



## Special Educational Needs Policy

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## **Introduction**

The aim of this Special Educational Needs Policy is to:

- Cater for enrolment of children with special educational needs in our school
- Comply with legislation and DES circulars, in particular Circular no. 0013/2017
- Streamline provision of special needs supports within the school
- Provide practical guidance to staff, parents/guardians and other interested parties about our SEN procedures and practices
- Define/outline best practice procedures for working with children with special educational needs
- Identify additional needs of our children
- Allocate resources to effectively meet these needs
- Track, monitor, review and report on the progress of children with additional needs
- Address the needs of the exceptionally able/gifted child

As such we seek to comply with legislation (Education Act 1998, Equal Status Act 2000, EPSEN Act 2004) and fulfil DES circular 0013/17 -Circular to the Management Authorities of all Mainstream Primary Schools; Special Education Teaching Allocation, and new 2017 Guidelines for Primary Schools: Supporting Children with Special Educational Needs in Mainstream Schools.

A child with special educational needs is defined as a child with:

*“A restriction in capacity to participate in and benefit from education due to and enduring physical, sensory, mental health or learning disability, or any other condition that results in the child learning differently from a person without that condition.”* (Education for Persons with Special Educational Needs (EPSEN) Act 2004)

## **Guiding Principles of SEN Policy**

Under the new General Allocation Model, from September 2019 – June 2020, Our Lady’s Grove Primary School has an allocation of 186.68 hours of support teaching to meet the needs of the children in the school.

Changes to the previous policy arise from:

- The introduction of the new General Allocation Model
- A perceived increase in social/emotional difficulties among children
- Our on-going commitment to ensuring that children experiencing learning/social/emotional difficulties receive the support that they need insofar as we can provide it

All children have the right to an education, which is appropriate to them as individuals. We want all of our children to feel that they are a valued part of our school community. The resources provided to support children with special educational needs, combined with modifying activities as required, will allow children to integrate fully in the school community and contribute to the development of a truly inclusive school.

Supports provided to children with special educational needs will be based on identified needs and be informed by regular reviews of progress (in consultation with parents/guardians) as outlined in the Continuum of Support Guidelines. Support will be offered taking into account the allocation available to the school and the appropriateness of the support in meeting the needs of the child.

- The Class Teacher has primary responsibility for the progress and care of all children in the classroom, including children with special educational needs
- Children with the greatest levels of need will have access to the greatest level of support with experienced SET Teachers

## Annual Statistics 2018-2019

Name of School	Roll No.	No. of Children on Roll 2019 - 2020
Our Lady's Grove Primary School	19374W	439 (Mainstream)

### Allocation of 186.68 Hours

Name of School:	Our Lady's Grove
SET Team	
Elaine Molyneaux	25 hours
Jo Anna McDowell	25 hours
Laura Whelan	25 hours
Helen O' Brien	25 hours
Niamh Byrne	25 hours
Shane Morgan	25 hours
Maria O' Leary	25 hours
Emer Flynn	11.41hours

*We seek to comply with legislation (Education Act 1998, Equal Status Act 2000) and fulfil DES circular 0013/17 (Circular to the Management Authorities of all Mainstream Primary Schools); Special Education Teaching Allocation, and new 2017 Guidelines for Primary Schools: Supporting Children with Special Educational Needs in Mainstream Schools.*

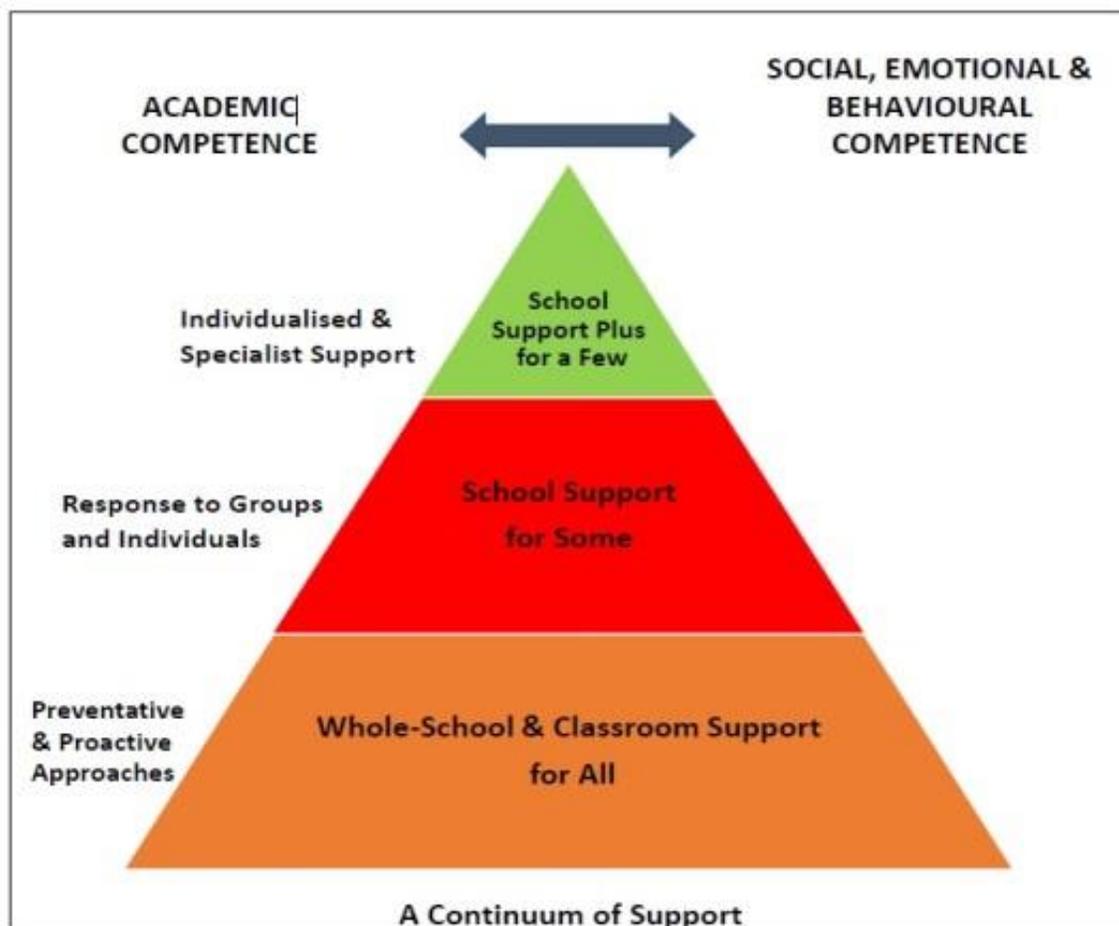
## **Identification of Additional Needs of Children**

Identification of educational needs and the new allocation model is central to our policy. By using the Continuum of Support framework, we can identify children's educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This in turn, allows us to identify and respond to needs in a flexible way. In our school the Special Education Teacher is the Liaison Teacher for the classes with which they work most closely.

