



Parent Handbook 2018-2019

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1. MISSION STATEMENT

The Red Door School provides a child centred, evidence based education for students on the Autism Spectrum.

We endeavour to work collaboratively with parents, local community, and staff to provide a caring, positive, and enriching learning environment where each individual is treated with dignity and respect.

The Red Door School provides an inclusive environment where all students develop independence, through an individualised approach to both educational and personal development. We offer a broad and balanced curriculum that is child-centred and evidence based to all pupils, taking into consideration individual learning styles, in addition to, individual needs and abilities



2. GENERAL SCHOOL INFORMATION

The Red Door School caters for pupils with Autism and complex needs ranging from 4 to 18 years of age. Presently we have a young cohort of pupils ranging from 4 to 10 years of age. Our hope is to have a total of 5 classes (30 pupils) by September 2019.

The National Council for Special Education (NCSE) determine the ratio for a class of pupils with Autism as 6 pupils, 1 class teacher and 2 Special Needs Assistants. At The Red Door School we are fortunate to retain a high ratio of staff which exceeds the national average.

Presently our school caters for 2 senior classes and 2 junior classes with 6 pupils in each class. We have 4 class teachers, 10 full time Special Needs Assistants and 4 infant hour Special Needs Assistants. This brings our average ratio to 4.5 staff members to 6 pupils, inclusive of the class teacher. Staff are deployed by the school Principal on the basis of the needs of the school.

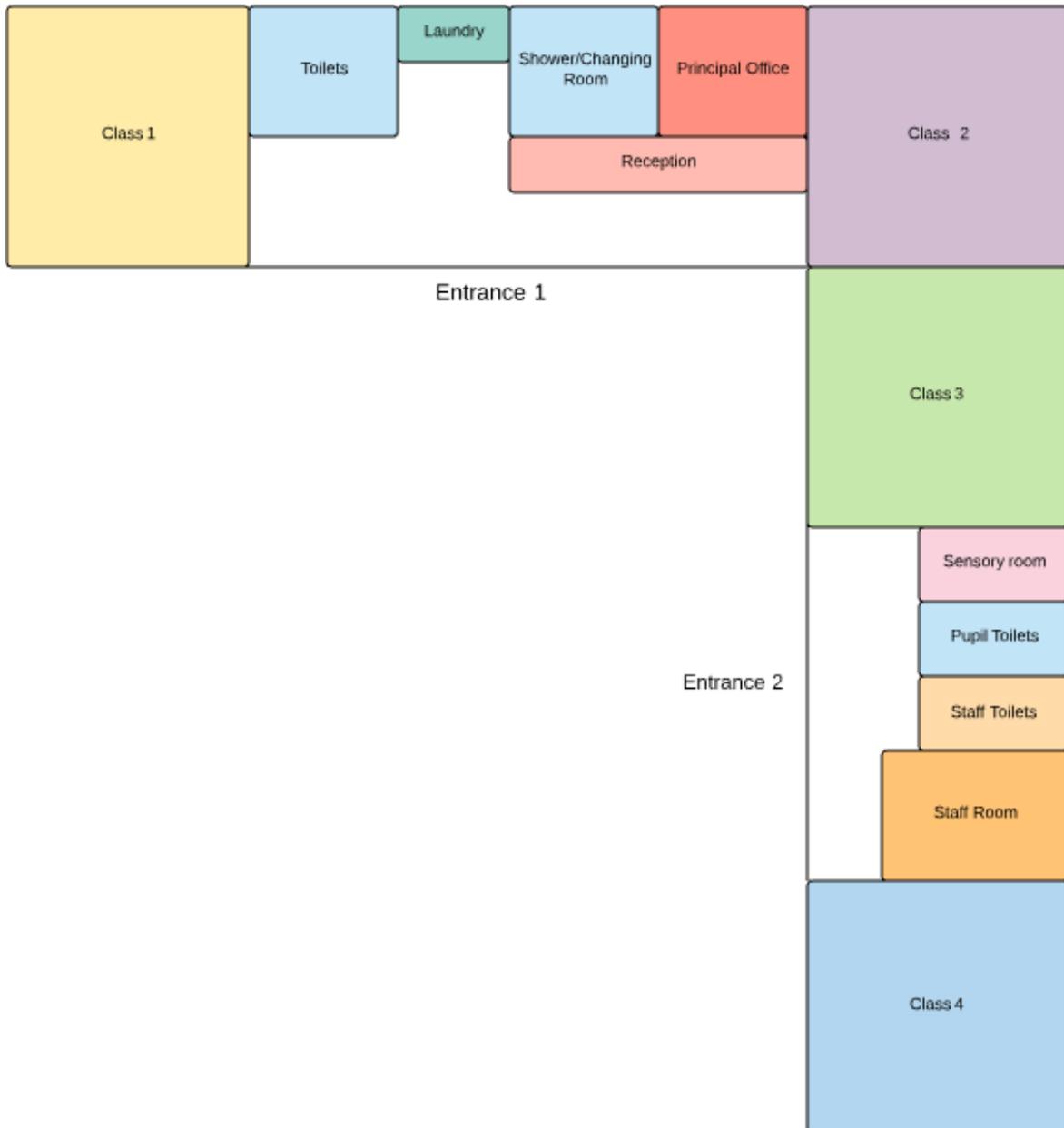
Each year our staff levels are determined by the NCSE on the basis of the needs of the pupils enrolled in the school. Additional supports required to meet the needs of pupils enrolled in the school can be applied for through the NCSE. A decision to make an application for additional support for your child would be based on a meeting between the parents of the child, the child's class teacher and the child's multi-disciplinary team, supported by the school Principal.

