

Special Educational Needs Policy



St. Patrick's De La Salle Boys' National School

Introduction

Our Special Educational Needs (SEN) Policy has been developed by the Principal, Deputy Principal and the SEN team in consultation with our mainstream class teachers.

The purpose of this SEN policy is to provide practical guidance for teachers, parents and other interested parties on the provision of effective learning support to pupils experiencing low achievement and / or learning difficulties, as well as to fulfil our obligations under the Education Act 1998 and the Equal Status Act, 2000, and to comply with DES circulars 007/2019 and 0013/2017 (Circulars to the Management Authorities of all Mainstream Primary Schools Special Education Teaching Allocation). The focus of the policy is on the process the teachers may use to identify and cater for the special educational needs of individual pupils in proportion to the impact of those needs on their learning and socialisation

Our SEN provision is guided by the Continuum of Support Framework devised by NEPS (DES, 2010). Pupils will be identified for additional teaching support in accordance with the Continuum of Support Guidelines and the Guidelines accompanying Circulars 007/2019 and 0013/2017.

The continuum of support encompasses a graduated problem-solving model of assessment and intervention comprised of three distinct processes:

Classroom Support is an intervention process coordinated by the class teacher and carried out within the regular classroom. It is the most common, and is typically the first response to emerging needs.

School Support In some cases, interventions at classroom support level are not enough to fully meet the pupil's special educational needs. School Support may therefore be required. School Support is an assessment and intervention process, which will be coordinated by the Special Education Teacher (SET), planning and working alongside the class teacher.

School Support Plus is when the SEN coordinator (SENO) requests the involvement of relevant external services in more detailed assessment and development of intervention programmes. This level of intervention is for children with complex and/or enduring needs and whose progress is considered inadequate despite carefully planned interventions at the previous levels.

Special Education Teaching Allocation

Our school's Special Education Teaching allocation is decided by the Department of Education and Science according to circulars 007/2019 and 0013/2017: Mainstream Primary Schools Special Teaching Allocation. The DES will revise this allocation from time to time. Our current team (2019/2020) is as follows:

- ❑ 9 Special Education Teachers (SETs) which includes a teacher implementing a Reading Recovery Programme
- ❑ 2 EAL posts to support the English language needs of newcomer pupils
- ❑ 1 Speech and Language Special Class Teacher
- ❑ 8 Special Needs Assistants (SNAs)

Access to and participation in the above facilities is governed by the following policies:

- ❑ Enrolment / Admissions Policy
- ❑ Special Educational Needs (SEN) Policy
- ❑ Policy on the Integration of Children with Special Educational and/or Physical Needs
- ❑ Speech and Language Special Class Policy
- ❑ Newcomer Pupils' Policy (those pupils for whom English is an Additional Language / EAL)
- ❑ Exceptionally Able Students Policy

Implementation and Review

The implementation of the original Policy commenced in January 2008. It was reviewed January 2016. The implementation of this revised policy will commence in March 2020 once ratified by the Board of Management (BOM). It will be reviewed at the end of every third school year, or as circumstances may warrant.

Communication

A copy of this policy will be made available to teachers, parents of pupils with SEN and other parents on request. It is also available on the school website.

Guiding Principles

We want all children particularly those with disabilities or SEN to feel that they are a valued part of the school community. We do this through inclusion, which has at its core, the following principles

- Effective whole-school policies
- Setting suitable learning challenges.
- Responding to children's diverse learning needs.
- Overcoming barriers to learning and assessment.

Rationale

The rationale for this policy is to ensure compliance with the Education Act (1998) the Education Welfare Act (2000), The Equal Status Act (2000), Disability Bill (2002), and the E.P.S.E.N. Act (2004), and to ensure compliance with DES circulars 007/2019 and 0013/2017: Circular to the Management Authorities of all Mainstream Primary Schools: Special Education Teaching Allocation.

