

St. Joseph's Secondary School, Tulla



Special Educational Needs Policy

Academic School Year 2014-2015

## **Mission Statement**

St. Joseph's is a Catholic Secondary School under the trusteeship of Catholic Education an Irish Schools Trust (CEIST). We are a caring community which fosters belonging and self-worth while promoting academic and personal fulfilment.

Within this ethos, the school aspires to a whole school approach to the inclusion of students with Special Educational Needs (SEN), including shared responsibility, effective teaching methods, and inclusive curricula programmes.

## **Aims**

The aims of St. Joseph's Special Educational Needs policy are to:

1. Promote the emotional, social and physical well-being of students by developing self-esteem, personal responsibility and ability to live and work with others.
2. Maintain and develop the sporting and cultural traditions of the community in our students.
3. 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.
4. Ensure that all relationships within the school be imbued with a spirit of care.
5. Develop each individual's talent to the maximum of their potential, especially those with exceptional ability for the benefit of themselves, their community and society at large.
5. Ensure that students with special educational needs are educated in an inclusive environment, as far as possible.
6. Ensure that students with SEN leave school with the life skills that they need to participate in society and to live independent and fulfilled lives.
7. Involve parents in decisions about the education of their children.
8. Enable all students to belong to an educational community without prejudice and within which individual difference is celebrated.

9. 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.

10. 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.

11. Ensure that special educational needs are not viewed in isolation, but in the context of the whole school and community.

12. Develop staff expertise in supporting students with special educational needs.

13. Co-ordinate the advice, guidance and support of other agencies in supporting students with special educational needs.

14. Monitor and evaluate the effectiveness of practice in support of students with special educational needs.

## **Scope of the Policy**

The report of the Special Education Review Committee (SERC) in its definition of pupils with special educational needs included all those with disabilities and/or circumstances which prevent or hinder them from benefiting adequately from the education which is normally provided for pupils of the same age, or for whom the education which can generally be provided in the ordinary classroom is not sufficiently challenging. The report described particular categories of pupils with special educational needs. This policy is intended to serve students with SEN as described above. It is also intended to serve the school community including the Board of Management (BOM), principal, staff and parents. This policy is drafted in the context of guidelines published by the Special Educational Needs Support Service.

## **Rationale**

To ensure that St. Joseph's includes all students of all abilities in its policies and objectives and that the needs of all students are identified and as far as possible provided for. The Education Act of 1998 states in Section 9 that a school shall, "as far as resources permit, ensures that the educational needs of all students, including those with special needs, are identified and provided for." It further states in section 15 that "The Board of Management shall publish the policy of the school concerning admission to and participation in the school and ensure that principles of equality and the right of parents to send their children to a school of the parents' choice are respected." The Equal Status Act of 2000 states that the school as a service provider cannot discriminate on grounds of disability and cannot deny access to any of the school's courses or facilities.

The Education of Persons with Special Needs (EPSEN) Act 2004 has key principles that Special Needs Students have the same rights as their peers. School should be an inclusive environment and provide for the greater involvement of parents.

At St Joseph's the holistic development of each student is supported, promoted, encouraged and celebrated. On completion of their education students will be prepared for life, further education, work and the varied and exciting challenges of adult life.

In preparation for life, students at St Joseph's will be taught essential habits, skills and values. Christian values and the key principles of "respect" and "doing one's best" will remain central to what we are and all we do.

Through its curriculum, teachers and timetable, the school will provide a comprehensive education for its students. Subjects will be offered at all levels and programmes and specific courses of study will be tailored to the students' needs. A wide range of additional academic opportunities will be afforded to students. Support, advice and guidance on further education and careers will be extensive.

Through its unique atmosphere, the school will help students develop into well-adjusted men and women. Through its pastoral care and guidance, students and their families will be supported through difficult times. The provision of physical education, sports and the promotion of healthy living will remain paramount. Through extra-curricular, subject and programme related activities students will have many opportunities to showcase their talents, perform or experience the arts. The School Charter sets out the conditions and the expectations for all the school partners to achieve St Joseph's Mission Statement through the school ethos.

