



# Powerstown Educate Together National School

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## Powerstown Educate Together National School ANNUAL ADMISSION NOTICE for 2021/2022 school year

### Birch Class – specialised class for children with Developmental Language Disorder (DLD) (formerly known as Specific Speech & Language Disorder - SSLD)

#### Admission Policy and Application Form

A copy of the school's **Admission Policy** and the **Application Form for Admission** for the 2021/2022 school year is available as follows: –

To download at: <https://www.powerstownet.com/enrolment-in-specialised-class-for-pupils-with-ssld-dld/>

On request: By emailing [info@powerstownet.com](mailto:info@powerstownet.com) or writing to: Admissions, Powerstown ETNS, Powerstown Rd, Tyrrelstown, D15VR80

#### PART 1 - Admissions to the 2021/2022 school year

#### Application and Decision Dates for admission to PETNS for 2021/2022

The following are the dates applicable for admission to DLD classes in PETNS & St. Patrick's NS

1. The school will commence accepting applications for admission on	Monday, 4/1/2021
2. The school shall cease accepting applications for admission on	Monday, 1/3/2021
3. The date by which applicants will be notified of the decision on their application is	The "Common Advisory Admissions Committee" meeting will convene within 4 school weeks of the deadline. Applicants will be informed of the decision of the C.A.A.C meeting within 5 working days.
4. The period within which applicants must confirm acceptance of an offer of admission is	Within 5 working days of the "notification of offer" letter.

## Number of places being made available in 2021/2022

**Note:** The figures set out below in relation to the Birch (DLD) Class are subject to change dependent on whether current students in the Special Classes retain their place in the school and whether a student(s) transfers into the school after the publication of this Notice.

The number of places being made available in the special class* catering for children with DLD is	0
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(\*Note: We have 1 DLD class that facilitates 7 pupils)

## PART 2 - Admissions to the 2020/2021 school year

**Information regarding the admission process for the Birch Class [DLD classes] for the 2021/2022 school year & DLD classes in St. Patricks NS under Common Admissions Advisory Committee**

In respect of the 2020/2021 school year, the total number of applications for admission received by the school was 8.

<b>Breakdown of places allocated for the 2020/2021 school year:</b>	
Number of places available:	7
Number of applications received:	19
Number of Offers made and accepted under each criteria:	7
Total number of offers made	7 (a further 5 places offered in St Patrick's NS)
Number of names placed on waiting list for the school year concerned.	7



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## Developmental Language Disorder (DLD) Class Enrolment Policy 1.6

*This policy has been formulated by Powerstown ETNS to assist parents in making an informed decision in relation to **child enrolment in our Developmental Language Disorder (DLD) class** and to comply with legislation and Department of Education and Skills circulars. Please note that a Common Admissions Advisory Committee is in place with PETNS & St. Patrick's NS, Drumcondra.*

*DLD Class was formerly referred to as Specific Speech and Language Disorder (SSLD) Class*

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## Special note in relation to applications made for school year September 2021/22

Due to the special circumstances in relation to the impact of the Covid-19 pandemic on the assessment of pupils, the following three amendments to the eligibility/local referral criteria will apply for 2021/2022 applications.

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*In relation to the Speech and Language criteria:*

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### **Change 1**

A child must have attended a minimum of 4 sessions of 1:1 speech and language therapy within 9 months of the referral closing date (ie from June 2020 onwards]. This can include face to face sessions or tele-practice sessions (or a combination of both).

***(Previously this was 8 sessions)***

### **Change 2**

Speech & Language Assessments must have been carried out within the last 9 months i.e since June 2020. The SLT must provide at least one index score (e.g. from CELF-Pre or CELF-4) or equivalent overall language score (e.g. from ACE, PLS-4 etc) which places performance in one or more of the main areas of speech and language development at two standard deviations or more below the mean or at a generally equivalent level.

SLTs are required to supplement this with previous assessment results/findings (from the past two years) that demonstrate the clinical markers for DLD and support the clinical diagnosis of DLD.