Relationship to School Ethos

St. Patrick's De La Salle strives to create learning opportunities for all children and that commitment underpins all school planning and policy documents. We particularly strive to cater for the most challenged children as their presence in the school enriches the entire school community.

Aims and Objectives

- To ensure all children gain access to a broad and balanced curriculum and have opportunity of access to an appropriate education.
- To set out the whole school approach to teaching and learning re. pupils with special / additional needs.
- To set out procedures for the enrolment of children with special needs in the school
- To assist parents in making an informed decision in relation to the enrolment of their child in our school
- To develop a partnership with parents/guardians/carers.
- To outline procedures and practices to be followed in relation to supporting the learning of pupils with special educational needs
- To use all resources efficiently and equitably so that all our pupils develop as learners, engage meaningfully with the curriculum and develop the skills and competencies necessary to lead an independent life.
- To enable all pupils with special needs in our school to share with their peers as complete an educational experience as possible.
- To establish communication structures for the involvement of all the partners in the education of pupils with special educational needs

Roles and Responsibilities

Board of Management

The B.O.M. fulfils its statutory duties in respect of pupils with Special Needs.

Principal

The Principal has overall responsibility for the day-to-day management of provisions, working closely with the S.E.N. co-coordinator, liaising with the S.E.N.O. and other outside agencies, securing training for staff and reporting to the Board of Management.

SEN Co-Ordinator

The SEN co-ordinator:

- Communicates with the Principal in relation to SEN matters on an on-going basis.
- Supports class teachers and SETs in gathering information, preparing, implementing and reviewing Support Plans and communicating with parents.
- Liaises with external agencies e.g. SENO about the provision for pupils with additional needs.
- Liaises with the NEPS psychologist, the Principal, the SEN team and class teachers to prioritise children for psychological assessments.
- Liaises with SETs and class teachers to identify, support & monitor children with additional needs.
- Liaises with outside agencies supporting pupils with additional needs in our school e.g. NEPS, SENO, Clinical Psychologists, CAMHS personnel, Speech & Language Therapists, Occupational Therapists, Visiting teacher(s) for Visual and Hearing-Impaired Pupils
- Co-ordinates regular SET team meetings to ensure effective communication and support for children with additional needs.
- Collaborate with the SET team in creating timetables for additional support.
- Meets with parents as required, regarding any concerns about their child, or to advise parents on procedures for availing of special needs services.
- Co-ordinates the whole-school standardised testing at each class level.
- Co-ordinates the screening of pupils for additional support using the results of standardised testing.
- Oversees the tracking system of test results on password-protected software to monitor the progress of pupils.
- Maintains lists of pupils who are receiving additional support.

The Class Teacher

Class Teachers have primary responsibility for the teaching and learning of all pupils in his/her class, including those selected for additional support. Class teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom. This will include adapting their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs.

Class Teachers will:

- discuss outcomes of standardised testing with SET assigned to their class level to assist in the selection of children for supplementary teaching
- meet with parents 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
- open a Student Support File once additional needs have been identified and require classroom support
- develop Classroom Support plans for children in receipt of Classroom Support
- collaborate with SET to develop School Support plans for each pupil in receipt of School Support
- Collaborate with Special Education Teachers, parents/guardians, appropriate outside professionals and other staff members to identify priority learning goals for each pupil in receipt of School Support Plus and who require a School Support Plus Plan (formerly known as an Individual Education Plan).
- regularly meet with SET and parents/guardians to review School Support Plans and School Support Plus plans.
- where applicable, collaborate with the SET team regarding teaching aims and activities for team teaching
- 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 pupils with SEN within the class(es) to which they are assigned

The class teacher liaises with the parents regarding the decision to initiate the Classroom Support process. The class teacher may also seek advice from the SETs and will keep the SEN co-ordinator advised. The class teacher will keep a record of relevant information which will be used should more detailed problem solving be required at School Support level or at School Support Plus level.