FACILITIES

Currently our school is situated in prefabs. The Department of Education and Skills have agreed to replace our existing prefabs with new structures of a much higher standard. The school is in the development stage of this project in consultation with our Landlord and DLR County Council. Parents of the school will be informed of developments as these occur. Over the summer 2018 the Department of Education and Skills allowed for minor repair works to the premises to bridge the gap between these projects.



SCHOOL LAYOUT





DAILY ROUTINE

The normal school day begins at 9:20am and ends at 3pm. Infant classes finish at 2pm. Most pupils travel to and from school on the school buses, this service is provided by Bus Eireann and not the school. - Please refer to School Transport Policy for further information.

	Junior Classes	Senior Classes
9:20	Staff collect pupils from buses/parents	Staff collect pupils from buses/parents
	Structured Play/Aistear	Structured games and activities
9:50	Pupils rotate between individual instruction and small groups to allow for each child to work on IEP goals.	Pupils rotate between 'Teacher Table' and small groups to allow for each child to work on IEP goals
10:50	Snack time	Yard Time
11:00	Yard Time	Snack Time
11:10	Circle Time/Attention Autism	Circle Time/Attention Autism
11:30	Pupils rotate between 'Teacher Table' and small groups to allow for each child to work on IEP goals. / Community visits after Term 1.	Pupils rotate between 'Teacher Table' and small groups to allow for each child to work on IEP goals
12:30	Storytime and Lunch	Yard
1:pm	Yard	Lunch and Independent work
1:30	Teacher led groups; eg. sensory activities, arts and crafts, music etc	Teacher led groups; baking, music/Community visits
1:50	Goodbye Group and prep for home	Pupils rotate between 'Teacher Table' and small groups to allow for each child to work on IEP goals 30 min intervals
2pm	Home	Independent work
2:50		Goodbye group - prep for home
3pm		Home

The timetable above should serve as an example of how a typical class in The Red Door School will be structured however each individual class teacher will have a weekly time table for their own class detailing each individual activity and curricular area covered.

CURRICULUM:

The Red Door School use an evidence based approach to the teaching and learning of pupils with ASD. Each child will have an Individual Education Plan which will be specific to their needs. Our class teachers use the National Council for Curriculum and Assessment (NCCA) Primary School Curriculum and the NCCA curriculum for children with General Learning Difficulties when planning for your child's academic goals. We also use Aistear in our infant



and younger classes. Aistear is the Early Childhood Curriculum Framework and is the national curriculum to support children from birth to 7 years of age.

The Curriculum is divided into 6 categories, some of which are further divided into curricular areas:

- **Communication & Language:** Communication, Reading and Writing
- **Mathematics**
- **Social, environmental and scientific education (SESE):** history, geography and science
- **Arts education:** visual arts, music and drama
- **Physical education**
- **Social, personal and health education (SPHE)**

INCLUSION.

The Red Door School aim to fully support the child to live to their full potential and to be an active participant in their own education. Our focus is on lifelong education and enabling the participant to live a fully inclusive life within their community.

Our child centred individual approach to each pupil's education recognises that meaningful inclusion will be different for each of our learners. Our school caters for pupils from the age of 4 up to the age of 18, Pupils will leave us at different stages of their education to transition into a variety of alternative educational placements.