***(Previously, this was requested to be within in the last 6 months & all subtest scores were included as well as total or core/index scores) .***

### **Change 3**

An up to date psychology report, **within 3 years of referral**; which includes the results of a comprehensive assessment of intellectual ability, including non-verbal index/factor scores and subtest results.

*(Previously this had been 2 years)*

## **Introduction**

This policy is set out in accordance with the provisions of the Education Act, 1998 and the Department of Education and Skills Circular 0038/2007. The Board of Management trusts that by so doing, parents will be assisted in relation to enrolment matters and procedures for the Developmental Language Disorder Class in Powerstown ETNS. Furthermore, the Board of Management and the Principal will be happy to clarify any further matters arising from the policy.

## **Developmental Language Disorder**

Developmental Language Disorder (DLD) means that a child has significant, on-going difficulties understanding and/or using spoken language, in all the languages he/she uses. DLD was previously known as the interchangeable terms Specific Speech and Language Impairment (SSLI) or Specific Language Impairment (SLI). In Ireland the new term DLD has been adopted by the Irish Association of Speech and Language Therapists (IASLT) in line with international consensus. Specific Speech and Language Disorder (SSLD) is the term which the Department of Education and Skills (DES) in Ireland continues to use.

IASLT in its 2017 Position Paper and Guidance Document *Supporting Children with DLD in Ireland* explain that DLD describes “children likely to have language problems enduring into middle childhood and beyond, with a significant impact on everyday social interactions and/or educational progress”. For this group of children, their language disorder is not caused by other medical conditions, such as, hearing loss, physical impairment, Autism, severe learning difficulties or brain injuries. The characteristics of children with DLD include speech, language and communication difficulties affecting the following areas: phonology, syntax, semantics, word finding, pragmatics/language use and verbal learning and memory. Children with DLD can also have other difficulties (e.g. attention, motor, literacy, and speech or behaviour difficulties).

One option within the clinical care pathway for provision of a Speech & Language Therapy (SLT) service to children with DLD is by means of enrolment within a specific class. These classes, termed SSLD (Specific Speech & Language Disorder) classes by the DES offer intensive speech & language therapy which is integrated with the child’s academic development.

## **How the DLD Class is organised**

For school aged children with DLD in Ireland an arrangement exists between the Department of Education and Skills (DES) and Department of Health & Children (DOHC)/Health Services Executive (HSE) to provide school-based Speech and Language Therapist (SLT) to children through attendance at an DLD class.

- ✓ Powerstown ETNS has one DLD Classes
- ✓ This is the 'Birch class' and caters for the needs of children with DLD. All children must be in Senior Infants – 5<sup>th</sup> class
- ✓ Places will be restricted to a range of 3 consecutive class groups, meaning children enrolled in Senior Infants, 1<sup>st</sup> and 2<sup>nd</sup> class and/or children in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> class and/or 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> class and/or 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup>.
- ✓ The maximum enrolment in each class is in line with the Department regulations (i.e. 7 children per class) to allow for intensive educational and Speech and Language Therapy programmes suited to the children's needs.
- ✓ Each class is staffed by a full time teacher, and has designated time assigned to it by a speech and language therapist.
- ✓ Each class is staffed by a Special Needs Assistant with a 0.33 post. (i.e. 1/3 of a post)
- ✓ Speech and Language Therapy is provided by arrangement with the DoHC/HSE and the therapy delivery is integrated with the educational provision.
- ✓ At the time of revising this policy the class is receiving 2.5 days of Speech and Language Therapist provision per week.
- ✓ Eligible pupils may spend up to a maximum of two years in the DLD class.
- ✓ Pupils follow the regular primary school curriculum to the level at which they can access it, but they do not formally implement the Irish curriculum. They receive intensive group and one to one Speech and Language Therapy. The pupils in the DLD Class are included with their peers from mainstream classes for some subjects, during break times and for school activities such as P.E./concerts/ school tours. The teacher and speech and language therapist work closely together to help promote each child's speech, language and communication skills in a programme which is integrated into the educational setting.
- ✓ Pupils in the DLD class are included with their peers from mainstream classes for some subjects, during break times and for school activities such as concerts/school tours.

