

School Attendance

There is a very strong tradition of good attendance in Scoil Carmel. However, the changing social fabric of the nation is altering attitudes to school and we are anxious that parents be aware of the absolute necessity for regular punctual attendance at school.

Every child is encouraged to attend school every day.

Quite simply, children cannot learn if they are not in school. Parents are encouraged to respect the integrity of the school year and to refrain from taking their children out of school for holidays during term time.

The following strategies have been put in place to help foster an appreciation of learning and good attendance:

1. Rewards in accordance with the Code of Behaviour. (At discretion of individual teachers)
2. The class teacher at the end of the school year may issue certificated of Good Attendance.
3. As stated in the Code of Behaviour parents are expected to inform the teacher of the reason for a child's absence within three days of the child's return. The teacher notes the reason for the absence.
4. Identification of students who are at risk of developing school attendance problems. These are categorized as follows:
 - a) Irregular Absentee: 2/5 days absent in a 20-day period without a valid reason.
 - b) Seriously Irregular Absentee: 6/10 days absent in a 20 day period without a valid reason.
 - c) Chronic Absentee: 11+ days absent in a 20-day period without a valid reason.
5. Appropriate contact will take place between the school and parents / guardians of these children.
 - a) For Irregular Absentees the teacher will inform the parents by letter of her/his concerns about the child and seek to meet the parents to discuss the matter.
 - b) For Seriously Irregular Absentees the Principal will write to parents inviting them to a meeting to discuss the problem.
 - c) For Chronic Absentees the Principal will inform the Education Welfare Officer and notify parents of this by letter.
6. Attendance, behaviour and academic records of children who transfer to another primary school will be passed to the Principal of the school by post as soon as we receive written notification of transfer.
7. Attendance, behaviour and academic records of children who transfer into Scoil Carmel will be sought directly from the previous school.

8. Attendance, behaviour and Academic records of pupils transferring to Scoil Treasa will be sent to the school.

References:

1. Education (Welfare) Act 2000: III;22.1
 2. Education (Welfare) Act 2000: III;21.4
 3. Education (Welfare) Act 2000: III;20.5
 4. Education (Welfare) Act 2000: III;20.5
 5. Education (Welfare) Act 2000: III;20.3
 6. Education (Welfare) Act 2000: III;22.5
 7. "Empty Desks", C.D.U. Mary Immaculate College
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9. The N.E.W.B. (National Education Welfare Board) has four reporting dates in the year. Any child who misses more than 20 days in a period has his/her name submitted to the Board. This is cumulative over the year. The attendance officer may then contact the parents.
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10. In general we remind parents to respect the integrity of the school year and to refrain from keeping children out of school during term time.

Roll call will be taken at 10.30a.m each morning. Any child coming to school after this time will be marked absent for that day unless the teacher has received prior notification.

Punctuality

The school opens at 9.00a.m.

Instruction begins at 9.10am.

We expect all pupils to be in the classrooms by 9.10 and 9.20 at the latest. The outside doors are closed at 9.30am and any pupil arriving after that time pupils must enter by the front door and sign the late comers book.

If a child is constantly arriving late we call in the parents to discuss the situation. If it does not show an improvement we may seek help from the Welfare officer at N.E.W.B. (TÚSLA)

Integration of Children with a Disability and / or Special Education Needs in Scoil Carmel

Enrolment of children with a disability and / or special education need.

Application for all children, including children with a disability and / or other special education needs, is governed at all times by the school's current Enrolment Policy.

However, the attention of parents of children with a disability and / or other special education needs is also drawn to the following points:

- Scoil Carmel is a mainstream Junior School and has higher pupil / teacher ratios than those that apply in 'special' schools.
- In general, the teachers in our school are trained and qualified to teach mainstream education. They do not, in general, have any Special Education Needs Teacher Training, experience, or Qualifications, such as teachers in special schools have.
- While pupils with special needs can be integrated into a mainstream class, and may be supported by a Special Needs Assistant and Resource teaching, as allowed by the DES, this is not the same as the intensive one to one teaching s/he would enjoy in a special school.
- An ordinary mainstream school does not have ancillary services enjoyed by special schools, such as speech therapy, occupational therapy, physiotherapy.
- A child with special needs integrated into an ordinary mainstream class will be the nature of such integration experience the normal day to day happenings, determined by the reality of school life, and the existing customs and practices. Every child in the school, including those with a disability and / or special educational needs is bound by school policies both in existence and those developed from time to time by the Staff and 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. The Class Teacher, Resource Teacher (if any) and Special Needs Assistant (if any) will periodically be required to participate at Staff Development and Curriculum Training Courses, such professional development events take place within the existing school year, and all the children, including pupils with a disability and / or special educational needs are in the care of their parents at the times. Such extraordinary closures will be notified to parents of all pupils through the medium of the school newsletter as well as through regular notices to parents.
- A child with a disability and / or special educational needs integrated into an ordinary mainstream class will not have any separated or additional provisions put into place from his peers 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 in personnel.

Notwithstanding the above points, the school is committed to providing the best possible educational service to pupils with disability / special educational needs. To ensure this, we require:

- A close level of co-operation between parents, the Class Teacher and any other school personnel assigned to support the child.
- To enable us to provide the best services for the pupil, and to access any additional support/s that may be available, we require parents to supply the school with copies of the most recent psychological and medical reports prior to enrolment. These will be treated in the utmost confidence at all times.
- Copies of all relevant assessments and reports should be supplied to the school as these become available on an ongoing basis.
- An assurance from parents that they understand that our responsibility as a school is primarily to ALL the children in our care, and that therefore if it becomes apparent to either / both the teachers and parents that the integration of an individual child with a disability and / or special educational needs is having an ongoing detrimental effect on the education of the other children in the class or school, the Board of Management reserves the right to review the enrolment of the individual child.