## **The Continuum of Support**

The Continuum of Support outlines how we gather information to identify needs and support children with additional needs. A more comprehensive explanation of each stage can be found in the *Continuum of Support Guidelines for Teachers (12 – 35)*

[https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps\\_special\\_needs\\_guidelines.pdf](https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf)



### **Stage 1 Classroom Support (Appendix 1)**

Classroom Support is the first response to emerging needs. It is a response for children who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other children in their class. Classroom Support typically begins when a parent or teacher has concerns about an individual pupil. The Class Teacher, SET Liaison Teacher and parents/guardians discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

### **Stage 2 School Support (Appendix 2)**

In some cases, interventions at classroom support level are not enough to fully meet the child's special educational needs. School Support may, therefore, be required. The Class Teacher involves the Special Education Team Teacher (SET Teacher) in the problem-solving process at this point for more systematic gathering of information and the development and monitoring of a School Support Plan (SSP).

### **Stage 3 School Support Plus (Appendix 3)**

If a child's special educational needs are severe and/or persistent, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team. The information gathering and assessment from stages 1 and 2 will provide the starting point for intervention at this level. Where a child has a diagnosis/report from an outside agency, recommendations in the report will be considered in deciding what supports are offered.

We offer what is the most appropriate intervention for each pupil in order to support their learning and participation in the social context of the classroom, taking into account evidence from teachers, parents/guardians and any other agencies that may be involved. Classroom Support and School Support will remain in place.

## **Information Gathering and Assessment**

Class Teacher & SET Teacher will create a list that includes every child in the class based on their observations, class tests, running records, standardised and diagnostic tests, parental input and reports from professionals involved with children. It will record children who are not on the support continuum as well as those at stages 1, 2, 3. (See template) This list will be updated at regular intervals and presented to the SET Team so that they have it for their reviews.

These reviews take place in September, December and June. If a child presents with a more pressing concern, a review of their needs may be addressed at any time.

A useful step in identifying children who may need learning support in English or Mathematics is for the Class Teacher to administer one or more screening measures. The screening measures that are administered depend on the age and stage of development of the children concerned but the following will be administered annually:

- The Drumcondra Test of Early Literacy and Numeracy is administered to Senior Infants in May as a guide to observation of children
- Drumcondra Reading and Drumcondra Maths tests are administered each May from 1<sup>st</sup> Class onwards
- The NNRIT is used in 2<sup>nd</sup> and 5<sup>th</sup> Classes at the start of October to help identify children who might be experiencing difficulties in relation to perceived ability
- As part of our Literacy Lift Off (Guided Reading) Programme Junior Infants to 2<sup>nd</sup> Class are assessed using running records to provide a reading age which is then used to inform class teaching and literacy interventions. We use post intervention running records on selected children to determine an individual's progress and the effectiveness of the intervention.

In Mathematics we focus on language development and development of mathematical procedures and concepts. Busy at Maths assessments are administered from 1<sup>st</sup> to 6<sup>th</sup> Classes every half term as continuous assessment of children's progress.

We continually review the assessment and screening tests that we use in order to balance the needs of our children and the need to provide information for appropriate support. Therefore, we may deviate from the above list prior to the review date.

*-Sometimes children may be included for support based on a teacher's experience and insight or where there are exceptional circumstances such as difficult home circumstances, on-going poor performance not flagged in standardised tests, difficulties with processing etc.*

## **Inventory of Test Materials**

### **Screening Tests**

- Drumcondra Literacy, including Test of Early Literacy
- Drumcondra Numeracy, including Test of Early Numeracy
- New Non- Reading Intelligence Test (NNRIT)
- Middle Infant Screening Test (MIST)

### **Diagnostic Tests**

In our school the following tests are available for administration by the SET teachers:

#### **Literacy Diagnostic Tests**

- Running Records from Literacy Lift Off (JI- 2<sup>nd</sup>)
- Star Assessment from Accelerated Reading Programme (3<sup>rd</sup> – 6<sup>th</sup>)
- Dyslexia Portfolio
- Quest Diagnostic Literacy Test
- Rain Sentence Reading Test
- Neale Analysis Of Reading Ability (NARA)
- Diagnostic Reading Test (DRA)
- Cloze Reading Test 1 – D. Young
- Cloze Reading Test 2 – D. Young
- Cloze Reading Test 3– D. Young
- Dolch/300/500/1000 Most Common Words
- Ruth Miskin’s Nonsense Word Test
- First School Years Literacy Profile
- Diagnostic Reading Programme (Nfer-Nelson)
- British Picture Vocabulary Scale 3<sup>rd</sup> Edition (BPVS111): for older children with language difficulties and former EAL children in upper classes
- Aston Index 8: Visual Discrimination
- Aston Index 12: Visual Sequential Memory
- Aston Index 13: Auditory Sequential Memory
- Aston Index 15: Visual Sequential Memory (symbols)
- Aston Index 16: Auditory Sequential Memory
- Westwood Sentence Repetition Test (Short-term Auditory Memory)

## **Numeracy Diagnostic Tests**

- Drumcondra Test Papers
- Busy at Maths Assessment Book
- Westwood Digit Repetition Test (Short-term Auditory Memory)
- MaLT
- IXL

## **Prevention and Early Intervention Strategies**

- Full implementation of the New Language Curriculum and other early intervention programmes in the early primary classes as an effective response to meeting the needs of children with low achievement.

