



Dominican College, Taylor's Hill

Special Educational Needs Policy

1. INTRODUCTION

- 1.1 Dominican College is a voluntary secondary school under the trusteeship of Le Chéile. Dominican College endeavours to respond to the educational needs of all the students in the school. It aims to create and sustain a caring, flexible, supportive and safe environment in which staff and students feel valued, motivated and stimulated in their efforts to grow as human beings and to realise their full potential. The school believes that its objectives are best achieved in a safe and secure environment, which, while recognising individual rights and responsibilities, encourages commitment, and shared responsibility for the achievement of excellence and for the common good.
- 1.2 The mission statement of Dominican College states that it strives to '*encourage the development and growth of each individual in the constant search for Truth*'. This policy document seeks to outline how the school will fulfil this mission by assisting students with Special Educational Needs to develop and grow to their full potential.
- 1.3 The Board of Management of Dominican College believes that all children and young adults should be valued equally, irrespective of any individual needs or differences and is committed to making effective provision, by way of partnership with the Department of Education and Skills and other agencies, for those students in its schools who have special educational needs. The school is committed to the highest standards and ensuring that all students achieve to their true abilities in an inclusive environment. All staff must commit to supporting and nurturing students, and to supporting their families and those who work with them, where appropriate. The best possible working practices must be based on respect, trust, honesty and integrity.

2. AIMS AND PRINCIPLES

- 2.1 As set out in The Education Act 1998, The Education for Persons with Special Educational Needs Act 2004 and The Equal Status Acts 2000-2004. The school being guided by the NEPS Continuum of Support and the DES 2007 Inclusion of Students with Special Educational Needs (Post Primary) Guidelines aims to:
- a) Give practical effect to the constitutional rights of children including children who have a disability or who have other special educational needs, as they relate to education
 - b) Provide that, 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 the students enrolled in the school.
 - c) Ensure that people with special educational needs are educated in an inclusive environment, as far as possible.
 - d) Affirm that people with special educational needs have the same right to avail of and benefit from education as children who do not have those needs.
 - e) Provide for the greater involvement of parents in the education of their children and in the decision-making process in relation to their children.
 - f) To ensure that the school works closely with the National Council for Special Education (NCSE) and other agencies with regard to the education of people with special educational needs.
 - g) To ensure that the school does not discriminate in relation to:
 - The admission or the terms and conditions of admission of a student
 - The access of a student to any course, facility or benefit provided
 - Any other term or condition of participation in the school by the student.
- 2.2 To 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.
- 2.3 To ensure that all members of staff are aware of the special educational needs of students and of the contribution they, the staff members, can make in this area.
- 2.4 To ensure that literacy/numeracy is not viewed in isolation, but in the context of the whole school and community.
- 2.5 To ensure that special educational needs is not viewed in isolation, but in the context of the whole school and community.

- 2.6 To ensure that students with special educational needs are offered a broad, balanced, relevant, progressive, continuous and differentiated curriculum and that they are provided for in an inclusive way.
- 2.7 To ensure, in as far as is practicable, that all students, including those with special educational needs, leave school with an adequate level of certification to enable them enter the work place or further education, as appropriate.
- 2.8 To encourage the creation of a caring, welcoming, stable and stimulating environment in the school encouraging each child to develop intellectually, socially, morally, and physically according to their abilities.
- 2.9 To set appropriately high standards for students with special educational needs and to provide them with appropriate guidance, in order to encourage them to achieve to their full potential and to prepare them for their roles as adult members of society.
- 2.10 To ensure that the achievements of students with special educational needs are recognised, celebrated and encouraged.
- 2.11 To develop staff expertise in supporting students with special educational needs.
- 2.12 To encourage and foster positive partnership with parents, in order to achieve appropriate support at school and at home.
- 2.13 To ensure a commitment to informed decision-making based on secure evidence.
- 2.14 To co-ordinate the advice, guidance and support of other agencies in supporting students with special educational needs.
- 2.15 To ensure the effective and efficient use of resources.
- 2.16 To monitor and evaluate the effectiveness of practice in support of students with special educational needs.

3. SCOPE OF THE POLICY

- 3.1 This policy applies to all students attending Dominican College who have special educational needs, either short or long term and to the teachers, staff and management of Dominican College.