Some of the ways we foster inclusion at The Red Door School are as follows:

- Visits within the local community, shops, library, post office.
- Combined activities with local schools - we currently share a campus with Dún Laoghaire ETNS and we share activities such as; parties for events such as Halloween and Christmas, summer fun day, shared sports coaching GAA, shared yard time, visits for school plays. These activities occur both by intergration of The Red Door Pupils joining pupils of DLETNS or also as Reverse Integration whereby other pupils visit our school and share our resources.
- Visitation placements - whereby a pupil from our school may attend another school as a guest for some period of the school day - please see visitation policy for more details.

Each child's place at The Red Door School is subject to regular review as outlined by the National Council for Special Education. This means that when we meet as a multidisciplinary team to discuss your child's educational requirements and goals we will also discuss their placement and its suitability. If it is identified by all parties that your child's needs are not being adequately met we will work with the parents towards finding and ultimately transitioning your child to a more suitable placement. This can involve working with another school while a child transitions to a mainstream environment or to an alternate special

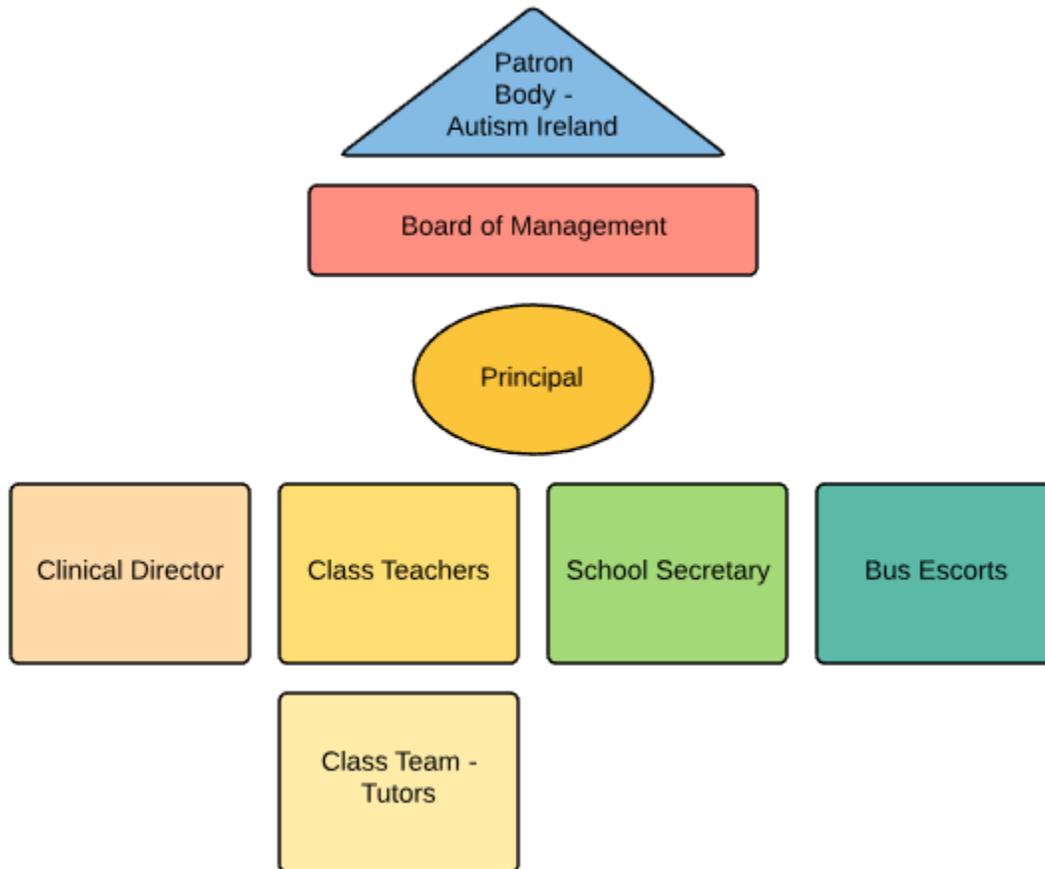


education setting which is more aligned with the needs of the child. At all stages the school, parents, clinical team and alternative setting would work together to support the child in their transition.