These programmes:

- Include a strong emphasis on oral language laying the foundation for meaningful reading
  - Emphasise phonological awareness
  - Emphasise phonemic awareness
  - Emphasise rhyming
  - Develop spelling skills and visual skills
  - Sometimes involve small group teaching
- The development of agreed approaches to the teaching of Literacy and Numeracy as seen in our whole school Literacy and Numeracy policies in order to ensure progression and continuity from class to class.

These approaches are:

- Reading Strategies
  - Comprehension Strategies
  - Listening Skills
  - Writing Genre
- Teaching Social/Emotional/Resilience Skills in all classes through the use of Stay Safe, RSE, Weaving Wellbeing, Stop, Think, Do, Talkabout, Social Stories etc as appropriate.

- Methodologies:

Team teaching in combination with small group and individual instruction to explicitly teach a skill so that it can be transferred to the whole class situation. Multi modal teaching to accommodate the needs of a variety of learning styles as well as the provision of collaborative and active learning opportunities.

Each year we plan to use as many of the above listed interventions as we can resource and have time to provide. We may be in a position to introduce other interventions as our new model evolves or we may find that we have to reduce our intervention – this will depend on the needs of the children.

We also encourage -

- Close collaboration and consultation between all teachers and the SET team
- Promotion of Oral Language e.g. New Language Curriculum, Aistear and cross-curricular language development
- Promotion of literacy e.g. Print-rich environment, LLO JI-2<sup>nd</sup> Classes, AR 3<sup>rd</sup> to 6<sup>th</sup> Classes, DEAR (Drop Everything and Read), guided reading, shared/paired reading, Spellingcity.com
- Promotion of Numeracy e.g. Mental Maths, Maths Week, IXL
- Parental involvement in promoting literacy and numeracy e.g. Homework Policy Guidelines for parents/guardians

### **Allocation of Resources**

Children at Stage 1 will receive in-class support from their Class Teacher who may seek advice from the SET Liaison Teacher. Support in-class is provided by the SET Teachers through team teaching for Literacy, Numeracy and SPHE in particular. Once a child's further needs have been identified, where they have been listed as Stage 2/3, SET Teachers (SETs) address these needs as required. We aim to strike a balance between in-class support, group and individual support to meet the needs of the children.

Importantly, the level and type of support reflect the **specific targets of individual children** as set out in their support plans and are informed by careful monitoring and review of progress. In this way, following a period of intervention, some children may no longer require additional teaching supports; some may require the same level, while others may require more intensive supports.

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of children. Importantly, those with **the highest level of need should have access to the greatest level of support**. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, whole-class interventions, team-teaching and small group teaching. In addition to literacy and numeracy difficulties, many children will have specific needs in such areas as oral language, social interaction, behaviour, emotional development, motor skills and application to learning.

At the end of each term the SET Teachers meet with Class Teachers to review children’s needs, the resources in place and progress made using the Continuum of Support problem-solving model of assessment and stage approach flow charts. The SET Teachers then review all support and allocate resources for the subsequent term based on the review. Formal reviews take place in September, December and June. The team will then cross-reference the needs of children at School Support and School Support Plus levels and consider common needs that can be met by grouping, to ensure effective and efficient teaching and learning approaches.

Stage 3 School Support Plus	Individual Education Plans (SSSP)
<p>1. Children with identified complex needs by an external professional such as</p> <ul style="list-style-type: none"> <li>• Physical Disability</li> <li>• Hearing Impairment</li> <li>• Visual Impairment</li> <li>• Emotional Disturbance</li> <li>• Moderate General Learning Disability</li> <li>• Severe/Profound General Learning Disability</li> <li>• Autistic Spectrum Disorder</li> <li>• Assessed Syndrome</li> <li>• Specific Speech and Language Disorder/Impairment</li> <li>• Multiple Disabilities</li> </ul>	<p><b>Type of Support</b></p> <p>Group Withdrawal</p> <p>Individual Withdrawal</p> <p>In Class</p> <p><b>Personnel</b></p> <p>SET Teacher</p> <p>Class Teacher</p> <p>Outside Agencies</p>

<b>Stage 2 School Support</b>	<b>Individual Profile and Learning Programme (SSP)</b>
<ol style="list-style-type: none"> <li>1. Prevention and Early Intervention Programmes</li> <li>2. Children for whom English is an additional language (EAL)</li> <li>3. Children who underperform in Literacy Standardised Tests relative to the rest of the class or relative to their perceived ability through NNRIT results</li> <li>4. Children who underperform in Numeracy Standardised Tests relative to their class or to their perceived ability through NNRIT results</li> <li>5. Children with an identified need by external professionals such as: <ul style="list-style-type: none"> <li>▪ Borderline Mild General Learning Disability</li> <li>▪ Mild General Learning Disability</li> <li>▪ Specific Learning Disability</li> <li>▪ Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder</li> </ul> </li> <li>6. Children who have not made adequate progress after interventions at Stage 1</li> <li>7. Children in 1<sup>st</sup> – 6<sup>th</sup> Classes who have not made adequate progress after EAL interventions</li> </ol>	<p><b>Type of Support</b></p> <p>Group Withdrawal</p> <p>Individual Withdrawal</p> <p>In Class</p> <p><b>Personnel</b></p> <p>SET teacher</p> <p>Class Teacher</p>

### **Roles and Responsibilities**

To facilitate the effective implementation of a School Policy on Special Education Teaching (formerly learning support/resource teaching); the roles of the different partners – the Board of Management, Principal, Class Teachers, Special Education Teacher, SNAs, Parents/Guardians and Children are crucial.

### **Role of Board of Management**

- To oversee the development, implementation and review of a School Policy on Special Educational Needs

- To ensure that adequate classroom accommodation and teaching resources are provided for Special Education Teachers
- To provide a secure facility for the storage of records relating to children in receipt of Special Educational Needs

### **Principal – Mrs Anne Kernan**

The Principal has overall responsibility for SEN procedures and practices in the school. The new allocation model states the Principal's leadership role is central.