## Eligibility:

The Common Advisory Admissions Committee under the direction of the Board of Management (BOM) of Powerstown ETNS has the final decision in the enrolment of children in the DLD Class. The following eligibility criteria must be met by each applicant:

- At the time of application a child must currently be enrolled in Junior Infants, Senior Infants, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup> class (or equivalent).
- The child must live within the designated catchment area at the time of referral (i.e. HSE areas Dublin North Central and North West Dublin).

- A child must have attended a minimum of eight sessions of 1:1 speech and language therapy within the past 9 months [of the referral date. **Please note changes due to Covid 19 – minimum sessions required is 4 for 2021/2022 school year applications.**

## Criteria for enrolment in the DLD classes

### Criteria 1: DES Criteria

The DES has outlined the criteria for enrolment in an (SSLD) DLD Class. These include exclusionary and discrepancy criteria in relation to language and IQ scores in children with DLD. In order to be described as having a Developmental Language Disorder in Ireland pupils should meet each of the following criteria (from the DES Circular 38/07):

- I. Assessment by a psychologist on a standardised test of intelligence, which places non-verbal, or performance ability within the average range or above. (i.e. non-verbal IQ of 90, or above)
- II. Assessment on a standardised test of speech/language development by a speech and language therapist which places performance in one or more of the main areas of speech and language development at two standard deviations or more below the mean or at a generally equivalent level
- III. The pupils' difficulties are not attributable to hearing impairment, the hearing threshold for the speech related frequencies should be 40dB
- IV. Emotional or behavioural disorders or a physical disability are not considered to be primary causes.

### Criteria 2: Local criteria

The Common Advisory Admissions Committee (CAAC) under the direction of both the Board of Management of Powerstown ETNS and the Board of Management (BOM) of St. Patrick's National School has the final decision in the enrolment of children in the DLD Classes (subject to allowable appeals). Along with the DES criteria additional local criteria must be met by each applicant. The local criteria are:

- The child must live within the designated catchment area at the time of referral. This is Dublin North City & County Community Healthcare Organisation (Dublin North Central & North West Dublin areas).
- At the time of application a child must be currently enrolled in Junior Infants, Senior Infants, 1st, 2nd, 3rd, 4th or 5th class (or equivalent).
- **To be allocated a place in Powerstown ETNS, children must be in Senior Infants – 5<sup>th</sup> class. Places are restricted to a range of 3 consecutive class groups, meaning children enrolled in Senior Infants, 1<sup>st</sup> and 2<sup>nd</sup> class and/or children in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> class and/or 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> class and/or 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup>.**
- A child must have attended a minimum of eight sessions of 1:1 individual speech and language therapy within 9 months [of the referral date. **Please note changes due to Covid 19 – minimum sessions required is 4 for 2021/2022 school year applications.**
- An up to date psychology report, **within 2 years of referral**; which includes the results of a comprehensive assessment of intellectual ability, including non-verbal index/factor scores and

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### *Criteria 3: Priority Rating Scale*

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- The Priority Rating Scale for DLD Class Admissions is used by the Common Advisory Admissions Committee Meeting.
- This priority rating scale (PRS) was adapted from the New Brunswick Health and Community Services PRS and was developed in 1997. The Special Interest Group of Speech and Language Therapists in DLD in Ireland has adapted the New Brunswick PRS for application to DLD class admissions procedure. The rating scale has three sections: impact of the presenting problem (academic, social, emotional), predicted outcome of intervention (e.g. history and success of previous intervention) and impact of service delay. Information from the reports received on each applicant is used in the completion of this rating scale. Each child is then given an overall priority rating that is high, medium or low.
- All children are then listed in order of their priority. Those children at the top of the priority list will be recommended for places in the class for the academic year commencing in September of that year.
- Where the number of children referred exceeds the number of places available, names are placed on a prioritised waiting list for that admission year. This list of both children offered DLD class places and children on a prioritised waiting list will be ratified by the BOM and noted in the BOM minutes.