3. STAFF

THE RED DOOR SCHOOL STAFF ORGANISATION CHART



THE RED DOOR SCHOOL BOARD OF MANAGEMENT

<u>Chairperson/Parent Rep</u>	Joyce Mc Dermott	<u>Patron Rep</u>	Brian Buggy
<u>Patron Rep</u>	Martin Poulsen	<u>Community Rep</u>	Paula Baird
<u>Principal</u>	Adeline Wall	<u>Community Rep</u>	Niamh Garavin
<u>Staff Rep</u>	Deirdre Sullivan	<u>Parents Rep</u>	Neil Guinan



STAFF ROLES AND QUALIFICATIONS

The Board of Management of The Red Door School complies with all recruitment procedures for staff as outlined by the Department of Education and Skills. All personnel employed by the school or engaged on by the school in placements are fully Garda Vetted. References for all personnel are checked in advance of any position being offered by the school. Comprehensive in-house training is offered to all staff of The Red Door School.

Principal

- Is responsible for the day-to-day management of the school, including guidance and direction of the teachers and other staff of the school, and be accountable to the board of the school for that management,
- Provides leadership to the teachers and other staff and the students of the school,
- Is responsible, together with the board, parents of students and the teachers, for the creation in the school of an environment which is supportive of learning among the students and which promotes the professional development of the teachers,
- Encourages the involvement of parents of students in the school in the education of those students and in the achievement of the objectives of the school

Clinical Director

Our Clinical Director is a Board Certified Behaviour Analyst and is engaged on a consultative basis to oversee the implementation of clinical supports for our pupils. She works collaboratively with the principal and class teachers to provide training and support in evidence based practice. The Clinical Director also provides in-house support and training to all staff in the implementation of School Wide Positive Behaviour Support.

Teaching staff:

All class teachers are recognized by the Teaching Council of Ireland and qualified to teach in a Special School Setting. The Class Teacher is responsible for the co-ordination of each pupils Individual Education Plan (IEP) in addition to planning and preparation for group activities in line with the National Curriculum. The Class Teacher is Responsible for the health safety and welfare of all pupils in his/her class and works collaboratively with our Clinical Director and/or members of each child's clinical support team to support the child's education and development.

Special Needs Assistants/Tutors

All tutors at The Red Door School exceed the minimum qualifications required to work as a Special Needs Assistant and receive extensive in-house training as part of their induction and continuous professional development. The Special Needs Assistant/Tutor's role is to ensure the pupils personal care needs are being met while also providing additional support to enable the child to participate to their fullest potential in educational activities. Tutors provide



additional individual instruction under the guidance of the class teacher and collect academic and behavioural data to assist the class teacher and clinical director in assessing and monitoring each child's progress.

Bus Escorts

The role of the bus escort is to safely supervise the pupils availing of school transport on their journey to and from school. Each escort is Garda Vetted and receives in house training as part of their induction to the school. Additional training required to meet the needs of any individual child on a bus route is offered if the need arises.

School Secretary

The school have a part-time secretary. The Secretary's role is to provide secretarial and administration services to the school under the direction of the Principal.

Visiting PE Teacher:

Through active fundraising of the Parent Association the school is able to offer lessons from a visiting PE teacher who delivers sessions to the pupils in small groups each week.

ADDITIONAL SERVICES/CLINICAL SUPPORTS

The school has no direct connection with any individual clinical support service for services such as Occupational Therapy, Psychology or Speech and Language Therapy, we do however work closely with any clinical provider each child is assigned to and facilitate visits and multidisciplinary meetings with the class teacher where possible.

4. ITEMS TO BE PROVIDED BY PARENTS.

We ask parents to take care to ensure their child's belongings, particularly that clothing items are clearly labelled, this helps staff to identify and locate items if they are missing and ensure children's items are not mixed up. The school takes no responsibility for any damage or loss of items brought to the school.

SCHOOL UNIFORM

- Red polo shirt (with school crest)
- Navy school jumper (with school crest)
- Navy tracksuit bottoms
- Shorts are acceptable (in better weather)

Our school uniform providers are:

School Wearhouse: Unit 3 Ballyogan Business Park, Ballyogan, Dublin 18

Ph: (01) 292 1540



Email: info@schoolwearhouse.ie
www.schoolwearhouse.ie

NB: It is advisable to order at least two of each of the items in the uniform list above.

SPARE CLOTHES/ITEMS:

We recommend that all parents at the start of the year regardless of your child's needs send in the following items

- Spare change of clothes in case of spillages or accidents - if your child is toilet training we recommend several pairs.
- Spare large shirt or t-shirt for arts and crafts or messy play to protect their clothing
- During the winter months a pair of wellies or spare shoes
- Suncream - our staff are happy to apply suncream on sunny days but we can only apply your child's own suncream for risk of allergies.
- A wallet/purse with a few coins (no more than €5) and a list of what your child is allowed to purchase- your class teacher will let you know the days of outings however we do like to incorporate community visits and trips to the shop to teach functional living skills. Community visits do not happen until term 2 for infant classes.