4. THE LEGAL CONTEXT

- 4.1 This policy is drafted in the context of the specific provisions and definitions with regard to children with disabilities and special educational needs, and the statutory requirements placed on schools and Boards of Management by:
 - 4.1.1. The Education Act 1998
 - 4.1.2 The Education (Welfare) Act 2000

- 4.1.3 The Education of Persons with Special Educational Needs Act 2004
- 4.1.4 The Equal Status Acts 2000-2004
- 4.1.5 Education for Persons with Disabilities Act (2004).

4.2 This policy is drafted in the context of guidelines published by the Special Education Support Service.

4.3 This policy is drafted in consideration of the Education for Persons with Disabilities Act (2004).

5. DEFINITIONS

5.1 Students with special educational needs should be recognised as individuals who have strengths that can be nurtured and weaknesses that can be supported.

5.2 The statutory definition of “disability” in Section 2(1) of the Education Act 1998 is as follows:

- a) The total or partial loss of a person’s bodily or mental functions, including the loss of a part of the person’s body, or
- b) The presence in the body of organisms causing, or likely to cause, chronic disease or illness, or
- c) The malfunction, malformation or disfigurement of a part of a person’s body, or
- d) A condition or malfunction which results in a person learning differently from a person without the condition or malfunction, or
- e) A condition, illness or disease which affects a person’s thought processes, perception of reality, emotions or judgment or which results in disturbed behaviour.

5.3

5.3.1 Section 1 of the Education of Persons with Disabilities Act 2004 defines a child with Special Educational Needs as a child who, due to a disability, is unable to benefit from an ordinary school programme without special classes or other special educational services.

5.3.4 Section 1 of the Education of Persons with Special Educational Needs Act defines special educational needs in the following terms:

“Special educational needs means in relation to a person, 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...”

- 5.4 In consideration of the statutory definition at 5.2 above Dominican College considers a student as being in need of learning support if she:
- 5.4.1 Is recognised as being at the 10th percentile or below on a standardized test and following a further analysis of the student’s needs by the learning support team.
 - 5.4.2 Is failing to achieve her potential in school due to specific learning difficulties or difficulties in her personal circumstances.
- 5.5 In consideration of the statutory definition at 5.3 above, Dominican College considers a student as having special educational needs if they have a learning/physical difficulty, which calls for support provision to be made for her. This in particular refers to:
- 5.5.1 Students with a disability that prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in Dominican College.
 - 5.5.2 Students, who following the correct identification procedures, have been assessed as special needs by an educational psychologist and are deemed to be entitled to resource support. At present the Department of Education and Skills defines this as the 2nd percentile or below.
- 5.6 Gifted and talented students are those who have outstanding abilities, are capable of high performance and who require differentiated educational programmes (beyond those normally provided by regular school programmes) in order to realise their contribution to self and society. Gifted children are usually, but not always, high achievers. Even when they don't achieve good grades, they tend to score high on achievement tests, most often in the 95-99 percentile range.
- 5.7 The school defines special educational provision as educational provision, which is additional to or otherwise different from the educational provision made generally for students of the same age.

- 5.8 In the context of this policy the term 'Special Educational Needs' shall include students with learning support and resource needs.
- 5.9 In the context of this policy Special Educational Needs Teachers shall include Learning Support and Resource teachers.

6 ROLES AND RESPONSIBILITIES

6.1 Board of Management

- 6.1.1 To ensure that all students with learning support/special educational needs are identified and assessed.
- 6.1.2 To ensure that the school has a comprehensive Special Educational Needs policy in place.
- 6.1.3 To ensure that a broad, balanced, relevant, progressive, continuous and differentiated curriculum is provided in the school to ensure in as far as is practicable 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 and to live independently in their adult lives.
- 6.1.4 To ensure that necessary resources are sought on behalf of students with special educational needs.
- 6.1.5 To ensure that a Special Educational Needs Co-ordinator is appointed from among the teaching staff.
- 6.1.6 To promote the development of positive partnership with parents and other relevant agencies/personnel and to ensure that parents are informed of their child's special educational needs and how those needs are being met.
- 6.1.7 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.
- 6.1.8 To provide professional development for teachers in supporting students with Special Educational Needs.

