

Cuan Slán

Boyne Community School

Admissions Policy for the Cuan Slán 2018-2021

Introduction.

The Board of Management (BOM) for Boyne Community School has developed this policy for the Cuan Slán in conjunction with the overall policy for the school. All relevant sections of the main policy are therefore applicable to the policy for the Autistic Spectrum class, e.g. Code of Behaviour, Selection Criteria, Eligibility for Admission etc.

This policy is set out in accordance with the provisions of the Education Act 1998, and the Education for Persons with a Special Educational Needs Act, 2000 (EPSEN Act, 2000) and the Education Welfare Act 2002. The Board of Management trusts that by so doing parents will be assisted in relation to enrolment matters and that furthermore, the Chairperson of the BOM, and the principal teacher for the school, will be happy to clarify any further matters arising from the policy.

Cuan Slán caters for pupils with a confirmed diagnosis of Autism who have been granted a place in the class by the DES and whose cognitive ability falls within the **Borderline/Mild General Disability Range**.

As Cuan Slán is attached to a mainstream school there is an inherent assumption that children who apply for a place have consistent experience in non specialist main stream classes in primary school. It is therefore an essential requirement that students in Cuan Slán are able to be integrated into main stream.

The school operates an inclusive policy with regard to enrolment and does not favour a particular religious ethos. Both male and female students are eligible to enrol. The school will consider students for enrolment in the age range 13-18. Children enrolled in this class will be facilitated up to and including the year in which their eighteenth birthday falls.

Boyne Community School depends on the grants and teacher resources provided by the Department of Education and Science (DES). The school operates within the regulations laid down, from time to time, by the DES. This school policy shall have regard to the resources and funding available from the DES.

Resources to Cuan Slán.

Cuan Slán has 1.5 allocated teachers and a total of two ILA's. These ILA's may not be specifically allocated to individual children but are assigned to the class.

Additional Support:

Additional support is received from the HSE Speech and Language Therapy Services and from their Occupational Therapy Services. The HSE will liaise with parents who will make the necessary appointments regarding this through the co-ordinator of the unit.

National Educational Psychological Service will also provide support to the unit. The NEPS representative will liaise with the Principal and with the class teacher as necessary.

Procedures for enrolment in the Autism Unit.

The enrolment process for Boyne Community School is by way of written application only. Application forms are available from the school. Enrolment procedures are in line with those specified in the main Admissions Policy of the school and those listed under Special Needs.

Applications will be considered once a month by the Admissions team acting under the direction of the BOM.

All application forms must be accompanied by the following:

- diagnosis by a Psychologist or Psychiatrist of an Autistic Spectrum Disorder/Asperger's Syndrome Disorder, in the Mild/Borderline Range
- a recommendation made by a professional that a placement in a special class/unit is necessary
- report from a Speech and Language Therapist where available,
- report from an Occupational Therapist where available
- a report from a Psychologist on the students cognitive ability/learning profile where available
- other such information as may be deemed relevant/appropriate as determined by the BOM
- a recommendation from a professional for placement in a unit.

Provision of key information by parents and to parents:

The BOM of Boyne Community School will require other information when children are being enrolled in Cuan Slán. Such information will include:

- pupil's name, age and address
- names and addresses of pupil's parents/ guardians
- contact telephone numbers
- contact telephone numbers in case of emergency;

- details of any medical conditions which the school should be aware of;
- religion;
- previous schools attended, if any, and reasons for transfer, if applicable
- any other relevant information (including any such other information as may be prescribed under the Education Welfare Act 2000)
- reports from previous schools attended
- meetings with parents will be timetabled for specified times at regular intervals

Decision-making:

Boyne Community School enrolment policy wishes to make it clear that decisions in relation to applications for enrolment are made by the Admissions team of the school in accordance with school policy and the Education Welfare Act 2000.

The Admissions Team will meet on receipt of all applications for admission to Cuan Slán and will consider all the available documentation in relation to the applicants. The team will make a decision based on the appropriateness and eligibility of the placement.

The unit has 6 places. In the event that applications for enrolment exceeds/is expected to exceed the number of places available the Special Educational Needs Organiser (SENO) will be notified with a view to facilitating the provision of places elsewhere.

At no time will the class size in Cuan Slán exceed 6 places. All other relevant requirements concerning accommodation, such as physical space or the health and welfare of children, will be kept under continuous review.