TOILETING/INTIMATE CARE:

Any pupils with toileting needs must ensure that the school has a sufficient supply of nappies, wipes lotion etc. A note will be sent in the communication book when supplies are running low.

LUNCHES/SNACKS

Parents must provide pre-packed snacks and lunches for their children as the school do not provide lunch. Due to our current accommodation we do not have access to a full kitchen. It is therefore not possible for staff to prepare lunch items which require anything more than the use of a microwave. As such your child's meals must be prepared at home ready for them to eat at snack and lunch times.

If your child's lunch requires the use of a microwave it must be in a sealed container and will be prepared according to the instructions on the package only.

Please be aware that due to allergies our school is a nut free environment and we would ask that parents do not send in items containing nuts with your child's lunch.

EDIBLES AND REINFORCERS: Some pupils may have particular toys or food which they work for across the day as part of their individual plan. It is up to the parent to ensure that these are sent into school. A note will be communicated via your child's diary when these items need to be replenished.



COMMUNICATION DEVICES:

If your child uses any additional device or tools to assist them in their communication it is essential that this travels with them at all times. Many of our pupils use PEC's (Picture Exchange Communication System) or digital devices (eg iPads) to assist in their communication. It is important for consistency purposes that we are using the same methods at school and at home and that these aids travel to and from school each day. Some pupils may have their own personal devices their parents wish to use. It is the parents/guardian's responsibility to ensure that these devices are appropriately insured as the school will accept no responsibility for any loss or damage.

APPROVED MEDICATION:

Only medication approved by the Board of Management and outlined in your child's care plan can be stored in the school. Please refer to Administration of Medication Policy for further information.

5. THE KEY POLICIES AND PROCEDURES OF THE SERVICE;

TRANSITION/SETTLING IN POLICY;

We take an individual approach to each child's transition to The Red Door School. It is very important that each child is given the appropriate time which it will take them to successfully settle into their class in a new school. The settling in period will differ for each child, however we generally follow the following procedure:

1. The Principal and Clinical Director and Class Teacher if possible will meet with the parents of the new pupil prior to enrolment. They will discuss the needs of the child and the particular requirements the child may have in their new setting.
2. Where practicable the Clinical Director/Principal/Class Teacher will arrange an observation of the child in their current educational setting, or arrange a phone call with the child's current teacher/member of their clinical team to discuss the child's requirements in more detail.
3. The child will begin school on a reduced day, generally for a 1 hour period for a number of days. As the child becomes more settled we incrementally build up the time the child spends in school, usually by adding in one activity at a time. As the child adjusts to the class schedule and tolerates each new activity we continue to increase the time until the child has settled in school for a full day.



4. If the child is having difficulty with particular activities the class teacher, clinical director and parents if required work together to make adjustments and adaptations to suit the needs of the child and the class.
5. There is no typical time frame over which children typically settle into the school. It is important that close communication and support is fostered between school and home during this period and that parents understand the need for a successful transition period as this will shape the child's first experiences within the school setting.

ATTENDANCE/ABSENCES

It is required by law that all absences from school are recorded and reported. The school must in reporting all absences provide a reason for such absences. It is essential that a note from parents/guardians/carers is submitted to the class teacher explaining the reason why the child was not in school. To inform school of your child's absence you can do the following:

Text/whatsapp school mobile - 083-8859712

Email homecorr@thereddoorschool.com

Inform class teacher directly via e-mail or a note in the communication book the day before the absence.

SCHOOL TRANSPORT

Transport to and from school is approved by the NCSE and School Transport section of the Department of Education and Skills.

Bus Éireann contract the work to independent taxi/bus operators. You will be informed by school transport which route your child is assigned to.

Escorting is provided by external bus escorts employed by The Red Door School Board of Management.

The drivers are contracted by Bus Éireann. It is the responsibility of Bus Éireann to provide transport for our pupils between their homes and the school. Concerns arising from transport must be directed via Bus Éireann or Department of Education - School Transport.

It is the responsibility of the parents to bring their child to and from school for the following reasons:

- bus transport is unavailable
- their child has been suspended from their transport service by Bus Éireann



- their child is not ready within 3 minutes of the bus arriving to pick them up (waiting longer may cause upset to others)
- in the event that a bus escort is absent and no suitable substitute can be found
- Health and safety concern whereby there is a risk to your child, another child/driver/escort if the child travels on the bus.