The Principal should:

- Implement and monitor the school's SEN Policy on an on-going basis
- Ensure that the children with the greatest needs have the greatest provision
- Assign staff strategically to teaching roles
- Assign SET Teachers appropriately to ensure that the literacy/numeracy/social skills needs etc. of the children are met
- Assign responsibility for co-ordinating additional support to an identified teacher – Ms Elaine Molyneaux
- Liaise with SET Teachers
- Plan to ensure continuity of provision for all children
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents/guardians, children and external professionals/agencies
- Ensure that effective systems are implemented to identify needs of the children and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of children with special educational needs, and ensure that all school staff (Class Teachers, Special Education Teachers and Special Needs Assistants) are clear regarding their roles and responsibilities in this area
- Communicate with the SENO (Special Education Needs Organiser) in conjunction with SENCO
- Oversee whole-school assessment
- Allocate time within the school timetable for the SET Teachers to plan and consult with Class Teachers and parents/guardians
- Inform staff about external agencies and provide information on continuing professional development in the area of SEN

- Meet with parents/guardians regarding any concerns about their child and update them regarding their progress
- Work with teachers regarding external assessment services that are available and the procedures to be followed in initiating referrals
- Attend multi-disciplinary meetings regarding children with Special Educational Needs
- Attend IEP meetings and meetings with NEPS psychologist

### **SEN Co-ordinator (DP) –Ms Elaine Molyneaux**

The SEN Co-Ordinator (SENCO) should:

- Communicate with the Principal in relation to SEN matters on an on-going basis
- Liaise with external agencies about the provision for children with additional needs
- Liaise with the NEPS Psychologist, the SET Teachers and Class Teachers to prioritise children for psychological assessments (NEPS)
- Liaise with SET Class Liaison Teachers to identify, support and monitor children with additional needs
- Co-ordinate regular SET planning meetings to ensure effective communication and support for children with additional needs
- Meet with parents/guardians regarding any concerns about their child, advise parents/guardians on procedures for availing of special needs services and update them regarding their progress
- Co-ordinate the whole-school standardised testing at each class level
- Co-ordinate the screening of children for additional support, using the results of standardised tests
- Oversee the tracking system of test results on password-protected *Databiz* software to monitor the progress of children
- Maintain lists of children who are receiving additional support

### **Class Teacher**

The Class Teachers has primary responsibility for the teaching and learning of **all** children in his/her class, including those selected for additional support.

The Class Teacher should:

- Implement teaching programmes which optimise the learning of **all** children
- Create a positive learning environment within the classroom
- Differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class
- Administer and correct standardised tests of achievement in literacy and numeracy, following the school's guidelines
- Discuss outcomes of standardised testing with SET Co-ordinator to assist in the selection of children for supplementary teaching
- Meet with parents/guardians regarding any concerns about their child and update them regarding their progress
- Gather information and assess children presenting with needs to inform teaching and learning using the Continuum of Support
- Maintain a list of children not included/included in the Continuum of Support and review this each term
- Open a *Student Support File*, once additional needs have been identified which require support and contact made with parents
- Collaborate with SET and parents/guardians to develop appropriate support plans
- Collaborate with SET to regularly review support plans, teaching aims and activities for whole class interventions
- Adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session
- Co-ordinate the role and responsibilities of the SNA in relation to the needs of children with SEN within the classes to which they are assigned

### **Special Education Teacher (SET Teacher)**

The SET Teacher should:

- Familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs
- Assist in the implementation of a broad range of whole-school strategies aimed at Early-Intervention

- Collaboratively develop Support Plans for each pupil selected for school support teaching with Class Teachers and other staff
- Meet with Class Teachers, parents/guardians and other staff members to identify priority learning goals for each child in receipt of support
- Regularly meet with Class Teachers and relevant staff to review support plans
- Update and maintain planning and progress records for each individual or group of children in receipt of support
- Support whole-school procedures for screening
- Administer and interpret diagnostic tests and inform Class Teachers and parents/guardians of the outcomes
- Meet, together with Class Teachers, with parents/guardians regarding any concerns about their child and update them regarding their progress
- Co-ordinate class groups and offer advice and support to Class Teachers regarding children on their caseload
- Discuss the needs and progress of children on their caseload at planning meetings
- Provide necessary information to a SEN child's receiving school once a transfer letter has been received

### **Special Needs Assistants (SNA)**

The SNA will meet the care needs of the SEN children to which they have been assigned, (Circular 10/76), and under the direction of the Principal/Class Teachers.

The SNA should:

- Support the Primary Care needs of children to allow them to participate fully in the life of the school
- Contribute to the quality of care and welfare of the children through support for specific programmes recommended for them e.g. movement and/or emotional self-regulation programmes
- Support learning and teaching in the classroom for children in their care

- Attend, where possible, training courses/workshops provided by the BOM
- Attend IEP meetings and/or meetings with relevant professionals, when necessary
- Ensure the safety of the SEN children in the schoolyard and be present for the duration of the yard breaks along with the teachers on duty

### **Parents/Guardians**

Collaboration and sharing of relevant information between home and school are essential elements of our SEN Policy. Through their unique knowledge of their own children parents/guardians have much to contribute to their child's learning.

The Parent/Guardian should:

- Share any information, reports or reports-pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school **at the Pre - Enrolment stage**
- Support the work of the school and keep the Class Teacher informed of the progress and challenges they observe in their child's learning
- Attend meetings arranged by the Class Teacher or SET
- Support the targets outlined in their child's support plans and engage in all suggested home-based activities
- Keep the school informed of any home factors which may affect the child
- Inform the post-primary school of their child's needs, at the transition stage

Effective communication with parents/guardians is critically important to the success of the Special Educational Needs Programme. Activities that may be organised to increase the involvement of parents/guardians in supporting their children, particularly those in the Special Educational Needs Programme include:

- Setting up consistent routines at home for homework
- Developing their organisational skills
- Having high expectations
- Paired/Shared Reading
- Developing children's oral language through discussion

- Motivating children to learn more
- Selecting high interest books for the children
- Visits to places of interest to broaden the range of children's experiences
- Encouraging children to use the library
- Engage children in activities to aid social and emotional development such as football, choir, drama, rugby etc

The Class Teacher and SET Teacher will consult parents/guardians at all stages of processes outlined in this policy e.g.:

- When a child is identified as having needs that may require additional support
- When a child is identified as having behaviours/difficulties that may require further investigation within the school or by outside agencies
- In preparation for psychological assessments
- When a Support Plan is being drawn up for a child
- When a review of a Support Plan means a significant change in the levels of out of class support being given to a child

### **Children**

Children who are in receipt of supplementary teaching should, as appropriate:

- Be informed of strengths and areas of need
- Be given the opportunity to contribute to the setting of the medium and short-term learning targets
- Become familiar with the targets that have been set for them
- Develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

## **Special Education Needs Organiser (SENO) & Other Outside Agencies**

It is the role of the SENO to allocate the SNA provision to the school, based on the information provided to them by the principal.

