principal will advise the parent in relation to appropriate assessment. The Education for Person's with Special Education Needs Act (2004) states that where an assessment establishes that a student has SEN, the Principal must cause an educational plan to be prepared for the student within one month from the receipt by him/her of the assessment.

An IEP is a process of consultation and collaboration. It identifies a student's current strengths and needs. It sets long and short-term goals, identifies the resources needed and available, sets time limits and evaluates progress at regular intervals. It should also contain an outline of his/her Individual Learning Programme (ILP).

Involvement of Parents

The school regards the partnership with parents as a very important one and is always open and responsive to expressions of concern made by parents. Parents are invited and encouraged to attend any meeting concerning their son/daughter's progress. The Special Educational Needs coordinators are available by appointment to meet with parents regarding concerns. Parents are encouraged to discuss any issues or concerns with the school at the earliest opportunity.

The school recognises its responsibility under Section 14 of the Education for Persons with Special Educational Needs Act 2004 to:

- Inform parents of their child's special educational needs and how those are being met.

- Consult parents with regard to the making of all decisions of a significant nature concerning their child's education and invite them to participate in such decisions.
- The Special Needs Department are in regular contact with the parents of students with special educational needs. This contact can take the form of a meeting or a telephone call.

The Special Needs Support Team endeavours to contact parents at least once each half term. There is one parent -teacher meeting each year where parents have the opportunity to meet with all teachers. The Special Needs team make themselves available to parents on these evenings.

8) Arrangements for Students with Resource/Learning Support

In consideration of the definitions relevant to this policy, as outlined in the Education Act 1998, the Education of Persons with Disability Bill 2003 and the Education of Persons with Special Educational the School considers a student as being in need of **learning support** if he

- Is recognised as being at the 10th percentile or below on a standardised test and following an assessment by the relevant professional personnel.
- Is failing to achieve in school due to specific personal circumstances.

A student is defined as having **special educational needs** if s/he has a **learning/physical difficulty**, which calls for support provision to be made for him/her. This in particular refers to:

- Students with a disability that prevents or hinders them from making use of the educational facilities provided for students of the same age.
- Students, who following the correct identification procedures, have been assessed as special educational needs by an educational psychologist and are sanctioned **resource support**. At present the Department of Education and Science defines this as the 2nd percentile or below and grant hours to these students accordingly.

Organisation of Resource / Learning Support allocations

The school's resource allocation is student dependent and is variable on an annual basis and is set out at the beginning of 1st term by the SEN Support team.

8 (a) Procedures regarding withdrawal/co-operative teaching

In assessing and deciding which students need to be in receipt of supplementary teaching and which students may benefit from support within the mainstream context the following options are considered:

- Team Teaching (to be developed)
- Support Teaching
- Inclusion of SNA in specific classes
- Small group withdrawal
- Individual withdrawal
- Curricular reduction

The period of intervention recommended to each student is dependent on the nature and extent of their individual need. The duration of provision is reviewed at the end of every half term. 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 parents/guardians, class teachers and student.”

The Special Needs Department endeavour to provide a variety of teaching styles and strategies when working with students with special educational needs. These include 1-1 support, team teaching, and small group work.

Team teaching when appropriate is encouraged and the school acknowledge its place in promoting inclusion

The individual needs of the student dictate what type of practice is most appropriate. In deciding how best to support a student in a sympathetic manner the special educational needs team take account of:

- The programme required
- The student’s personality/wishes
- Recommendations from relevant clinicians

8 (b) Students availing of a reduced curriculum

In some circumstances it may be beneficial for a student with special educational needs to avail of reduced curriculum. When resources allow the special needs department will endeavour to formulate the student’s resource timetable to coincide with their reduced curriculum.

8 (c) Reasonable Accommodations

Arrangements at Junior Certificate

Applications for reasonable accommodations are collated and signed off by the school at Junior Certificate level. Applications are based on percentiles as outlined in the guidance.

Arrangements at Leaving Certificate

The School assists parents and students in collating the requested information if they decide to submit an application for Reasonable Accommodations. NEPS considers and decides on the matter. Students may be interviewed as part of the application process.

9. Monitoring, Evaluation, Assessment and Reporting

All students are assessed on an on-going basis. Assessment may be formal, informal, summative or formative.

Formal Assessment

- Incoming First Year students sit the NFER Cognitive Ability Tests (CAT 4) in week two of First Year [WRAT test also administered when needed].
- Students sit house examinations in December and at the end of the school year.
- A monthly continuous assessment grade is reported to parents of Third Year, Fifth Year and Leaving Certificate Students at set dates throughout the school year.

- Students sit Differential Aptitude Tests (DAT) in Transition Year
- Other professionals working with the school may formally assess students with SEN [e.g. WRAT].

Informal Assessment

- End of unit/chapter tests
- In class questioning
- Assessing homework/project work
- The literacy and numeracy skills of students with SEN may be assessed.

The responsibility for many aspects of formal and informal assessments lies in the first instance with the subject teacher. The organisation of the DAT and CAT tests is the responsibility of the Guidance Department who are supported by the SEN support team. Resource/Learning support teachers take responsibility for literacy and numeracy testing of students with SEN.

Using Assessment Data

Assessment data is used to:

- Highlight exceptionally able / less able students
- Profile a class group/year group
- Track student progress

Recording Assessment Data

Teachers record assessment marks both formal and informal in the Teacher Planner provided by the school each year and on the School administration system. House examination results in December and summer and Tuairiscí Míosúla are recorded on the school VS Ware administration system and reported to parents.

Recording Assessment Data

The SEN support team maintain files on the students with whom they work (Learning Support and Resource students). Included in these files are any additional assessments that the students may have taken.

The school is aware that some assessment material is of a sensitive nature and therefore it is treated confidentially and only made available to appropriate personnel. Relevant information is disseminated as appropriate by the SEN team.

Monitoring Arrangements

The responsibility for monitoring student progress lies in the first instance with the subject teacher. Subject teachers may liaise with Subject co-ordinators and/or Class Tutors if they have a concern about a student in their group. If a student has been identified as having Special Educational Needs the SEN support team will also play a key role in monitoring student progress.

Evaluation

The successes of any intervention strategies are monitored on an on-going basis through formal and informal assessment. The SEN department consult with students, parents, teacher and class tutors in the formulation and review of Individual Education Plans.

10. Involvement of Students

The School believes that achievements are maximised when students take ownership of their learning.

The Special Educational needs department fully involve students in skills audits and discussions around their disability. Students in the Senior Cycle are particularly encouraged to adopt a proactive and independent approach to their studies.

11. Links with Outside Agencies and Services

The school aims to develop more links with agencies such as:

- Special Educational Needs Support Service (SESS)
- National Education Psychology Service (NEPS)
- Special Council for Special Education (SCSE)
- State Examination Commission
- Special Educational Needs office
- Education and Welfare office
- HSE Social Worker team
- LCVP Support Service
- Visiting Teacher Service
- **HSE** to include: Psychologists , Psychiatrists , Consultant paediatricians , Foster care , Occupational Therapists , Physiotherapists , Speech & Language Therapists
- College & University Student Support Services
- Dyslexia Association of Ireland
- Aspire (Aspersers 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

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

Faomhaithe ag an mBord ar 17 Meitheamh 2014

Athbhreithniú: mar is gá, ach tráth nach déanaí ná Meitheamh 2016

Sínithe:


Pádraig Ó Suilleabháin (Cathaoirleach)