## **Legal Framework**

St. Joseph's sets out to provide education for all its students, with reference to legislation regarding students with special educational needs as listed below:

- The Education Act (1998)
- The Equal Status Act (2000) and Equality Act (2004)
- The Education (Welfare) Act (2000)
- The Data Protection Acts (1988, 1998 and 2003) and Freedom of Education Acts (1997 and 2003)
- The Education of Persons with Special Educational Needs Act (2004)

## **Definitions**

The definitions used in this policy are as those contained in the above acts.

## **Roles and Responsibilities**

### **The Principal and the SEN Co-ordinator**

The principal has established a special educational needs support team within the school to assist in providing an effective and holistic response to students' needs throughout the curriculum. The principal may delegate the performance of specific responsibilities to other staff members; including members of the special educational needs support team. A member of the special educational needs support team has been assigned the responsibility for co-ordinating provision for special educational needs within the school. The special educational needs co-ordinator liaises closely with the principal and the special educational needs support team.

### **Year Heads and Class Teachers**

Year heads and Class Teachers support the creation of an inclusive climate within the school and contribute significantly to the work of the special educational needs support team. Year heads and Class Teachers facilitate the inclusion of an individual student with special educational needs by monitoring the student's progress within the year group.

### **Mainstream Teachers**

Mainstream teachers have a key role in bringing about the successful inclusion of students with special educational needs in mainstream schools. Unless there is a very good reason for withholding certain information, mainstream teachers have access to all information that is likely to be relevant to teaching or supervising a student with special educational needs, including psychological reports and other confidential documents.

The mainstream teacher has the responsibility for ensuring that all students, including those with special educational needs, are provided with a learning programme and environment that enables them to gain access to the curriculum and to advance their learning. Mainstream teachers have a central role in identifying students who may be at risk and for drawing the attention of SEN team to such students. A teacher may become concerned about a student's general progress, application, communication, behaviour, or interaction with other students and as a result make accommodations for the student within the class. If the concerns are not alleviated following the implementation of these accommodations the teacher should consult other teachers, such as the resource teacher or the learning-support teacher.

Mainstream teachers make a critical contribution through the creation of a supportive, caring environment in the school for students with special educational needs, through which these students are affirmed in their ability to learn and to participate generally in the life of the school. Teaching is differentiated, in so far as is possible, in order to meet individual needs. In planning for differentiation, the mainstream teacher collaborates with and seeks advice and assistance from the resource teacher, the learning-support teacher and other members of the

special educational needs support team, as appropriate. Mainstream teachers are advised to consider the needs of students with special educational needs when selecting textbooks, planning and teaching lessons, setting homework, and formulating weekly or end-of-term tests for their class groupings. Mainstream teachers should make themselves aware of the special educational needs of students in their classes by accessing the information available in the school.

The mainstream teachers keep parents informed of their children's progress through regular parent-teacher meetings and school reports. Mainstream teachers can contribute to school development planning for students with special educational needs through strategic planning at the subject department level within the school. The subject co-ordinator within each subject department can liaise with the learning-support and resource teachers to help identify and develop strategies for teaching their specialist subjects to students with special educational needs. Through this process, important subject matter, skills and vocabulary within the subject can be identified. Effective teaching and learning strategies for use by a mainstream teacher in teaching students with special educational needs can be distinguished, and access for students with special educational needs to specialist subjects can be facilitated.

## **Differentiation in the Mainstream Class**

Differentiated instruction is a means by which teachers can establish in their classrooms an inclusive and supported learning environment for all students. The term 'differentiation' refers to the ways that teachers take into account the differences among their students in relation to ability, aptitude, interests and experience. Differentiated instruction refers to the wide range of strategies, techniques, and approaches that are used to support student learning and help every student to achieve and to realise his or her potential.

Differentiation is a way to promote greater access to the curriculum for all students, including students with special educational needs. Differentiated instruction acknowledges that students learn at different rates and in different ways. Instruction can be differentiated, for example, in relation to the level of difficulty of the subject matter, the style of presentation of a lesson, the pace of the lesson, the lesson structure, the style of questioning, the sequence of learning activities to be undertaken by the student, the degree of access to additional resources for an individual student, and the degree of access to additional teaching support for an individual student. Integral to understanding and applying differentiated instruction is the acceptance that every teacher can access and use a broad repertoire of strategies, techniques and approaches.