Other agencies involved in meeting the needs of the children are the DES and NEPS. The school also relies on the support of a variety of therapists and psychologists in analysing the needs of our children.

## **Tracking, Recording and Reviewing Progress**

Provision for children with Special Educational Needs relies upon clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of school-wide support of our children.

## **Student Support File**

We use a Student Support File to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates us in documenting progress and needs over time and assists us in providing an appropriate level of support to children, in line with their level of need. Our Student Support File is based on the NEPS template and is stored digitally in a particular area of *Office 365*. All support files should include:

- Cover sheet with pupil's details
- A timeline of actions
- Any/all communication with parents
- Record of support received
- Classroom Support plans
- Checklists as appropriate

The SSF area of 365 will show children who are:

- Not on the support continuum
- On Stage 1 of the continuum (Class support)
- On Stage 2 of the continuum (School support)
- On Stage 3 of the continuum (School Support Plus)

All incoming Junior Infants have a Student Support File which the Class Teacher opens once any contact is made with a child's parents regarding learning/behaviour/emotional wellbeing and a child is placed on Stage 1 –Classroom Support on the continuum. At the end of each school year the file rolls over to the next year.

If the child's case is moved to School Support, the SSF is retained where it is and is continuously updated while the School Support Plan and Learning Summary are created in the Learning Support area of Office 365. This is updated annually as required. The SET Teacher and Class Teacher also have a hard copy of the SSP for their files. The Class Teacher's copy is shredded at the end of each year while the SET Teacher's copy is stored securely in the child's folder.

### **Support Plans**

We use different support plans for the three stages on the Continuum of Support. These will replace IPLPs/IEPs for all children who are being newly placed on the support continuum.

#### **Stage 1 – Classroom Support (CSP)**

This is a simple plan which is drawn up by the Class Teacher in collaboration with the SET Teacher which outlines the pupil's additional educational needs and the actions, including individualised teaching and management approaches, which will be taken to meet the pupil's needs.

The plan may also include home-based actions to be taken by the pupil's parents/guardians to support their child's development. The Classroom Support Plan should include a review date. This could be at the end of a school term.

#### **Stage 2 – School Support (SSP)**

This plan is drawn up by the appointed SET Teacher and Class Teacher. The plan will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan may involve a combination of in-class support and withdrawal on an individual level or in a small group. Home-based actions may also be included.

After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken. Review of such a plan will depend on the nature and timescale of the interventions included in the plan but could be at the end of the school term.

### **Stage 3 – School Support Plus (SSPP)**

This plan is drawn up by the appointed SET Teacher, Class Teacher and SNA, if applicable, in consultation with the child’s parents/guardians and other relevant professionals.

It will set out:

- The nature and degree of the child’s abilities, skills and talents
- The nature and degree of the child’s Special Educational Needs and how those needs affect his/her educational development
- The present level of educational performance of the child
- The special education and related support services to be provided to the child including:
  - Strategies for supporting the child’s progress and inclusion in the classroom setting
  - Individual and/or small group/whole class interventions/programmes e.g. Weaving Wellbeing
  - Specific methodologies/programmes to be implemented
  - Specific equipment/materials and/or IT supports, if required, to support learning and access to the curriculum
  - Support required from a Special Needs Assistant (SNA), if applicable
  - The goals which the child is to achieve over a 6 month period
  - The monitoring and review arrangements to be put in place

Meetings needed to draw up and review this plan are co-ordinated by the SET Teacher who is working with the child. School Support Plus Plans are drawn up in June and reviewed in December. Parents/guardians participate in this process through completion of forms to support creation of the plan and attending a meeting to finalise and agree strategies etc in the plan.

### **Sharing/Storing Information and Plans**

Our systems for creating, sharing and storing support plans of children have been outlined above but here is a brief summary:

- Every pupil with SEN has a file, held in locked filing cabinets in the Deputy Principal’s room. When a pupil leaves the school, his/her file is moved to a past-pupil file in the locked Archive Room

Each file should contain:

- Any reports relating to child's needs from outside agencies
- End of year hard copy of any Support Plan which may have been drawn up for the child
- The most recent Learning Summary which contains results of all standardised and diagnostic tests administered
- SET Teachers and Class Teachers create a class list which records the name of every child and states where s/he is with regard to the continuum of support
- Class Teachers and SET Liaison Teachers have access to the relevant Student Support File area of Office 365 each year. These are to be updated after each contact with parents/guardians etc concerning the child
- SET Teachers only can access the Learning Support area of Office 365 to create, review and store these documents. This allows Class Teachers and SET Teachers work together while limiting access to each child's files for GDPR
- Whole class records will be retained by the SET – records such as running records, standardised tests results etc. SSP and SSPP are also retained by SET

### **Other Considerations**

Enrolment of children with identified SEN:

Parents/guardians enrolling children in the school can view our Enrolment Policy and download a Pre-Enrolment Form. The Pre-Enrolment Form has a section which allows parents inform the school of their child's additional needs. The school will acquaint themselves with the needs and how best to support them by:

- Meeting between Parents/Guardians/Principal/Class Teacher/SET and SENO as appropriate
- Obtaining copies/details of reports, assessments etc. from psychologists, therapists etc.
- Contact with SENO, NEPS psychologist or other psychologist, Speech & Language Therapist and Occupational Therapist etc. involved with the child
- Liaising with family counsellor/ care worker where appropriate

The following steps will be used to ensure a smooth transition into the school for both the child and the school:

- Parent/guardian visit to the school
- Child visit to the school
- Awareness by all staff of the need for the child with SEN to be educated in an inclusive environment
- Liaise with SENO to arrange for SNA support, extra resources and training where appropriate
- In some circumstances a transition period may be established to help a child to settle in the school

### **Referral of Children to Outside Agencies including NEPS**

Where teachers feel it necessary to seek intervention of outside agencies they should

- Consult with the SET Teacher
- Speak to parents/guardians
- Inform the Principal

The assigned NEPS psychologist meets with the Principal and the Special Education Co-ordinator at the beginning of the year to discuss the needs of the children and to plan the support which will be offered to the school. This may take the form of CPD for staff, of advice for teachers with regard to individual children/whole-school concerns or, it may involve an assessment and psychological report for an individual child.