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### *Criteria 4: Age and Geography*

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- Once children meet the eligibility criteria and the Department of Education criteria, they are listed in order of the Priority Rating Scale as detailed above.
- The Advisory Committee will then proceed to the enrolment stage. Children may be offered a place in PETNS or St. Patrick's National School depending on age appropriate available places in St. Patrick's DLD Class and PETNS Junior DLD Class.
- The Advisory Selection committee will endeavour, where possible, to offer the child an available place in the closest DLD class to their home address. This is dependent on available places in the DLD class.

## Spare capacity

In the event of space capacity in the DLD classes the Common Advisory Admissions Committee (in consultation with the BOM) will adhere to the relevant clauses in Circular 0038/2007.

Spare capacity applies in instances where there is spare capacity in a DLD class because of insufficient eligible children, the board of management (BOM) may offer a place to a maximum of two pupils who do not meet the eligibility criteria above but who could benefit from enrolment in the class for one year on a concessionary basis. Such placements must be supported by the recommendation of a speech and language therapist and/or psychologist. The question of the continued enrolment of these pupils for a second year can only be considered once all of the eligible pupils have been accommodated. The National Council for Special Education through the local Special Education Needs Organiser (SENO) will monitor such situations

**The Board of Management (BOM) of Powerstown Educate Together National School has the final decision in the enrolment of children in the DLD Class.**

## Referral Procedure

Once a diagnosis of DLD is established a child may be referred for DLD class placement. Children are referred to the class by a Speech and Language Therapist and/or Psychologist. These professionals will recommend the DLD Class if they feel it is appropriate to meet the child's needs. **Either the Speech and Language Therapist or Psychologist must coordinate the referral.**

In order for a child to be considered for a place in the classes, **one original and six copies** of each of the following documents are required. The referral should be sent to the Language Classes Applications Office for St. Patrick's BNS and Powerstown ETNS, c/o St. Patrick's Boys National School, Drumcondra, Dublin 9.

The closing date for referrals is 1<sup>st</sup> March each year (or whereby the 1<sup>st</sup> falls on a weekend/school closure day the closest Friday to the 1<sup>st</sup> of March).

All and any professional reports in support of an application must be received by this date. Any reports which are received following this date, will not be considered by the Common Advisory Admissions Committee for the year in question. (However they may form part of an application for the following year).

Please note that all applications are considered by the Common Advisory Admissions Committee for both schools, which combines Dublin North City & County Community Healthcare, Dublin North Central & North West Dublin areas.

Children may be offered a place in Powerstown ETNS or St. Patrick's N.S. (not both).

Completion of this application does not guarantee or constitute an offer of a place in any of the DLD classes.

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*Reports Required for Referral to DLD Classes in P.E.T.N.S.*

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1. Parental **consent form** signed by the child's parents/guardian.
2. A **Social, Emotional and Behavioural Rating Scale** to be completed by the child's parents/guardians with the assistance of the Speech and Language Therapist.
3. A **school report** which provides information on the impact of the child's language disorder on his/her educational progress and social/emotional development. A specific report form for primary school children is provided and should be used. All staff involved with the child must fill out pages 1-8 and pages 10—11 of this form. Page 9 of this form must be completed by the resource or learning support teacher if the child is receiving additional support at school. Recent educational attainments and assessment results should be included if available. A **Social, Emotional and Behavioural Rating scale** for teachers is included in the primary school report form.
4. An up to date **speech and language therapy report** (written within three months of referral) confirming a diagnosis of Developmental Language Disorder (DLD) and outlining the need for the placement in the DLD class. This report should include the following:
  - A summary of case history information
  - A history of the child's involvement with Speech and Language Therapy Services to date, including the number of therapy sessions attended, the focus of therapy and therapy outcomes.
  - A description of the child's current profile including standardized assessment results of receptive and expressive language development. Standard scores, percentile ranks, confidence intervals, standard deviations and age equivalents should be included where possible.
  - A description of the child's phonological system where relevant. A short transcription is also helpful and a report of oro-motor examination where applicable.
  - A summary of the impact of the child's speech and/or language impairment on their educational progress and social/emotional development.
5. An up to date **psychology report** (within 2 years of referral) which includes the results of a comprehensive assessment of intellectual ability, including non-verbal index/factor scores and subtest results. ***Due to covid 19 psychology report must be within 3 years of application for 2021/2022 school year***