POLICY ON DROP OFF AND COLLECTION;

For pupils who are dropped to school and/or collected by their parent/guardian/carer. We do not accept responsibility for the supervision of our pupils before 9:20 and after 3pm (2pm for infant classes)

In the mornings Parents/Guardians/Carers must wait to handover their child to a member of their child's class team at the main entrance to their child's classroom (door 1 for infant classes and door 2 for senior classes).

In the afternoons Parents/Guardians/Carers must wait at the main entrance to their child's classroom (door 1 for infant classes and door 2 for senior classes) for a member of their child's class team to handover.

Drop off and collection times are one of the busiest times of the school day. Many pupils find this time particularly difficult and overwhelming. Many pupils also find it difficult to tolerate visitors into their classroom, therefore out of respect of our pupils' wellbeing we do not permit parents or unplanned visitors entering the classrooms or school corridors.

Should a parent/guardian/carer wish to collect their child early or drop their child in to school late (eg. after an appointment) they must communicate their intention in writing via the home school communication diary, by text to the school mobile or by phone call to school secretary. The child will be dropped off/collected via the main entrance to the child's classroom at the agreed time. If the parent/guardian/carer is early they may wait at main reception until a member of the class team meets them.

If a person other than the approved parent/guardian/carer will be collecting the child advance notice in writing must be communicated by the parent/guardian/carer via text to school mobile 0838859712 or email to homecorr@thereddoorschool.com in addition to the name and a picture of the person who will be collecting the child. If this is not communicated in advance a phonecall to the parent/guardian/carer will be made by class teacher/secretary before the child will be handed over.



HOME SCHOOL COMMUNICATION POLICY

A high level of co-operation and open communication is an important aspect of The Red Door School. It is important that all partners within the child's education are kept informed of changes or developments at home or in school. It is essential that good and consistent communication between the school and home settings is encouraged.

At The Red Door School each pupil is given a Home School Communication Diary. This is filled in by a member of your child's class team each afternoon and gives an insight into their day and any difficulties or successes they may have had. There is a section for parents to fill in each morning before the child comes to school to let us know of any events which may have happened the night before, how the child slept/ate and how they are feeling coming into school each day. This gives your child's class team the opportunity to make adjustments to your child's day on the basis of this information to set them up for a successful day at school.

As part of our commitment to positive behaviour support and positive communication strategies within The Red Door School; staff are discouraged from discussing concerns regarding a child's education, welfare or behaviour in the presence of the child unless they can be included within that conversation. We encourage all parents to make use of the home school communication diary which each child is provided with at the beginning of each term, through which most general concerns can be answered. We understand that there will be occasions where a parent/guardian/carer wishes to discuss concerns in more detail; when this occurs we would appreciate that all concerns in the first instance are directed via your child's class teacher.

The following methods can be used to contact the school.

1. Home/school communication book - for all general queries, or concerns, information from home.
2. Email homecorr@thereddoorschool.com - general school information queries or notification a child will be late or absent. This mailbox is a shared mailbox for **all** teaching staff, school secretary, clinical director and principal and is therefore not for sensitive queries which should go through the class teacher.
3. Email Class Teacher - All academic and behavioural concerns/queries must go through the child's class teacher, who will then forward the concern to our Clinical Director or Principal if required.
4. Request a meeting with teacher - Phone/Email school secretary +353 1 663 7532 / admin@thereddoorschool.com
5. If you have any behavioural concerns at home which you would like advice or support from our clinical director you can email Laura on laura@thereddoorschool.com We would recommend keeping the class teacher informed of any such concerns.
6. If you have any unresolved concerns after attempting to communicate through any of the channels above or there are any confidential or sensitive issues which you wish to discuss you may send an email to principal@thereddoorschool.com or request a



phonecall/meeting with principal via school secretary on +353 1 663 7532 / admin@thereddoorschool.com

ADDITIONAL VOLUNTARY CONTRIBUTION

The Board of Management ask all parents for an additional voluntary contribution of €250 each year. Due to the individual nature of each of our pupil’s educational programs we prepare a significant amount of personalised resources for each child. This contribution assists us in the cost of the materials (laminating, Velcro, colour photocopying, photo printing etc, in addition to arts and crafts and textbooks where relevant).

If you choose to transfer this money online, please use your child’s name as the reference. The school’s preferred method is via bank transfer and our bank details are as follows:

Bank of Ireland, Stillorgan, Co. Dublin

BIC: BOFIE2D IBAN: IE52 BOFI 9013 3569 5797 27

You may choose a suitable payment method;

- Payment in one lump sum
- or
- Instalments across the school year

Please email admin@thereddoorschool.com to confirm any transfer of money that is made to the school in order for receipts to be provided.