In the event of a limited availability of assessments through NEPS priority will be given to the child with the greatest need.

Where an assessment takes place in the school, the Class Teacher, SET Teacher and Principal or Deputy Principal should oversee initial contact with parents/guardians. The Principal/Deputy Principal will liaise with assessment services. The relevant SET Teacher will collect all documentation concerning the child's test scores. This will be co-ordinated by the Deputy Principal. In general, our school has access to approximately 1-2 psychological assessments annually through the NEPS scheme, although this can vary from year to year.

Teachers may also recommend to parents/guardians that children in need of support, especially in the case of behavioural/emotional needs, should be referred through a GP.

## **Transfer to Post Primary**

Where children with SEN are transitioning to secondary school, the 6<sup>th</sup> class teacher and SET Teacher will liaise with the SET at their secondary school. The 6<sup>th</sup> Class Teacher will work to prepare the class for transition to secondary school. A SET Teacher may support this work.

An individual transition programme may form part of the support plan for some children in 6<sup>th</sup> as identified by consultation between the Class Teacher and SET Teacher.

## **Children with Exceptional Ability**

We seek to support children with exceptional ability in the following ways:

- Differentiation of work
- Providing additional follow-on work of a higher level
- Recommendations to parents/guardians
- Occasional engagement with experts in areas such as PE, Art Music, IT

The Class Teacher and SET Teacher may draw up a School Support plan for a child with exceptional ability, particularly if this is linked to another area of need.

## **Concluding Section**

### **Success Criteria**

The following points will be indicators of the success of the SEN Policy:

- Children with Special Educational Needs will be welcomed as fully participating members of the school community
- The progress of children with Special Educational Needs will be monitored and recorded
- Discussions & meetings with parents/guardians
- Feedback from teaching staff, children, psychologists etc.
- Standardised test results
- Inspector's Reports

All records will be kept in accordance with the Data Protection Act 1988, the Data Protection (Amendment) Act 2003 and General Data Protection Regulation (GDPR) May 2018

## **POLICY RATIFICATION**

*This policy has been made available to school personnel and the Parent Association and is readily accessible to parents/guardians on request. A copy of this policy will be made available to the Department and the patron if requested.*

This policy will be reviewed by the Board of Management once in every school year.

This policy was adopted by the Board of Management on 9<sup>th</sup> March 2019

Signed:   
Chairperson of Board of Management

Signed   
Principal

*Date of next review: March 2020*

Appendix 1

<b>Classroom Support</b>	<p>The Class Teacher considers how to differentiate the learning programme effectively to accommodate the needs of all children in the class.</p> <p>A Classroom Support Plan is developed and/or adjusted over time for those children who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"><li>• Parental consultation</li><li>• Teacher observation records</li><li>• Teacher-designed measures/assessments</li><li>• Basic needs checklist *</li><li>• Learning environment checklist*</li><li>• Pupil consultation - My Thoughts About School Checklist</li><li>• Literacy and numeracy tests</li><li>• Screening tests of language skills</li></ul> <p><b><u>A Classroom Support Plan runs for an agreed period of time and is subject to review.</u></b></p>
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\*Class Co-ordinator is SET Liaison Teacher

\*\*\*While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school. However it may also apply for some pupils following an event which impacts significantly on them in school. \*\*\*