6.2 The Principal

- 6.2.1 On behalf of the Board of Management the Principal has responsibility for all aspects of the day-to-day management of policy and provision for students with special educational needs. As outlined in Section 18 of the Education for Persons with Special Educational Needs Act 2004, the Principal may delegate certain functions to appropriate teachers.
- 6.2.2 To appoint a Special Educational Needs Co-ordinator from among the teaching staff and to work closely with the co-coordinator.
- 6.2.3 The Principal in consultation with the Special Educational Needs Coordinator shall ensure that an appropriate support plan is prepared for students in receipt of low incident resource hours.
- 6.2.4 To inform the Board of Management of issues, which are relevant to special educational needs.
- 6.2.5 In consultation with the Special Educational Needs Co-ordinator and other relevant personnel to liaise with the Department of Education and Skills regarding needs and provision. This also includes applications for reasonable accommodations and exemptions in relation to state examinations, as well as assessments.
- 6.2.6 To ensure the effective and efficient use of resources, including the allocation of resource hours and funds. This should include equality of access and opportunity for students with special educational needs in terms of well-equipped rooms and other resources.
- 6.2.7 To actively promote a whole school approach to special educational needs and to make all staff aware of their responsibilities in this area.
- 6.2.8 Monitor the implementation of the learning support programme and the selection of students for supplementary teaching.

- 6.2.9 Monitor application by the Learning Support Co-ordinator to the SENO for resource hours for incoming students with special educational needs.

6.3 Deputy Principal

- 6.3.1 Responsible for examination timetables and venues.
6.3.2 Responsible for the organising of readers for in-house exams.

6.4 Special Educational Needs Co-ordinator

- 6.4.1 The strategic role of the Special Educational Needs Coordinator is:
- a) To have an overview of the management of the provision that is being provided in the school.
 - b) To be the first point of contact on behalf of the teachers and Special Needs Assistants when communicating to the Principal re SEN issues.
 - c) To facilitate effective systems of communication between all staff and colleagues involved in the provision.
 - d) To ensure all staff and colleagues involved are working within school policy in relation to special educational needs
 - e) To ensure that school policy and practice has regard for the integrity of the work the staff is doing.
 - f) To ensure that all provision in the school has the effect of integrating the student into a safe, secure, supportive learning environment.
- 6.4.2 To supervise the day-to-day operation of the school's special educational needs policy, and to work closely with and under the overall direction of the school principal.
- 6.4.3 To engage in personal professional development.
- 6.4.4 To liaise with and advise other teachers.
- 6.4.5 To inform staff about SEN students.
- 6.4.6 To meet regularly with the special educational needs team, the guidance counsellor and other relevant personnel, as appropriate.

- 6.4.7 To work with and coordinate Special Needs Assistants under the direction of the Principal.
- 6.4.8 To oversee the records of all students with special educational needs.
- 6.4.9 To liaise with parents of students with special educational needs.
- 6.4.10 To facilitate the in-service needs and training of staff.
- 6.4.11 To ensure the distribution of suitable learning resources and teaching aids, subject to those resources and teaching aids being made available by the Department of Education and Skills or other agencies.
- 6.4.12 To liaise with external agencies including primary schools, National Educational Psychological Service, Health Boards and Voluntary bodies.
- 6.4.13 In consultation with the Principal to ensure that appropriate support plans are in place, as required, and to develop other practices to aid the identification of students with special educational needs.
- 6.4.14 To co-ordinate the provision for students with special educational needs, and keep a register of their needs and provision.
- 6.4.15 To ensure the secure storage of records related to students' special educational needs.
- 6.4.16 To conduct literacy tests with 1st Year students early in the academic year using the NGRT.
- 6.4.17 Analysis of CAT and NGRT results in conjunction with the Guidance Counsellor and other staff.
- 6.4.18 To conduct appropriate Spelling and Maths standardised tests with 1st Year students early in the academic year.

6.4.19 To maintain a record of all screening tests conducted with an indication of where each student lies on the Continuum of Support.

6.5 General Teaching Staff

6.5.1 Has primary responsibility for the progress of all in her/his classes.

6.5.2 To collaborate with the Special Education teacher in identifying pupils who may have general or specific learning disabilities.

6.5.3 To make provision for students with special educational needs in their classes and subject areas.

6.5.4 To attempt as far as possible to differentiate the curriculum appropriately to meet the needs of all pupils within the classroom using a variety of approaches.