With regard to differentiation for students with special educational needs, the following general approaches are suggested:

Differentiated instruction is about personalised instruction and using a balanced range of strategies, techniques, and approaches so that each student's learning requirements are met and so that all students gain benefit from the education that is provided. Differentiated

instruction is particularly important for students with special educational needs who require particular kinds of support to realise their full potential.

## **SEN Co-Ordinator**

### The Role of the SEN Co-Ordinator

The special educational needs co-ordinator liaises closely with the principal and the special educational needs support team. She assumes an overall responsibility for co-ordinating the school's provision for the inclusion of students with special educational needs. The role includes:

- Assuming an overall responsibility for co-ordinating the school's provision for the inclusion of students with special educational needs.
- Assisting in programme planning for individual students with special educational needs and, as appropriate, provide advice to teacher colleagues on curriculum, teaching and learning strategies, textbooks, and other teaching and learning resources.
- The selection of students for whom additional teaching support is to be provided by resource teachers.
- Organising the provision of additional support to students, including involvement in in-class support and co-operative teaching.
- The selection and maintenance of teaching and learning resources.
- Liaising with support personnel and external professionals and agencies, including the coordination of applications to the department of education and science, NCSE, NEPS, SESS, HSE and other education and health agencies, as appropriate, for resources and support services for students with special educational needs.
- The implementation of a monitoring and tracking system in respect of students with low achievement and those with special educational needs throughout their enrolment in the school.
- The storage of and access to reports and records on students with low achievement and those with special educational needs.
- In-school consultation and professional support to mainstream colleagues.
- Facilitating the arrangement of psychological or other assessment, as appropriate, of students who have special educational needs or students who are suspected of having special educational needs.
- Assessing students and preparation of applications for Reasonable Accommodations at State Examinations and Disability Access Route to Education for third level colleges.

## **SEN Co-ordinator and Liaison with outside agencies**

The Special Education Needs Organiser (SENO) liaises closely with the Special Educational Needs co-ordinator and facilitates the delivery and co-ordination of educational services to students with SEN. The SENO also processes application forms for resources for SEN students to the NCSE and advises parents/guardians regarding their son's/daughter's needs.

The National Psychological Service (NEPS) provide psychological assessments of students and recommendations on how best to address strengths and weaknesses identified. The service also advises as to how best employ resources and strategies in the classroom, and school environment in general, to benefit SEN students.

The Child and Adolescent Mental Health Service (CAMHS) provides support for students experiencing difficulties of an behavioural/emotional nature and provides advice and recommendations on how best to address those difficulties in a school environment.

Other Agencies include the Health Service Executive (HSE), the National Council for Special Education (NCSE), the Special Education Support Service (SESS), the Second Level Support Services (SLSS) and the Dyslexia Association of Ireland (DAI).

## **The SEN Co-Ordinator and Other Teachers**

The special needs co-ordinator collaborates with mainstream teachers, resource teachers and learning support teacher in relation to the education of students with low achievement and students with special educational needs by:

- Advising on curriculum choices.
- Making information available on the particular learning needs, abilities and attainments of individual students.
- Advising on teaching strategies and resources, learning materials, and assistive and augmentative technology.
- Advising on the effective use of special needs assistants.
- Advising on strategies for the management of behaviour that arises from or is associated with the low achievement or the special educational needs of individual students.
- Advising on and supporting the development of appropriate modes of assessment and the evaluation of progress.
- Collaborating in relation to arrangements for reasonable accommodations in State Examinations.
- Being involved in the administration of standardised and diagnostic tests.

## **The Special Needs Co-Ordinator and the Compiling and Maintenance of Records Relating to Students with SEN**

Data may be received from outside or may be generated within the school. Data from outside will include psychological reports and reports from parents or from other schools. Data may be created in the school, for example in relation to assessment, student progress, state examinations, or planning for transfer inwards from the primary school and, at the completion of post-primary education, transfer onwards to a post-school setting. All staff must treat data related to an individual student in a sensitive and confidential manner. St. Joseph's adopts an open policy in relation to the sharing with parents of information about their child with special educational needs.

The special needs co-ordinator is responsible for the management an official school file on each student with special educational needs and the filing and storage of confidential reports. The student's official school file contains all reports by outside professionals, such as psychologists and speech and language therapists. The procedures, by which access to confidential information on a particular student, including information held in their official school file, may be obtained by staff members, parents and outside agencies has been agreed. St Joseph's acts in accordance with the Data Protection Acts (1988 and 2003) in relation to the management and maintenance of data on individual students.