Special Education Teachers (SETs)

The Special Education Teachers (SETs) will provide advice and resources to the class teachers, which will assist in the assessment process and the development of classroom and, where appropriate, home based interventions for the pupil.

The SET 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 need
- assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention e.g. Literacy Lift Off, Ready Set Go Maths among others.
- meet with class Teachers, parents/guardians and other staff members to identify priority learning goals and to collaboratively develop School Support Plans for each pupil in receipt of School Support and who require a School Support Plan
- meet with class Teachers, parents/guardians, outside professionals as required and other staff members to identify priority learning goals and to collaboratively develop School Support Plus Plans for each pupil at School Support Plus level and who require a School Support Plus Plan

- regularly meet with class teachers, relevant staff to review School Support Plus plans
- meet twice a year with class teachers, relevant staff and parents to review School Support Plus plans
- update and maintain planning and progress records for each individual or group of pupils in receipt of school support
- provide supplementary teaching for literacy and numeracy on a withdrawal and in-class support basis
- support whole-school procedures for screening
- administer and correct standardised tests of achievement in literacy and numeracy, following the school's guidelines
- discuss outcomes of standardised testing with Class teachers to assist in the selection of children for supplementary teaching
- administer and interpret diagnostic tests and inform class teachers and parents of the outcomes
- meet with parents 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 pupils on their caseload
- discuss the needs and progress of children on their caseload at planning meetings
- provide necessary information to a SEN pupil's receiving school once a transfer letter has been received

Special Needs Assistants

The duties of the SNA carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/class teachers, the SNA will meet the care needs of pupils with SEN to which they have been assigned. (Circular 10/76).

The SNA should:

- support the needs of pupils in effectively accessing the curriculum
- contribute to the quality of care and welfare of the pupils
- support learning and teaching in the classroom
- attend, where possible, training courses/workshops provided by the BOM
- ensure the safety of the pupils with SEN in the schoolyard, and be present for the duration of the yard breaks along with the teachers on duty
- accompany pupil with SEN to supplementary lessons when appropriate

Parents/Guardians

Collaboration and sharing of relevant information between home and school are essential elements of our SEN policy. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning.

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 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 SEN team
- support the targets outlined in their child's support plans and engage in all suggested home-based activities
- inform the post-primary school of their child's needs, at the transition stage

Pupils

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

- 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

Other Professionals

Other professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Behavioural Therapists, Visiting Teachers etc., may be involved directly or indirectly, offering consultation and advice in relation to appropriate approaches for pupils presenting with difficulties.

Enrolment / Admissions

*"A child with special educational needs **shall** be educated in an **inclusive** environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with –*

- a) The best interests of the child as determined in accordance with any assessment carried out under this Act, or*
- b) The effective provision of education for children with whom the child is to be educated"*

The Ed. For Persons with Disabilities Act 2004.

Parents are required to notify the school of their child's Special Educational Needs in advance of enrolling in Mainstream. The Board of Management will request a copy of all pertinent professional reports pertaining to the child's special needs (psychological, OT, SLT reports etc.). No child will be refused permission solely on the grounds of S.E.N.

A special enrolment policy pertains to the speech and language unit. A child will be admitted to the Special Class if a space is available and all admission criteria are met.