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*Where to send referral forms*

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**Referral forms should be sent to:**

DLD Applications' Office, c/o St. Patrick's Boys National School, Drumcondra, Dublin 9.

***Please note that all applications are considered by the Common Advisory Admissions Committee, which combines LHO areas of North West Dublin and Dublin North Central.***

***Children may be offered a place in Powerstown ETNS or St. Patrick's N.S. (not both).***

**Completion of this application does not guarantee or constitute an offer of a place in any of the DLD classes**

Following receipt of a referral, parents/guardians and the referral source will receive a letter from the DLD Class Application Office. This will acknowledge that the referral has been received and give the **Common**

**Advisory Admissions Committee** meeting date. It will also give an approximate date as to when the parents/referral sources will be informed of the committee's decision.

The DLD Class Application Office collates the incoming referrals. Copies of the reports for each referral will be distributed to all members of the Common Advisory Admissions Committee as soon as possible after the closing date for referrals.

## Common Advisory Admissions Committee (CAAC)

The Common Advisory Admissions Committee (CAAC) is a multi-agency group made up of a group of professionals working for either the DES or the HSE who decide which referrals are selected for places in the DLD classes. The Common Advisory Admissions Committee is comprised of the following: School Principals of Powerstown ETNS and St. Patrick's N.S., DLD class teachers, DLD Class Speech and Language Therapists, Speech and Language Therapy managers (HSE), Principal Psychologist Manager (HSE) and NEPS Psychologist.

The committee discusses the clinical and educational needs of the applicants for DLD Class placement based on the information provided in the reports outlined above. It prioritises the applicants for allocation to the available places in the DLD Class.

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### *Common Advisory Admissions Committee Meeting.*

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This meeting usually takes place in April each year. This is the meeting at which the CAAC makes recommendations on the allocation of places in the DLD classes. This will include discussion regarding which current pupils will stay in the class for a further year, and which pupils will return to their local primary schools.

The number of new places becoming available each year will vary depending on the number of children discharged from the class. The maximum number of places available at any one time is in line with DES regulations.

Initially the CAAC check that each child meets the DES and eligibility criteria outlined above.

The Common Advisory Admissions Committee then applies the Priority Rating Scale, which considers a number of criteria (as detailed above), for each child who meets the DES and eligibility criteria.

- All children are then listed in order of their priority.
- Those children at the top of the priority list will be recommended for places in the class for the academic year commencing in September of that year.
- Where the number of children referred exceeds the number of places available, names are placed on a prioritised waiting list for that admission year.
- This list of both children offered DLD class places and children on a prioritised waiting list will be ratified by the BOM and noted in the BOM minutes.
- The CAAC will then proceed to the enrolment stage. Children may be offered a place in PETNS or St. Patrick's depending on age-appropriate available places in the DLD classes
- The Advisory Selection committee will endeavour, where possible, to offer the child an available place in the closest DLD class to their home address. This is dependent on available places in the DLD class.

The recommendations of the CAAC are conveyed in writing to all the parents and referral sources. This letter is signed by the School Principal on behalf of the BOM.