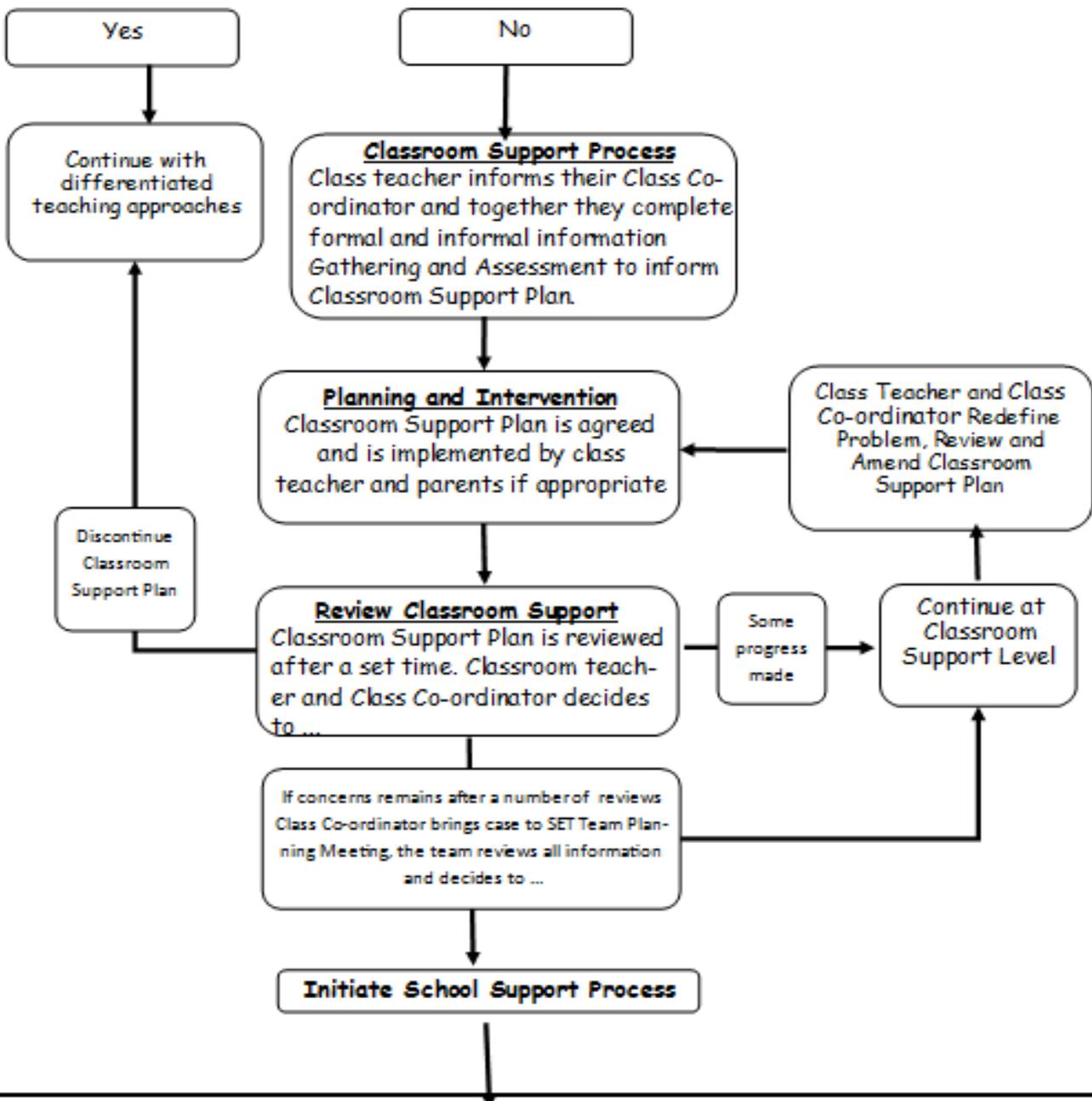
**CLASSROOM SUPPORT PROCESS**

**STAGE 1**

Starting Point  
Concern is expressed by parent/teacher or other professional.

teacher considers....

Can concerns be met through whole class teaching approaches and differentiation?



**School**

**Support**

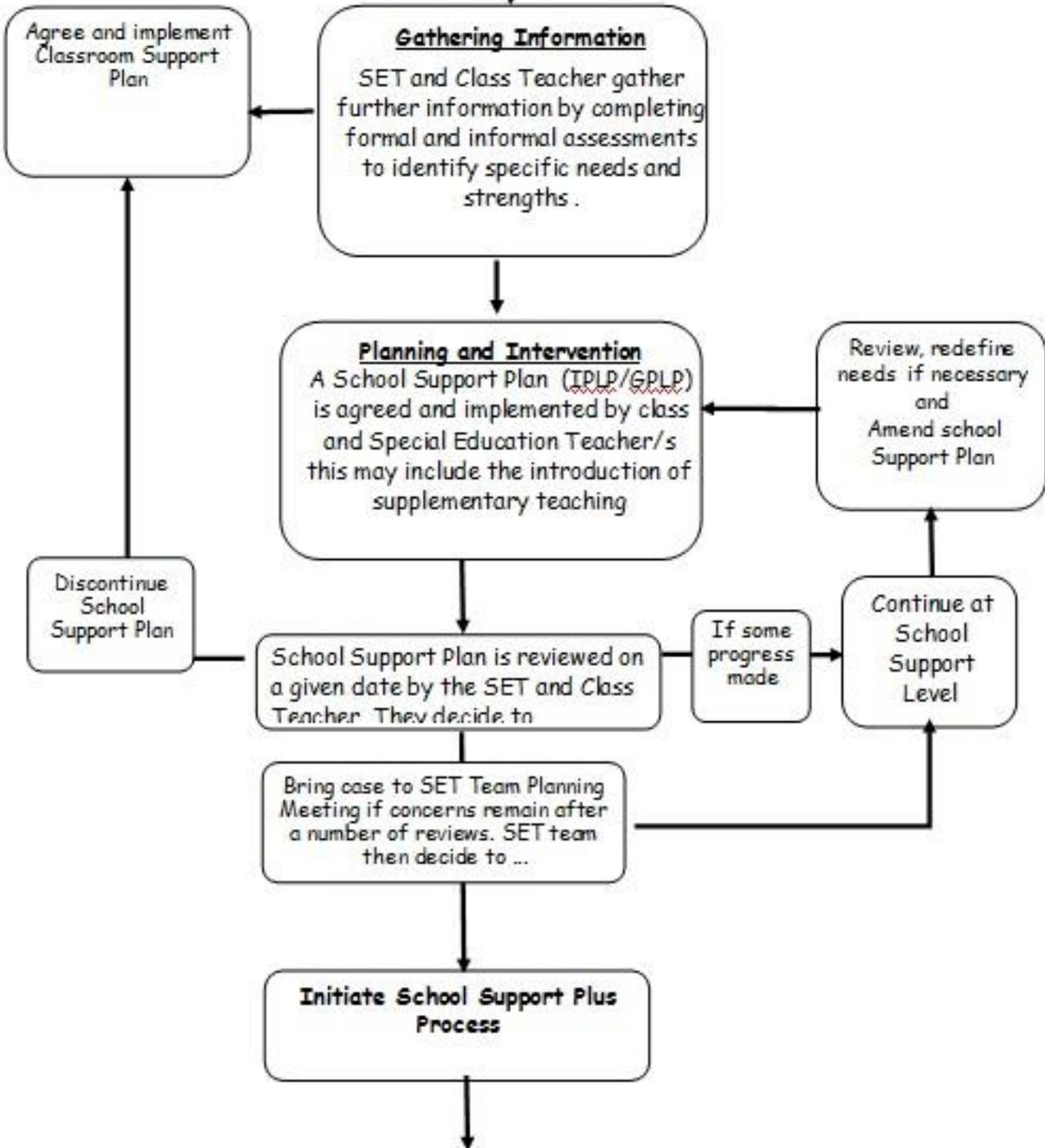
At this level a School Support Plan is devised and informed by:

- Teacher observation records
- Teacher-designed measures/assessments
- Parent and pupil (age appropriately) interviews
- Learning environment checklist
- Diagnostic assessments in literacy/numeracy
- Formal observation of behaviour including ABC charts, frequency measures
- Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties

A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition.