Identifying Pupils with Additional Needs

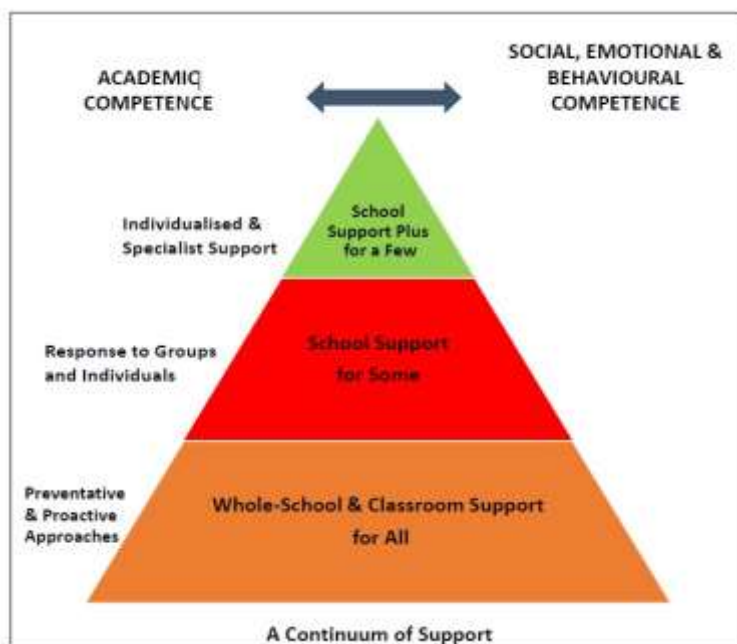
Continuum of Support

We use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils' 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.

The Continuum of Support suggests the following levels of support:



A Staged Approach to Meeting the Needs of Pupils with Special Educational Needs

STAGE 1: CLASSROOM SUPPORT

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils 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 pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The Class teacher and parents 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

In some cases, interventions at classroom support level are not enough to fully meet the pupil's special educational needs. School Support may, therefore, be required. Having discussed this with parents/guardians, the class teacher needs to involve the Special Needs Co-ordinator and the Special Educational Needs Team (SEN Team) in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan.

STAGE 3: SCHOOL SUPPORT PLUS

Children with complex needs identified by an external professional such as a:

- Physical Disability
- Hearing Impairment
- Visual Impairment
- Developmental Language Disorder (formerly known as Specific Speech & Language Disorder)
- Emotional Disturbance
- Moderate General Learning Disability
- Severe/Profound General Learning Disability
- Autistic Spectrum Disorder
- Assessed Syndrome

If a pupil'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 in the problem solving, assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will continue to be an important element of his/her individual education plan or School Support Plus Plan.

Observation	Process	Personnel Involved
<p>Stage 1: Classroom Support:Class teacher/parent has concerns regarding a pupil’s academic, physical, social, behavioural or emotional development</p>	<p>Class teacher administers appropriate screening measures. Class teacher devises a Classroom Support plan, which aims to meet pupil’s identified needs within the normal classroom setting. The success of this plan is regularly reviewed in consultation with parents.</p>	<ul style="list-style-type: none"> • <i>Class teacher</i> • <i>Parent</i> <hr/> <p><i>Additional Supports Available</i></p> <ul style="list-style-type: none"> • <i>SET Teacher</i> • <i>NEPS Psychologist</i>
<p><i>If concern remains after a number of reviews, the Special Education Support Team in the School may be consulted about the desirability of a move to Stage 2</i></p>		
<p>Stage 2: School Support Child is referred to SET, with parental permission for further diagnostic testing.</p>	<p>If diagnostic testing indicates that supplementary teaching would be beneficial, this is arranged. Parent, class teacher and SET collaborate in devising, implementing and reviewing the pupil’s learning plan (School Support Plan).</p>	<ul style="list-style-type: none"> • <i>Class teacher</i> • <i>Parent</i> • <i>SET Teacher</i> <hr/> <p><i>Additional Supports Available</i></p> <ul style="list-style-type: none"> • <i>Visiting Teacher</i> • <i>NEPS Psychologist</i> • <i>Other Support Staff /Speech Therapist/ Occupational Therapist etc.</i>
<p><i>If significant concerns remain after a number of reviews, it may be necessary to implement Stage 3</i></p>		
<p>Stage 3: School Support Plus School formally requests a consultation, and, where appropriate, an assessment of need from a specialist outside the school.</p>	<p>A learning plan (School Support Plus Plan) is devised by personnel involved, which includes identification of any additional available resources that are considered necessary in order to implement the plan. Parents should be fully consulted throughout this process. This learning plan should be subject to regular reviews, leading to revisions of the learning plan and referral for specialist review as necessary.</p> <p>Any private practitioner engaged by a school at Stage 3 should have the relevant Department of Education and Science Circulars and guidance notes drawn to their attention.</p>	<ul style="list-style-type: none"> • <i>Class teacher</i> • <i>Parent</i> • <i>SET</i> • <i>Relevant Specialist</i> <hr/> <p><i>Additional Supports Available</i></p> <ul style="list-style-type: none"> • <i>NEPS Psychologist</i> • <i>Scheme for Commissioning Psychological Assessments</i> • <i>Speech and Language Therapist</i> • <i>Occupational Therapist</i> • <i>Psychiatrist</i> • <i>Audiologist</i> • <i>Paediatrician</i>