6.5.5 To provide suitable learning activities and materials that will ensure success and progress.

6.5.6 To develop a positive ethos in the classroom for fostering an inclusive approach to meeting the educational needs of all students including students with Special Educational Needs.

6.6 Guidance Counsellor

6.6.1 To deal with students emotional and behavioural needs.

6.6.2 To organise the administration and marking of the CAT tests for incoming 1st Year students.

6.6.3 To analyse CAT and NGRT results in conjunction with the SEN Coordinator and other staff.

6.7 Parents

6.7.1 The school recognises the right of parents/guardians of students with special educational needs to be involved in and consulted about the programme of education available to their daughters.

6.7.2 To work in positive partnership with the school and other agencies

- 6.7.3 To provide the school with all relevant information, ensure regular attendance and support their daughter to participate positively in learning activities.
- 6.7.4 To support and encourage their child in her education.
- 6.7.5 To attend parent-teacher meetings and other meetings as requested by the school.
- 6.7.6 The school has a responsibility under Section 14 of the Education for Persons with Special Educational Needs Act 2004 to:
 - a) Inform parents of their child's special educational needs and how those needs are being met.
 - b) 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.
- 6.7.7 In addition schools have the following responsibilities to parents:
 - a) To develop positive relationships with parents.
 - b) To ensure that parents' views are heard and understood.
 - c) To communicate with parents regularly in relation to their child's progress.

6.7 Special Needs Assistants:

- 6.7.1 Special Needs Assistants (SNAs) work closely with and under the direction of the Principal, the Special Educational Needs Co-ordinator and the individual subject teachers in the implementation of the school's policy as it relates to individual students or groups of students. In particular, SNAs play a very important role in the health and safety of the student/s and in her/their social and emotional development.
- 6.7.2 The Principal in accordance with the guidelines of the Department of Education and Skills assigns the duties of Special Needs Assistants.
- 6.7.3 Their work should be supervised either by the Principal or by the Special Needs Coordinator or by a relevant subject teacher.

- 6.7.4 Their duties involve tasks of a non-teaching nature such as:
- Assisting students write, take notes and write down homework etc.
 - Assisting students to board and alight from school buses.
 - Where necessary, travelling as escort on school buses may be required
 - Special assistance as necessary for students with particular difficulties e.g. helping physically disabled students with typing or writing.
 - Assisting with clothing, feeding, toileting and general hygiene.
 - Assisting on out-of-school visits, walks and similar activities.
 - Assisting the teachers in the supervision of students with special educational needs during assembly, recreational and dispersal periods.
 - Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom.
 - Generally assisting the subject teachers, under the direction of the Principal and/or the Special Educational Needs Co-ordinator, with ***duties of a non-teaching nature***
 - Where a Special Needs Assistant has been appointed to assist a school in catering for a specific student, duties should be modified to support the particular needs of the student concerned.

6.7.5 Special Needs Assistants may not act either as substitute or temporary teachers. In no circumstances may they be left in sole charge of a class.

6.7.6 Special Needs Assistants should not have access to student files except under the supervision of the Principal or the Special Needs Coordinator or a relevant subject teacher.

6.8 Special Education and Resource Teachers

6.8.1 Special Education teachers provide diagnostic assessments, monitoring, and advice to teachers, students and parents as well as direct teaching for students who have learning support needs.

6.8.2 The work of the Special Education teacher can be divided into the following key areas:

- a) Assessment and identification of students with special needs
- b) Consultation: Recommending and devising appropriate materials for students in terms of concepts, relevance, readability, layout and presentation; consulting with colleagues on appropriate methodology to help obviate learning barriers; consulting with colleagues to devise a range of teaching and learning strategies; contributing to cross-curricular issues concerned with the broader ideas of learning and teaching throughout the school which will influence school policy.
- c) In-Class Support: In-class support is planned work with a group of children where two or more teachers are working together.
- d) Withdrawal
- e) Liaising with external support services
- f) Participating in staff development: By taking part in the formulation of whole school policy; organising and providing in-service, thus raising staff awareness in relation to relevant issues and theories; working directly with subject departments on curricular development to make the curriculum more accessible and relevant to all students.
- g) Participating in curriculum development
- h) Liaison with Primary Schools
- i) Liaison with parents

6.8.3 Resource teachers provide diagnostic assessments, monitoring, advice as well as direct teaching to students with special educational needs either on an individual or small group basis.