**A School Support Plan operates for an agreed period of time and is subject to review.**

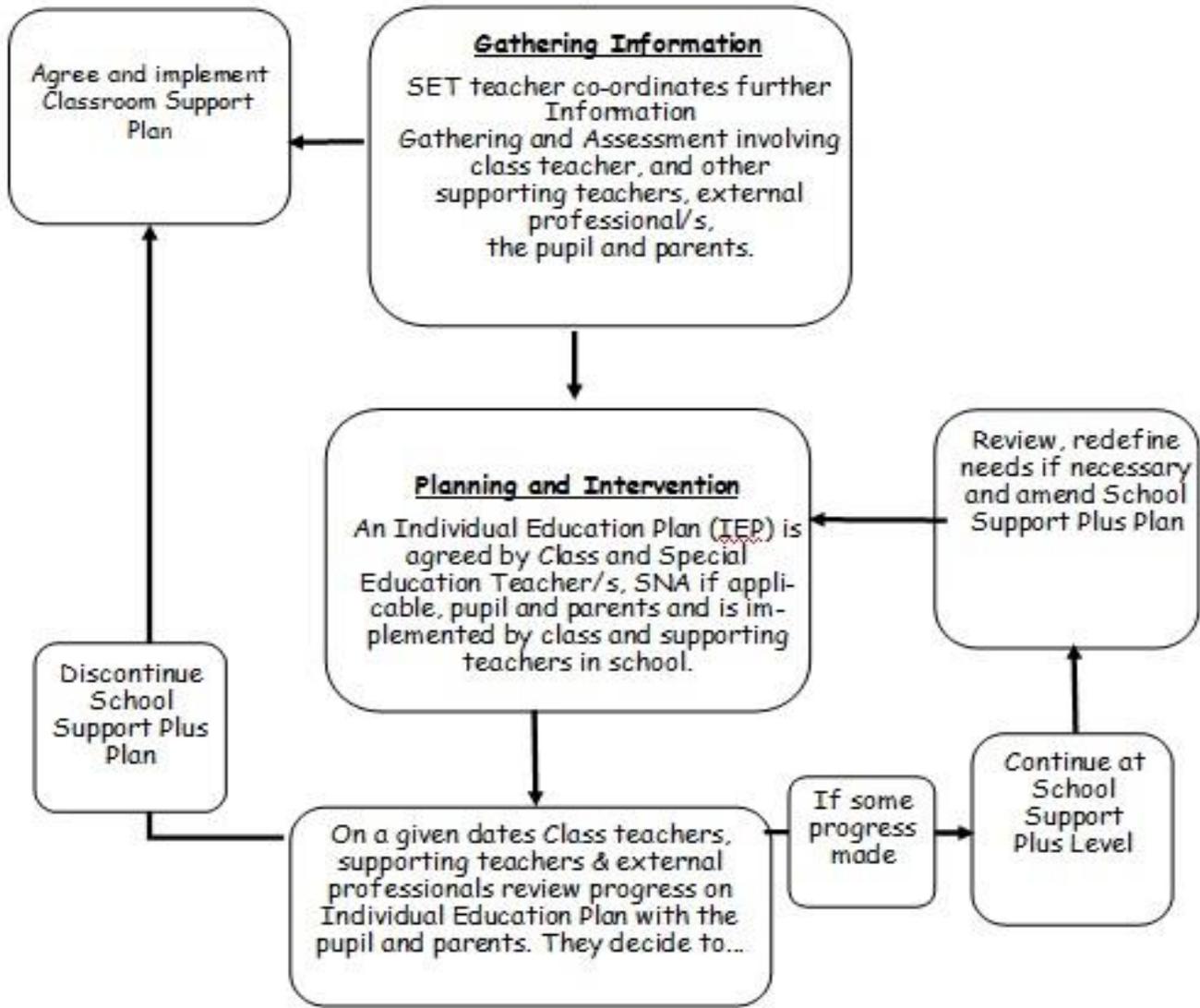
**Starting Point**  
 Child has not made progress after interventions at classroom support level or child meets the criteria for a Stage 2 intervention after Standardised testing. SET Teacher and Class teacher reviews the records detailing the Classroom Support process, re-defines the problem and...



<p><b>School Support Plus</b></p>	<p>This level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"><li>• Teacher observation and teacher-designed measures</li><li>• Parent and pupil interviews</li><li>• Functional assessment</li><li>• Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc.</li></ul> <p>Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A support plan at this level is likely to be more detailed and individualised.</p> <p><b><u>A School Support Plus Plan operates for an agreed period of time and is subject to review.</u></b></p>
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**Starting Point**  
 Child has not made progress after interventions at school support level or child meets the criteria for a Stage 3 intervention after a diagnosis from an outside agency.  
 SET and Classroom teacher considers...

- Are the pupils needs causing significant barriers to learning or impeding development of social relationships?
- Is progress inadequate despite support provided?
- Were interventions; based on evidence from assessment; well planned and given sufficient time to work?



**Planning Template to Guide the Allocation of Additional Teaching Supports for Children with SEN (Primary Guidelines P.19 & 20)**

<p><b>Action 1:</b></p> <p><b>Identification of children with special educational needs</b></p>	<p>Review existing information on children’ needs, using school-based data and any information from parents/guardians and external professionals. Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify all children with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
<p><b>Action 2:</b></p> <p><b>Setting targets</b></p>	<p>Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support.</p>
<p><b>Action 3:</b></p> <p><b>Planning teaching methods and approaches</b></p>	<p>Identify the level and type of intervention required to meet targets for each pupil on the continuum of support. Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. They should also be mindful that the interventions and supports that they are using are evidence-informed.</p>
<p><b>Action 4:</b></p> <p><b>Organising early intervention and prevention programmes</b></p>	<p>Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.</p>

<p><b>Action 5:</b></p> <p><b>Organising and deploying special education teaching resources</b></p>	<p>Cross-reference the needs of children at school support and school support plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place.</p> <p>Be mindful of the requirement that children with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.</p>
<p><b>Action 6:</b></p> <p><b>Tracking, recording and reviewing progress</b></p>	<p>Establish a tracking and recording system, to ensure that the progress of all children in meeting their identified targets is monitored:</p> <p>At the school support and school support plus levels by class teachers and special education teachers.</p>

*\* adapted from NEPS Continuum of Support - see page 32 - 35 of guidelines*