Information Gathering and Assessment

Assessment is part of what a class teacher does on a daily basis for all children. Some methods include self-assessment, questioning, teacher observation, portfolios of work and teacher-designed tasks and tests. The information gathered enables the teacher to plan learning experiences based on the appropriate objectives from the curriculum.

In order to identify pupils who may require supplementary teaching, screening; including standardised testing, is carried out in all classes annually and further diagnostic testing may need to take place. The information gathered from these formal assessments is then used to inform decisions for support and pupil's support plans.

Teachers are cognisant of and utilise assessment of learning approaches (summative) and assessment for learning approaches (formative). They seek to

Assessment and Screening Tests:

In our school we carry out the following assessment procedures:

- Junior Infants: Teacher Observation, Checklists, BIAP (on selected pupils)
- Senior Infants: Teacher Observation, Checklists, MIST/ DTEL & DTEN, Reading Recovery testing (on selected pupils)
- 1st class: Teacher Observation, Checklists, Micra T, Sigma T, and Reading Recovery testing(on selected pupils)
- 2nd class: Teacher Observation, Checklists Micra T, Sigma T, NNRIT
- 3rd class: Teacher Observation, Checklists, Micra T, Sigma T.
- 4th class Teacher Observation, Checklists, Micra T, Sigma T.
- 5th class: Teacher Observation, Checklists, Micra T, Sigma T
- 6th class: Teacher Observation, Checklists, Micra T, Sigma T.

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

Differentiation

Access to the schools broad and balanced curriculum is achieved for most children by differentiation of class work by the class teacher. The class teacher will liaise with the SET and provide interventions that are additional to and different from those provided under the normal school curriculum. The school makes every effort to ensure a balance between withdrawal and in-class tuition.

Early Interventions

The triggers for intervention will be:

- The child makes little progress even when teaching approaches are directed at identified areas of weakness.
- The child is slow to develop literacy and numeracy skills.

- The child has social difficulties (communication, relationships etc.)
- The child has emotional/behavioural difficulties, which do not respond to behavioural management techniques.
- The child has physical difficulties.

If the strategy of differentiated support does not work, the class teacher will inform the parents that their child's needs might be better served in a small group with a support teacher. The Class Teacher and the SET will differentiate the curriculum with realistic targets being set. The SET will implement an educational plan for the child either as part of a small group, as part of the whole class or on an individual basis. Where progress is such that the child is no longer giving cause for concern the child will revert to the class curriculum.

Prevention Strategies

As a means of preventing the occurrence of learning difficulties as far as possible, the following strategies are being implemented:

- ❑ The development and implementation of agreed whole school approaches to language development e.g. phonological awareness, and to the teaching of other aspects of English
- ❑ Aistear in the Junior and Senior Infant classes.
- ❑ Delay in introducing the formal process of reading as per the Revised Curriculum. Use of the PM Benchmark tests to establish what reading level each pupil is at. Pupils are then grouped according to their instructional reading level & access appropriate reading materials
- ❑ The development and implementation of agreed whole school approaches to the teaching of aspects of Maths, e.g. our whole school approach to the Language of Tables and Subtraction
- ❑ Promotion of parental understanding and involvement through the provision of the Tips for Parents booklet, the arrangement of formal and informal Parent-Teacher Meetings, as well as ongoing collaboration with Parents' Association.
- ❑ Implementation of Shared Reading Programme from Junior Infants to 1st Class.
- ❑ Reading initiatives from Senior Infants to Second Class implemented in our school include Literacy Lift Off & Guided Reading.
- ❑ Buddy Reading in Junior Infants from second term, also in short periods of six weeks.
- ❑ D.E.A.R. time is promoted throughout the school & classes are frequently brought to Castlebar library to borrow books, & to attend events and workshops.
- ❑ Class-based early intervention by the Special Education Teacher from Infants to 2nd Class resulting in the provision of additional individualised support. In Junior Infants this will be primarily focused at identification of pupils who may be in need of supplementary teaching going forward.
- ❑ Ongoing observation and assessment of pupils by the Class Teacher.

In the allocation of places for SEN supplementary teaching, the following are prioritised:

1. Children with complex needs identified by an external professional as noted earlier.
2. Senior Infants identified by the Class Teacher, through Teacher Observation/Early Literacy Test and/or MIST, as having difficulty in literacy
3. Children from 1st Class and 2nd Class, at or below the 12th percentile in literacy
4. Children from 3rd Class-6th Class at or below the 12th percentile in literacy
5. Senior Infants, identified by the Class Teacher, through Teacher Observation or other screening instruments, as having difficulty in numeracy
6. Children from 1st Class and 2nd Class, at or below the 12th percentile in numeracy
7. Children from 3rd Class to 6th Class, at or below the 12th percentile in numeracy
8. In class support for children presenting at 12th to 20th percentile in literacy and numeracy in all classes up to 6th Class.

Meeting the Needs and Allocating Resources

Once pupils needs have been identified, Special Education Teachers (SETs) are deployed to address these needs as required. We deploy SETs in a variety of ways in order to effectively meet pupils' needs. We aim to strike a balance between in-class support, group and individual support while ensuring that the needs of children with additional needs are met inclusively.

Importantly, the level and type of support reflect the specific targets of individual pupils 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 pupils 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 pupils. 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, team-teaching and small group teaching. In addition to literacy and numeracy difficulties, many pupils 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 SETs meet class teachers and review children's needs, the resources in place and progress made using the Continuum of Support problem-solving model of assessment. The SETs then bring this information to the end of term SET team planning meetings. As a SEN team, we review all support and allocate resources for the subsequent term.

We cross-reference the needs of pupils 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.

Inclusion

The goal of inclusion is to enable all pupils to belong within an educational community that values their individuality. This school attempts to promote inclusion through:

- Modifying activities.
- Allowing all children participate in oral work.
- Allowing all children the opportunity to participate in group work.
- Providing appropriate tasks and practical work.
- Establishing a “Buddy System”.

Classroom Practices

“The teacher must be expert in monitoring performance at the level of each student in the class as corrective feedback is geared to individual needs and learning rate” – Westwood.

In this school teachers are encouraged to:-

- Review previous day’s work.
- Present clearly new skills and concepts.
- Guide student practice through provision of feedback.
- Provide modified instruction.
- Use age and ability appropriate written and oral work.
- Adjust questioning to different ability levels.
- Present materials at the appropriate level of difficulty.

Tracking, recording and reviewing progress

Provision for pupils with special educational needs is enhanced through 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 an integrated and collaborative problem-solving process.

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 pupils, in line with their level of need. Our Student Support File is based on the NEPS template and is stored on the school server. Within the Student Support File is the appropriate support plan depending on the level of support the pupil is receiving:

Support Plans

We use three different support plans for the three stages of support on the Continuum of Support:

Stage 1 – Classroom Support

A Support Plan at stage 1 is a **Classroom Support Plan**. (CSP) This is a simple plan which is drawn up by the Class Teacher in collaboration with the SET 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 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

A Support Plan at stage 2 is a **School Support Plan**. This plan is drawn up by the class teacher and appointed SET teacher. It 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 should, for the most part, be implemented within the normal classroom setting and complimented by focused school based intervention programmes. Depending on the nature of the needs and on the school context, additional teaching might be within a small group or individual or a combination of both either in class or on a withdrawal basis. 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.