6.8.4 Resource Teachers assist schools in providing support for students with special educational needs by:

- (a) Assessing and recording student needs and progress;
- (b) Setting specific, time-related targets for each student and agreeing these with the subject teacher, principal and/or the Special Educational Needs Coordinator;
- (c) Direct teaching of the student, either in a separate room or within the mainstream class;

- (d) Team-teaching – as deemed appropriate;
- (e) Advising subject teachers in regard to adapting the curriculum, teaching strategies, suitable textbooks, use of Information Technology and suitable software and a range of other related matters;
- (f) Meeting and advising parents, when necessary, accompanied by the subject teacher, principal and/or the Special Needs Coordinator, as necessary;
- (g) Short meetings with other relevant professionals, in the students' interest – e.g. psychologists, speech and language therapists, visiting teachers, special school or special class teachers.

6.8.5 Resource and special education teachers should be involved in the development and delivery, or the organisation of delivery, of Individual Education Plans, and in the context of a whole school approach to the issue.

6.8.6 Learning Support and Resource teachers shall participate, as appropriate in the Special Educational Needs Support Team.

6.9 Role of External Agencies

6.9.1 Every effort is made to accommodate Educational Psychologists, Speech & Language Therapists and other relevant agencies. The school's policy is that the Learning Support Department has access to these agencies and that time is allocated for necessary meetings.

7 INTERNATIONAL STUDENTS WITH ENGLISH LANGUAGE NEEDS

7.1 Dominican College will carefully plan how students from minority ethnic backgrounds with low levels of English are to be taught and integrated.

7.2 The school shall ensure that adequate additional teaching and resource support is applied for and allocated as per the regulations of the Department of Education and Skills in respect of international students.

8 IDENTIFICATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

- 8.1 Dominican College will identify as soon as possible, students with specific learning difficulties that can be supported, or special needs that require adapted intervention.
- 8.2 The identification process will usually involve the following:
 - 8.2.1 Liaison with Primary Schools
 - 8.2.2 Specific section on the admissions/enrolment form
 - 8.2.3 Liaison with parents
 - 8.2.4 Observations by the subject, pastoral care teachers and guidance counsellors, as appropriate.
 - 8.2.5 Formal assessments/testing.

9 ACCESS TO LEARNING SUPPORT

- 9.1 The following groups of students are eligible for Learning Support in Dominican College:
 - 9.1.1 Students with a psychological assessment which recommends Learning Support/Resource teaching.
 - 9.1.2 Students who have a specific or general learning disability.
 - 9.1.3 Students who have a physical disability
 - 9.1.4 Students who have an Autistic Spectrum Disorder / Asperger's Syndrome or other recognised disability.
 - 9.1.5 Students identified in the CAT or NGRT tests as requiring additional support.
 - 9.1.6 Consideration is given where a student's first language is not English.
 - 9.1.7 Consideration is also given to students with emotional and behavioural difficulties.
 - 9.1.8 Students with traveller status.
 - 9.1.9 Students who present with emerging needs will typically move through the levels of support as presented by the Continuum of Support

10 ASSESSMENTS

- 10.1 Students will be assessed as follows:
 - 10.1.1 Standardised testing on entry to the school.
 - 10.1.2 Assessment through teaching in general subject areas.

- 10.1.3 Informal in-house assessment.
- 10.1.4 Follow up assessment and testing relevant to 9.1.1 above.
- 10.1.5 Referral to the National Educational Psychological Service as appropriate.
- 10.1.6 Parental consent must be sought for psychological assessments as per the NEPS model of service.
- 10.1.7 Should parents ask for an assessment to be carried out on their child, the school should make the necessary arrangements for such an assessment.
- 10.1.8 Original records of such assessments shall be maintained in the school as the property of Dominican College and shall not be removed from the school under any circumstances.

11 LEARNING SUPPORT EDUCATION PLANS FOR STUDENTS

11.1 The Principal in consultation with the Special Educational Needs Coordinator and team shall be responsible for the development of an appropriate education plan for students in receipt of low incident resource hours. This plan should include the following:

- a) A description of the nature and degree of the student's abilities, skills and talents
- b) A description of the student's special educational needs and how those impact on her educational development
- c) A description of the present level of educational performance of the student
- d) The special educational provision (staff involved, frequency of support, specific programmes, activities, materials/equipment)
- e) Any other support needs (e.g. medical or counselling)
- f) Monitoring and assessment arrangements
- g) Review date and arrangements.