## Pupils who are offered a place

In the letters to parents/guardians of children who are being offered a place in the DLD Class, parents are asked to contact the SLT in the relevant DLD class by telephone within one week (5 working days) of receipt of the letter offering them a place to confirm that they are interested in the place.

These parents/guardians are invited to attend an information meeting in the school before confirming that they will accept this place.

- The parents/guardians and children meet with DLD class teacher, Speech and Language Therapist and school Principal at this meeting.
- Parents/guardians are asked to fill out the School Enrolment form at the end of the group meeting if they are happy to proceed with enrolment.
- Parents/guardians are asked to fill out School Transport form if they are happy to proceed with enrolment.
- All pupils are accepted on the understanding that they and their parents/guardians fully accept the school's Code of Behaviour and all other school policies (e.g. Healthy Eating, Child Protection Policy, Homework Policy) currently in place or which may be drawn up from time to time by the school's staff and/or Board of Management.

Where an offer of a place is declined, the next child on the prioritised waiting list will be offered a place.

## Pupils who are not offered a place

In letters to parents/guardians of children who are not offered places, parents/guardians are advised that they can appeal under Section 7 of the Education (Admissions to Schools) Act 2018. Circular 0069/2020 details the new arrangements and procedures for appeals under section 29 of the Education Act, 1998 effective from 12 November 2020 onwards, available [here](#).

- Procedures for appeals in relation to refusal to admit a student to a school, where the decision to refuse admission is due to the school being oversubscribed, available [here](#)
- FAQs for appeals in relation to refusal to admit a student due to the school being oversubscribed, available [here](#).
- Section 29 appeal application form for an appeal against refusal to admit due to the school being oversubscribed, is available [here](#)

Referrals are not carried forward from one year to the next and children who are unsuccessful in securing places in the DLD classes must be referred again if they are to be considered for the following year.

All referral reports except originals will be shredded by DLD Class Speech and Language Therapist, Each child's original referral documents will be stored in the child's Speech and Language Therapy file in the case of children who attend the DLD class following CAAC meeting. For children who are not offered a place and who are placed on the waiting list, the original referral documents will be stored in a secure filing cabinet in DLD Speech and Language Therapist's clinic room.

## Oversubscription:

If the DLD classes are oversubscribed the Common Advisory Admissions Committee will apply the following selection criteria to pupils. These will be applied in the order listed below to applications received within the timeline as set out in the school's annual admission notice for the DLD class.

Priority Category 1: Children who are deemed eligible, meet all criteria and are at the top of the priority list, as decided by the Common Advisory Admissions Committee using the Brunswick Priority Rating Scale.

Priority Category 2: In the event of spare capacity in the DLD classes the Common Advisory Admissions Committee (in consultation with the BOM) will adhere to the relevant clauses in Circular 0038/2007. In the event that there are two or more students tied for a place or places in any of the selection criteria categories above (the number of applicants exceeds the number of remaining places), places will be offered or added to a waiting list by way of a lottery of completed applications.

## Inclusion of pupils with DLD

All the children in the DLD Classes are included with other pupils during playtime, during school trips and outings. In as far as possible the child's individual and group speech and language therapy sessions are timetabled so as not to clash with the timetable for pupils being included with their peers but this is not always possible.

## Staffing and resources in the DLD Class

Pupils in the DLD Class will be part of the normal day to day experiences, determined by the reality of school life, and the existing customs and practices. Every child in the school is bound by school policies, both those in existence and those developed from time to time by the staff and/or Board of Management. The school cannot offer any additional tuition, support and supervision beyond that which is offered to any other pupil in the school, at times other than when the school is in operation during the normal school year.

Pupils in the DLD Classes will be no different to those in other classes in terms of not having any separate or additional provisions put into place from other classes in the event of staff illness, absences or whole school events such as school visits, parish liturgy etc.

From year to year, the allocation of teachers to classes is focused on the needs of the whole school, and consequently the school cannot guarantee long term continuity or predictability with regard to teaching staff.