Stage 3 – School Support Plus

A Support Plan at stage 3 is a **School Support Plus Plan** (formerly an **Individual Education Plan - IEP**). This plan is drawn up by the class teacher and appointed Special Education Teachers, in consultation with the child's parents/guardians, professionals external to the school and (if appropriate) the child based on the information gathered. It will set out;

- The nature and degree of the pupil's abilities, skills and talents
- The nature and degree of the pupil's special educational needs and how those needs affect his/her educational development
- The present level of educational performance of the pupil
- The special educational needs of the pupil

- The special education and related support services to be provided to the pupil to enable the pupil to benefit from including:
 - Strategies for supporting the pupil's progress and inclusion in the classroom setting
 - Individual and/or small group/special class interventions/programmes
 - 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 appropriate
 - The goals which the pupil is to achieve over a period not exceeding 12 months
 - The pupil's priority learning needs, long and short term targets to be achieved, the monitoring and review arrangements to be put in place

The SETs will maintain the following documentation:

1. Individual Pupils' School Support or School Support Plus Plan
2. Short term planning
3. Progress Reports

Communication

Communication in relation to Special Needs is ongoing with:

- Parents/Guardians
- Health Service Executive.
- Special Education Needs Officer.
- Speech and Language Therapists.
- Occupational Therapists.
- Educational Psychologists.
- Social Workers.

Timetabling

Timetabling for Resource and Learning Support is done through a collaborative approach between Class teachers, Support teachers and Principal. Every effort is made to ensure that children are not removed from the same curricular area each day. Due recognition is taken of the specific needs of each child.

Planning

In accordance with the Lansdowne Road Agreement, Planning meetings take place for 1 hr every second Tuesday/Thursday (timetable drawn up yearly). Class teacher, Support teacher and Language Support teacher attend these meetings. A fortnightly plan is then drawn up for the following two weeks

Parents

The role of parents supporting the Learning Support for their children is vital to its success. Specifically, parents contribute through:

- ❑ Regular communication with the Class Teacher and SET
- ❑ Creating a home environment where literacy can thrive
- ❑ Fostering positive attitudes about school and learning in the child
- ❑ Participation in shared reading programme
- ❑ Encouraging the child/bringing their child to visit library
- ❑ Developing the child's oral language
- ❑ Developing the child's social mathematics

Teaching Staff regularly advise parents on activities they can do with their children to support their educational development through Information evenings, class blogs, newsletters etc. Every effort is made to communicate & to provide information with newcomer parents in their own language.

Success Criteria

The school-wide implementation of this policy will result in enhancement of pupils learning in the following ways:

- ❑ Improved standards of academic achievement with the pupil's individual learning programme
- ❑ Enabling the discontinuation of the provision of SEN teaching based on positive assessment results
- ❑ Enhanced parental involvement in supporting their child's learning needs
- ❑ Increased opportunities for effective communication between school personnel in relation to pupil's progress
- ❑ SEN provision continuously focused on children from Junior Infants to 2nd Class

Health and Safety Issues and Child Protection

All activities in our school including supplementary teaching are governed by St. Patrick's BNS - our Child Safeguarding Statement and our Health and Safety Statement.

Other/Issues

The school has Safety Statement and an Administration of Medicines Policy.

The school promotes a positive school environment through S.P.H.E. (Social Personal and Health Education)

Ratification and Communication

This revised policy was ratified by the Board of Management on 3rd March 2020.

Implementation and Review

This policy will be implemented from 4th March 2020. It will be reviewed in 2023 (or before this if warranted) by the Special Education Team and all staff.

Peter Glynn
Chairperson, Board of Management

Joseph Carty
Principal, Secretary to the Board of Management

Date: _____