9. DETAILS OF THE RECORDS KEPT IN RESPECT OF EACH CHILD;

The Red Door School keep records of the following information for your child:

<u>Information Held</u>	<u>Purpose</u>	<u>Shared with</u>
Enrollment information <u>Mandatory:</u> <ul style="list-style-type: none"> • Name address and contact details, PPS number • Names and addresses of parents/guardians and their contact details • Any relevant special conditions (e.g. special educational needs, health issues etc.) which may apply 	<p>To enable each student to develop his/her full potential</p> <p>To comply with legislative and administrative requirements</p> <p>To ensure that eligible students can benefit from the relevant additional</p>	<p>Department of Education and Skills, NCSE, HSE and other agencies when required by legislation to do so.</p>



<p><u>With consent</u></p> <ul style="list-style-type: none"> • Religious belief • Racial, ethnic or national origin • Membership of the Traveller community, where relevant 	<p>teaching or financial supports</p> <p>To enable parent/guardians to be contacted in the case of emergency.</p>	
<ul style="list-style-type: none"> • Information on previous academic record 	<p>To enable each student to develop his/her full potential.</p>	<p>Class teachers and clinical director where appropriate.</p>
<ul style="list-style-type: none"> • Psychological assessments, clinical reports and referrals 	<p>To enable each student to develop his/her full potential</p> <p>To comply with legislative and administrative requirements</p>	<p>NCSE, NEPS, HSE and other agencies when required by legislation to do so.</p>
<ul style="list-style-type: none"> • Attendance Records 	<p>To enable each student to develop his/her full potential</p> <p>To comply with legislative and administrative requirements</p>	<p>Department of Education and Skills, TUSLA, HSE as per legislation requirements.</p>
<ul style="list-style-type: none"> • Academic record - previous IEP's , data collection on progress with 	<p>To enable each student to develop his/her full potential</p>	<p>Class teachers when transferring from class to class, clinical director where relevant.</p>
<ul style="list-style-type: none"> • Child Protection Records 	<p>To comply with legislative and administrative requirements</p>	<p>HSE, TUSLA, mandatory by law</p>
<ul style="list-style-type: none"> • Other records e.g. records of any serious injuries/accidents etc 	<p>To comply with legislative and administrative requirements</p>	<p>Insurance, Department of Education and Skills, NCSE, HSE and other agencies when required by legislation to do so.</p>
<ul style="list-style-type: none"> • Behavioural data where a pupil is displaying a behavior of concern 	<p>To enable each student to develop his/her full potential</p>	<p>NCSE, NEPS, HSE and other agencies when required by legislation to do so.</p>



	<p>To comply with legislative or administrative requirements</p> <p>To ensure that eligible students can benefit from the relevant additional teaching supports where required.</p>	
<ul style="list-style-type: none">• Photos and recordings of pupils engaging in school events and activities	<p>To monitor student progress, self assessment of learning</p> <p>For display around the school, in school newsletters</p> <p>On school website www.thereddoorschool.com (with consent only)</p>	<p>Not shared externally or on school website without express consent from parents. - Consent form attached.</p>

10. PARENTAL COMPLAINTS PROCEDURE

Only those complaints about teacher/staff members which are written and signed by parents/guardians of pupils may be investigated formally by the Board of Management, except where those complaints are deemed by the Board to be:

- (i) on matters of professional competence and which are to be referred to the Department of Education;
- (ii) frivolous or vexatious complaints and complaints which do not impinge on the work of a teacher/staff member in a school;
- (iii) complaints in which either party has recourse to law or to another existing procedure.

Unwritten complaints not in the above categories may be processed informally as set out in Stage 1 of this procedure.

Stage 1



1.1 A parent/guardian who wishes to make a complaint should, unless there are local arrangements to the contrary, approach the class teacher/staff member with a view to resolving the complaint.

1.2 Where the parent/guardian is unable to resolve the complaint with the class teacher/staff member she/he should approach the Principal with a view to resolving it.

1.3 If the complaint is still unresolved the parent/guardian should raise the matter with the Chairperson of the Board of Management with a view to resolving it.

Stage 2

2.1 If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further she/he should lodge the complaint in writing with the Chairperson of the Board of Management.

2.2 The Chairperson should bring the precise nature of the written complaint to the notice of the teacher/staff member and seek to resolve the matter between the parties within 5 days of receipt of the written complaint.