Following receipt of an application for enrolment to Cuan Slán with accompanying reports, the BOM will assess how the school can meet the needs specified in the report. Where the BOM deems that further resources are required, it will, prior to enrolment, request the National Council for Special Education (NCSE) to provide the resources required to meet the needs of the child as outlined in the psychological or other reports. These resources may include, for example, access to or the provision of any or a combination of the following:

- visiting teacher service
- special needs assistant
- specialised equipment or furniture
- transport services
- additional teaching hours
- additional supervision hours
- other

It may be necessary for the BOM to decide to defer enrolment of a particular student, pending:

- the receipt of an assessment report; and/or
- the provision of appropriate resources by the DES and/or NCSE to meet the needs specified in the Psychological and/or medical report.

Curriculum.

Boyne Community School operates within the parameters of DES regulations and programmes, the rights of the patrons as set on in the Education Act 1998 and the funding and resources available. Cuan Slán supports the principles of:

- inclusiveness
- equality of access and participation in the school
- parental choice in relation to enrolment
- respect for the diversity of values, beliefs, traditions, languages and ways of life in society

Cuan Slán will use the National Curriculum for Post Primary Schools as the teaching framework prescribed by the DES for all students in the class. This may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998). Where appropriate the following areas will be considered:

- behaviour management,
- independent task completion
- social and communication skills

All students will have an Individual Education Plan (IEP) drawn up, subsequent to a period of observation, to address their specific educational needs and subject to review at the end of each term. Parents will be required to be involved in this process.

Core subjects (including literacy and numeracy) will be differentiated to suit the education needs of each student. Language/communication skills development and social skills development will be addressed as part of the education plan and will be subject to the individual students needs. The National Council for Curriculum and Assessment (NCCA) have published draft guidelines for a range of curriculum areas to cater for a range of ability levels. Reference will be made to these guidelines.

A period of observation and baseline assessment (e.g. dynamic, cognitive, adaptive, etc) will follow placement in the class, coordinated by the NEPS psychologist.

Instruction will be given on a one-to-one basis where appropriate and specific teaching methods will be implemented.

The selected goals will be communicated to parents through the communication channels in place.

Educational Arrangements

As mentioned above Cuan Slán will offer all or some of the following tailored to individual need:

- access to the National Curriculum,
- differentiation in pace, style and content of the curriculum as required
- an Individual Education Plan (IEP) which defines teaching objectives relating to the national curriculum and social interaction, communication and lack of flexibility in thinking
- a teaching group no greater than 6 students,
- opportunities for inclusion with age appropriate peers or class group in relation to functional/social activities,
- strategies for management of behaviour
- process and frequency of reviewing and evaluation
- a consistent and structured approach to classroom management and opportunities to participate in all school activities
- pastoral support
- access to multi-agency advice (when/where available) on designing specific IEP strategies to meet objectives,
- regular home school liaison in the form of a communication copybook
- a consistent approach from all staff in the class and the school as a whole.

Length of school day and school year.

School calendar will be similar to calendar for whole school.

Length of school day – Cuan Slán will operate from 8.50 a.m. to 3.55 p.m.

Cuan Slán will operate within the confines of the staff allocation made to the class.

Model of Intervention

Information regarding the various ASD interventions will be added to this policy when the class is in full operation.

Training.

Information regarding the various ASD training schemes will be included as the information becomes available from the Special Education Support Services.

Review Procedures

In the first year of placement the students will have access to a review process each term and thereafter as required. Parents, School Staff, NEPS psychologist and other relevant personnel will be invited to attend the review meeting.

The IEP can be reviewed at the discretion of the Cuan Slán Co-ordinator..

Transition Planning

Admission of students to until be on a phased basis

- Where possible students who have enrolled for a place in the class for the following academic year may attend the class for specified times previous to their admission. This time will be negotiated between the Primary school and Boyne Community School.

Transition to Third Level

- All students transferring from Cuan Slán should have a review carried out by the relevant supports and a transition plan prepared. This class caters for pupils within the age range of 13-18
- Information regarding transition to Third Level can be accessed through the Guidance services in the school.

This policy applies to all applications to the Cuan Slán (Cuan Slán) of Boyne Community School for the year 2018-2021 subject to review.

This policy was received, amended and was ratified by the Board of Management on the.

Chairperson of Board of Management:


6th June 2019