## **Resource Teachers**

### The Resource Teacher and the Allocation and Provision of Resource-Teacher Hours

Resource-teaching hours are allocated to schools in keeping with the regulations and guidelines provided by the National Council for Special Education and the Department of Education and Science. Resource-teaching hours are allocated on behalf of individual students with special educational needs in accordance with each student's assessed special educational needs.

### The Resource Teacher and Teaching

The core task of the resource teacher is the teaching of students with SEN, whether this is done one-to-one, in small groups, in special classes, or through co-operative teaching with colleagues.

Resource teachers implement their teaching role in the following ways:

- By being involved in co-operative teaching with mainstream teachers in mainstream classes.
- By withdrawing students for additional classes in literacy or mathematics (or both), as appropriate.
- By providing specific support for students with special educational needs in other areas, such as the development of social skills and life skills

## Special Needs Assistants

- Special needs assistants (SNA's) are allocated to post-primary schools to provide care assistance to named students who have special educational needs.
- SNA's are recruited specifically to assist the school in providing the necessary non-teaching services to students with assessed educational needs. The allocation of posts to the school is reviewed each year.
  - SNA's may be appointed for the care of students with assessed special educational needs who have, for example, a significant medical need for assistance or a significant impairment of physical or sensory function, or on behalf of students whose behaviour is such that they are a danger to themselves or to other students.
  - Clear directions and support are given to SNA's by the principal in relation to the duties they are expected to carry out.
- They should work closely with the teachers in providing assistance to students with SEN, for example in the areas of personal care, supporting mobility, or supervising work or recreation activities.
- When a SNA is engaged in assisting a student or group of students in relation to a particular learning task, this should always take place in accordance with the directions of the teacher who has assigned the task.
- SNA's normally carry out their work in the school premises. However, on occasions when students with special needs are required to attend a venue outside the school, a SNA may be assigned to provide assistance to the students in the other setting and to accompany them while they are travelling to and from the school.
- SNA's are expected to treat all matters relating to school business and their work in the school as strictly confidential.
- The duties of SNA's are assigned and supervised by the principal, acting on behalf of the Board of Management. The duties of SNA's are set out in Circular SNA 12/05 and include tasks of a non-teaching nature such as:
  1. Preparation and tidying up of classrooms.
  2. Assisting school children to board and alight from school buses. Where necessary travel as escort during school hours on school buses may be required.
  3. Special assistance as necessary for children with particular difficulties e.g. helping special needs pupils with typing or writing or computers or other use of equipment.
  4. Assistance with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the pupil.
  5. Assisting on out-of-school visits, walks, examinations and similar activities.
  6. Assisting the teachers in the supervision of pupils during assembly, recreation and dispersal from the classroom for one reason or another.
  7. Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom for one reason or another.
  8. General assistance to the class teachers, under the direction of the principal, with duties 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 or group of children).

9. Participation with school development planning, where appropriate, and co-operation with any such changes with policies and practices arising from the school development process.

10. Engagement with parents of special needs pupils in both formal and informal structures as required and directed by school management, or parent/guardian.

11. Other duties appropriate to the post as may be determined by the needs of the pupils and the school from time to time. Special needs assistants may be re-assigned to other work appropriate to the post when special needs pupils are absent or when particular urgent work demands arise.

Before a SNA is employed in the classroom, consultation should take place with mainstream teachers about the needs of the student (or students) for whose support the special needs assistant is being employed and the duties they are expected to perform in the classroom.

Where a SNA is assigned to the full-time assistance of a specific student, duties should be modified to accommodate the particular needs of the student. However, the allocation of a special needs assistant to assist a student should be balanced against the student's need to develop independence and to gain access to education in school alongside and in the same way as the other students. Care should be taken, therefore, to ensure that the deployment of a special needs assistant does not serve to segregate the student with special educational needs from their classmates or to make them more dependent on assistance from others.

For details of the contract of employment for special needs assistants in post-primary schools, including conditions of service and duties that may be assigned, see Circular 0030/2014.