12 RESOURCES

12.1 Application for Additional Resources:
Dominican College is committed to the provision of human, physical and practical resources in a fair, equitable, open and transparent manner.

12.1 Deployment of Resources

Dominican College will deploy resources in a way that best promotes the students' learning and development, with full accountability for all resources allocated. This includes the deployment of resources for the specific purpose for which they are intended.

13 PARTNERSHIP WITH PARENTS

13.1 Dominican College encourages teachers and parents to work in partnership with each other in the identification of needs, the setting of educational targets and working with the child.

13.2 Dominican College affirms that parents of students with special educational needs will be informed of such needs and how they are being met. In addition parents will be involved in all significant decisions relating to their child's education.

13.3 Dominican College will provide opportunities for parents to discuss progress.

13.4 Wherever possible, students will be included in discussion and decision-making regarding identification, target setting and progress.

14 EXCEPTIONALLY ABLE STUDENTS

14.1 Dominican College accepts that exceptionally able students have particular needs. Therefore, we should ensure that we put in place accurate assessment systems, flexible planning and provision, responsive pastoral supports and monitoring strategies.

14.2 Identification of students with high ability comes from a successful amalgamation of evidence from a variety of sources including assessments and diagnostic tests, observations and class work.

14.3 Exceptionally able students have special educational needs. Because regular schoolwork may not provide sufficient challenge they may experience boredom, which can lead to frustration at school. In

addition, many may feel isolated and uncomfortable with their ability. This can lead to them under-achieving in school in an effort to conform. The school is committed to ensuring that these students are both challenged and supported academically so that they may be given every opportunity to reach their full potential.

15 ACCESS FOR PERSONS WITH PHYSICAL DISABILITIES

- 15.1 Dominican College, wishes to promote understanding of the needs of people with physical disabilities.
- 15.2 Dominican College, wishes to offer equality of opportunity to students with physical disability and to ensure this by constantly reviewing and revising procedures, which may have the effect of being discriminatory.
- 15.3 Dominican College, is committed to educating all students in such a way that discriminatory behaviour of any kind is addressed.
- 15.4 Dominican College is committed to providing for the particular needs of the physically disabled. This must be done in consideration of the availability of essential resources in this area.
- 15.5 Dominican College through the Department of Education and Skills, will strive to have the school site adapted to ensure accessibility for the physically disabled.
- 15.6 School management will recognise the needs of the physically disabled, when designing curricula and drafting timetables.
- 15.7 The Board of Management will support teachers who engage in professional development courses specifically aimed at improving the service they can offer to the physically disabled e.g. Braille etc.

16 DISCRIMINATION ON THE GROUNDS OF DISABILITY

- 16.1 Dominican College concurs with the Special Education Support Service's statement that "the inclusive school prevents and combats discrimination. It is one that respects, values and accommodates diversity across all nine grounds in the equality legislation – gender, marital status,

family status, sexual orientation, religion, age, disability, race and membership of the Traveller community”.

16.2 The Equal Status Acts 2000-2004 set out certain activities that do not constitute discrimination:

- a) Our school may make different arrangements for sport for children on the basis of age, gender or disability if these are reasonably necessary.
- b) Our school will not be considered to discriminate against a student with a disability if compliance with the provisions of the legislation would have a seriously detrimental effect on or make impossible the provision of services to other students.

16.3 In certain circumstances, discrimination on the grounds of disability can occur if there is a failure to do all that is reasonable to accommodate the needs of a person with a disability. If a person with a disability cannot avail of a service without the provision of special treatment or facilities then the service provider may be required to provide such special arrangements if there is only a nominal cost involved. The meaning of ‘nominal cost’ will depend on the circumstances of the individual service provider concerned.

17 SUPPORT FOR STAFF

17.1 The Board of Management is committed to the provision of support for staff in relation to on-going in-service training. This is outlined in the Dominican College *Continuous Professional Development Policy*.

18 REVIEW AND EVALUATION

18.1 The Dominican College SEN team will review this policy at regular intervals.

This policy was reviewed and ratified by the Board of Management of Dominican College on 15th October 2018.