Stage 3

3.1 If the complaint is not resolved informally, the Chairperson should, subject to the general authorisation of the Board and except in those cases where the Chairperson deems the particular authorisation of the Board to be required:

(a) supply the teacher/staff member with a copy of the written complaint; and

(b) arrange a meeting with the teacher/staff member and, where applicable, the Principal Teacher/staff member with a view to resolving the complaint. Such a meeting should take place within 10 days of receipt of the written complaint.

Stage 4

4.1 If the complaint is still not resolved the Chairperson should make a formal report to the Board within 10 days of the meeting referred to in 3.1(b).

4.2 If the Board considers that the complaint is not substantiated the teacher/staff member and the complaint should be so informed within three days of the Board meeting.

4.3 If the Board considers that the complaint is substantiated or that it warrants further investigation it proceeds as follows:

(a) the teacher/staff member should be informed that the investigation is proceeding to the next stage; (b) the teacher/staff member should be supplied with a copy of any written evidence in support of the complaint;

(c) the teacher/staff member should be requested to supply a written statement to the Board in response to the complaint;



(d) the teacher/staff member should be afforded an opportunity to make a presentation of case to the Board. The teacher/staff member would be entitled to be accompanied and assisted by a friend at any such meeting;

(e) the board may arrange a meeting with the complainant if it considers such to be required. The complainant would be entitled to be accompanied and assisted by a friend at any such meeting; and

(f) the meeting of the Board of Management referred to in (d) and (e) will take place within 10 days of the meeting referred to in 3.1(b).

Stage 5

5.1 When the Board has completed its investigation, the Chairperson should convey the decision of the Board in writing to the teacher/staff member and the complainant within five days of the meeting of the Board.

5.2 The decision of the Board shall be final.

5.3 This Complaints Procedure shall be reviewed after three years.

In this agreement 'days' means school days.

Written complaints - refers to complaints in the form of a letter addressed specifically to the Chairperson/bom and signed by the complainant.

11. INSPECTION REPORT

The Red Door School engaged in a Whole School Evaluation - Management Leadership & Learning in January 2017 and a Follow up to this report was conducted in January 2018. Both reports can be downloaded via our school website www.thereddoorschool.com.

FUNDRAISING

As a school community, we place great emphasis on working together to raise vital funds for the running of the school. This includes providing for clinical services of behavioural support, educational resources and equipment to support our pupils needs and securing external services from visiting teachers such as PE.

Examples of activities that have taken place in the past and we hope to continue include:



RIYC Ladies Lunch

Christmas card stalls and sales

Table quiz (Jan/Feb, previously in the Goat pub, Goatstown)

Foxrock Golf Classic (May)

Women's Mini-marathon (June)

Music nights

Coffee Morning

Bag packing.

Any suggestions for ways to promote or help in additional fundraising are always welcome and are very much appreciated by the school community as a whole.



ADDITIONAL POLICIES:

The most current version of school policies can be found on the school website. Updates to policies will be communicated via the school website.

www.thereddoorschool.com/our-policies

Click below to view the following Policies (PDF version only)

[Child Safeguarding Statement](#)

[Code of Behaviour](#)

[Attendance Strategy](#)

[Intimate Care and Toileting](#)

[Administration of Medication](#)

[Health and Illness Policy](#)

[Supervision Policy](#)

[Fire Drill/Emergency Evacuation Policy](#)

[Accidents and Incidents;](#)

[Visitation Placement policy](#)

[ICT Acceptable Usage including photographic and recording devices](#)

[IEP Policy](#)

[Parental Complaints Policy](#)



Parent Handbook Receipt Form

Name of Pupil: _____

BLOCK CAPITALS

I confirm that I have received the Parents Handbook and agree to comply with the policies outlined within. I understand that policies are subject to regular review and updates to policies referenced within this handbook will be communicated to me via the school Principal and/or published on the school website.

I am familiar with the information and records which the school retains for my child and the purposes for which this information is held. I am also aware of the schools statutory and legal obligations to share certain information with state agencies as is outlined in this document.

Signed: _____ Date: _____

To be submitted in advance of your child's enrolment date

CONSENT - SCHOOL WEBSITE

I give consent for photographs/recordings of my child taken on school devices to be used on the school website www.thereddoorschool.com

Signed: _____ Date: _____

CONSENT - CONTACT DETAILS SHARED WITH PARENTS ASSOCIATION

I give consent for the school Principal to share my contact information below with the Chairperson of the Parent Association for the purposes of contacting me regarding meetings/events and fundraising

Signed 1: _____ Date: _____

Signed 2: _____ Date: _____

[Parent Handbook Receipt Form 1]