## **Parents**

### Parents and transition to and transfer from post-primary school

The quality of a child's experience in making the transition to post-primary education can be a determinant of how well they will settle in school and even of how long they will remain in formal education. Parents can provide valuable support to a child with special educational needs while the child is making the transition. The provision within the school of advice for the parents of first year students can make a positive contribution to helping them provide positive support to their child. St. Joseph's provides this support to parents by:

- Organising an open night for new students and their parents before the start of the school year.
- Issuing an information booklet for new students and their parents.
- Providing information to parents to assist them in helping their child choose subjects in first year.
- Informing parents about the range of extracurricular activities available for first-year students so that the parents can encourage their child to participate.

- Having an effective anti-bullying policy (including a ‘buddy’ system) and, as appropriate, keeping parents informed of issues related to bullying that might affect their child.

#### Parents and the transmission of information

The parents of a child with special educational needs can provide valuable information to the school in relation to their child’s learning difficulties, learning differences, and learning preferences. St. Joseph’s seeks relevant professional reports on students with special educational needs from parents before the enrolment of such a student. This information enables the school to begin to plan for the inclusive education of the child.

Prior to entry to St. St. Joseph’s the SEN team visit 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 and their parents with special educational needs prior to their transfer to St. Joseph’s. Information received from the Primary Schools and parents coupled with the results of incoming first year 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 must be made. Not all applications are successful.

#### Parents and home-school links

St. Joseph’s provide parents with regular reports on the progress of their child. The school journal is used for weekly or daily home-school communication. Face to face communication is facilitated through the regular parent-teacher meetings that are held once per year. Special arrangements may need to be made with the parents in relation to the homework that each individual student with special educational needs is expected to undertake. Parents are welcome to communicate with the special educational needs support team through the direct telephone in the resource room. Records of these conversations are recorded and acted on accordingly.

Parents help the school by keeping the teachers informed of the progress, or the difficulties, they observe in their child’s learning as they progress through the various stages of post-primary school.

Parents also assist their child by showing an interest in their school work and by arranging an appropriate place at home for them in which to do homework. By familiarising themselves with the approaches taken in school, parents provide more effective support for their children at home and can assist them in the practice and reinforcement of new skills.

### **The Guidance Counsellor**

The guidance counsellor is a core member of the special educational needs support team and assists the other members of this team in facilitating the provision of education for students with special educational needs and their inclusion in the school.

Individualised guidance and support for students with special educational needs - and involving their parents as required - are part of the support structure that the school provides.

The guidance counsellor ensures that counselling and guidance for students with special educational needs, in accordance with their individual needs, are included in the school guidance plan. Subject to the overall responsibility of the board of management, the guidance counsellor has a special responsibility to ensure the compliance of the school with section 9 (c) of the Education Act (1998) in relation to the provision of access for students to appropriate guidance.

The guidance counsellor has an important role to play in assisting students with special educational needs at the different stages of schooling and assisting them in making career decisions. Students with special educational needs may require special support and assistance at the formal transfer points in their school career: from primary to post-primary education and from post-primary to further and higher education and training or to employment. These students may also require support and assistance at the various stages of their progress through post-primary school. In facilitating the smooth transfer of students with special educational needs from the primary to the post-primary school, it is important that there is a well-functioning formal communication structure between the post-primary school and its feeder primary or special schools. The guidance counsellor assists with arrangements for the successful transfer of students to the post-primary school and in gathering information about students, including those with special educational needs, before their transfer from the primary or special school. The guidance counsellor also collaborates in assessment processes with other staff members, such as year heads, the resource teacher, and the learning-support teacher. The guidance counsellor also assists in making other teachers aware of relevant information about students with special educational needs and can advise on how these students can be helped in school.

The confidentiality of sensitive information passed from primary or special schools to post-primary schools should be strictly observed. The information transmitted must not serve to disadvantage the student concerned. The rights of parents and the duties of schools in regard to the transmission of information, including confidential information, must be strictly observed at all times.

## **International students with SEN**

The school through its normal operating procedures ensures that adequate additional teaching and resource support is applied for and allocated as per the regulations of the Department of Education and Science and the policies of St Joseph's Secondary School.

## **Individual Education Plans**

St. Josephs will follow the DES post-primary guidelines for same when staff have been provided with the relevant in-service.