## Parental involvement

Partnership with parents is essential to support the child in the DLD progress and parental involvement is a key requirement.

Parents/guardians must commit to attend meetings with the DLD class teacher and Speech and Language Therapist as required during the school year.

Parents are also required to attend at least 4 SLT sessions per term, so as to help their child make progress with their speech and Language development while in class and make the most benefit from their placement in the Birch Class

Communication between teacher/ Speech and Language Therapist and parents is encouraged from the outset and where any classroom issues arise they are dealt with jointly (parents and DLD Class staff).

Parents/guardians are encouraged to be involved with setting speech and language goals and implementing speech and language therapy programmes while their child is attending the class. Parental support is essential to ensure that a child benefits fully from his / her time in the class.

## Placement Reviews

Placement in the DLD Class is for up to a maximum of two years.

The pupil's progress will be reviewed throughout each year, and the DLD Class Teacher and the Speech and Language Therapist will give feedback to parents/guardians at regular individual meetings. At the review School Support Plus meeting (usually in February each year), the Speech and Language Therapist and teacher will discuss with parents regarding suitability of 2<sup>nd</sup> year of placement for the child. A joint decision regarding this is made between DLD Class staff and parents.

The DLD Class staff, in consultation with parents/guardians, may carry out a review regarding suitability of placement, during the first term if necessary. Where difficulties arise, it may be necessary for the school staff to meet regarding the child's placement. When a child is required to leave the DLD Class during the academic year, this is communicated in writing to the relevant parties by the school Principal. Where a placement is terminated, the place is then offered to the next child on the prioritised waiting list.

## Discharge from the DLD Class

A child may be discharged from the DLD Class when any or some of the following apply:

- The child has come to the end of the two year period of attendance
- The child has reached the upper class age limit for attendance in the DLD Class
- The DLD Class staff considers the pupil able to return to mainstream education (this may occur after one year of placement).
- The Common Admissions Advisory Committee no longer considers the DLD Class as the most suitable placement for the child's educational development
- The parents/guardian of the child request transfer from the DLD Class

Prior to discharge from the DLD Class speech and language and academic assessments will be carried out and reports forwarded to the relevant parties. The DLD Class staff will give feedback on the assessment results and recommendations to parents/guardians on the pupil's discharge.

## Transition to Mainstream/Other Educational Placement

Towards the end of their time in the DLD Class pupils will complete Speech and Language and educational assessments. Children may have psychological reassessments if this is available/appropriate. Reports on these assessments will include recommendations for any supports they may need on their return to mainstream or other educational placements. The parents/guardians are encouraged to visit the

school to which their child is transferring to ensure there will be appropriate support provided there for their child.

DLD Class teacher and Speech and Language Therapist liaise with staff and other professionals involved in child's next educational placement prior to the child's transition there. Children are encouraged to visit their next school placement prior to transferring there full time (two visits are recommended, one in May and one in June).

Teacher/Principal from child's next school placement are encouraged to visit the child in the DLD Class setting to get a sense of how the class operates and how the child functions with the DLD class setting. This is done as a group meeting for all children leaving a class. Information is given to school staff regarding children's strengths/needs and useful strategies to help the child in their next school placement.

The Speech and Language Therapist from the DLD Class will visit the pupil in their new school one to two months after the child has started there to allow time for the child to settle there. At this time, Speech and Language Therapist provides advice and school programmes to teaching and support staff if appropriate.

## School Transport

In general, a child who is eligible for placement in a DLD class is on the basis of DES criteria or spare capacity provision is also eligible for free transport to the DLD class with capacity nearest to his/her place of residence, subject to the terms of the School Transport Scheme. The Schools Transport Service facilitates the children attending this class in the same manner as children attending other Special Classes/Schools.

## Amendments to the policy

Powerstown ETNS reserves the right to amend the policy. Any such amendments would be brought to the attention of parents.

This Enrolment Policy will come into effect from 1<sup>st</sup> September 2020