## **Identification of students with SEN**

On St. Joseph's application form, under the education section, parents are asked to give details of any resource or learning support their child received in primary school.

Psychological reports where available must also be forwarded to the school. Parents may be

contacted by the school SEN co-ordinator to provide additional information on their child when deemed necessary.

In May, members of the special educational needs support team meet with our feeder primary school principals, and compile information relating to incoming students. Principals of feeder primary schools are also submit a report on incoming students covering academic achievement and previous access to learning support and resource.

All incoming first year students complete the Cognitive Abilities Test (CAT) 3. The results of the CAT3 tests are used by St. Joseph's to form mixed-ability classes. The results of this test are made available to the teaching staff. If difficulties arise for any student, the SEN support team may administer the WRAT 4. Looking at both sets of results, and in consultation with English teachers, language teachers and principal, the parents/guardians of students with Parents/ guardians are then advised of learning support help available to their child. Following the implementation of a staged approach, students continuing to experience significant difficulties may be further assessed by the NEPs psychologist.

## **Assessment and Referral**

The first stage in the planning process is an assessment of the student's current needs. This may include an assessment that is carried out by a professional from outside the school such as a psychologist or speech and language therapist. If these assessments are not available but deemed necessary the Special Educational Needs co-ordinator will start the process for accessing these. It may mean the transfer of Psychological reports from the primary school to St. Joseph's with parental permission.

Entrance examination scores are reviewed and other standardised tests are administered when there is an awareness of special needs for a particular student. Primary school teachers and parents are an integral part of the transfer from primary to post- primary. The testing is carried out at present by the guidance counsellors or the special needs coordinator and resource teachers.

When all relative data has been gathered the Special Educational Needs co-ordinator will apply to the SENO for any supports that the student is entitled to. Applications may also be made for a psychological assessment or for RACE.

Assessment may include in -school assessment processes such as weekly, monthly or end-of-term tests as well as the assessment procedures carried out for specific purposes by guidance counsellors, learning-support teachers, and resource teachers.

Both formal and informal methods of assessment are used during a student's lifetime in the school.

These include the use of standardised tests, criterion referenced tests and diagnostic tests.

Informal methods of testing are used also: These include classroom tests, informal observation by the teacher, evaluation of homework, and informal analysis of students' language and social development.

The second stage in this process is the planning for education of the student – highlighting the students' strengths and needs. Having gathered all the baseline data for a student the special educational needs co-ordinator, in consultation with mainstream teachers and the learning support or designated resource teacher draws up a plan for that student. This is monitored and reviewed.

The third stage in this process is the review of this plan. This is done in collaboration with the resource/learning support teacher, the special educational needs coordinator, the student and parents if necessary.

This may be every term or more frequently depending on the needs of the student.

## **Assessments**

Assessment tests used by St. Joseph's Secondary School include:

- Cognitive Abilities Test 3
- WRAT 4
- Dyslexia Screening Test

## **Resources**

St Joseph's Secondary School will apply to the DES for additional resources on behalf of individual students on receipt of the following documents:

Duly completed forms as specified by the DES

Current psychological reports

Other relevant support documentation

Cover letter signed by the school principal.

## **Exceptionally Able Students**

St Joseph's Secondary School is committed to providing for the particular needs of exceptionally able students. The school also has in place accurate assessment systems, flexible planning and provision, pastoral supports and monitoring strategies.

## **Access for persons with a physical disability**

St Joseph's Secondary School is committed to providing for the particular needs of the physically disabled. This will be in consideration of the availability of essential resources in this area.

## **Working with other agencies**

St Joseph's Secondary School is committed to working with the following agencies in order to provide a high quality service to families and schools:

- The Department of Education and Science
- The National Council for Special Education (NCSE)
- The National Educational Psychological Service (NEPS)
- The Special Education Support service (SESS)
- The National Council for Curriculum and Assessment (NCCA)
- The Educational Welfare Board
- Child and Adolescent Mental Health Services (CAMHS)
- Clare Early Intervention Services (CEIS)
- Primary School
- Social Services
- General Practitioners
- Health Boards
- Juvenile Liaison Officer
- Gardaí
- Dyslexia Association (DAI)
- Middletown Centre for Autism
- Disabled People of Clare (DPOC)