

St. Nicholas' national School

Policy for SEN Provision.

This policy on SEN Provision in St. Nicholas' NS, was formulated during 2007, and updated in 2018, taking cognisance of directives contained in:

- the 1998 Education Act
- the Learning-Support Guidelines (2000)
- the Education for Persons with Special Educational Needs Act (EPSEN) 2004
- recent Department of Education and Skill Circulars, especially Circular 0013/17 and 02/05.

The draft policy was discussed and further developed by the teaching staff of St. Nicholas NS In January 2018.

1. Situation.

St Nicholas NS was allocated 2 special education teachers and a shared special education teacher – (10 hours) from September 2017

Our school has been allocated 2.58 SNAs. SNAs cater for all SEN care needs in the mainstream classes and in playground.

School Profile: Circular 13/2017 (p.6 and p.23) described how each school will be profiled. (1) Baseline component 20% of the total number of LSRTs nationally in 2016/17, distributed proportionately between all schools in the country; (2) Educational profile: (i) Complex Needs 50%; (ii) Standardised Test results 23%; (iii) Social context: Disadvantage 3.5% and (iv) Gender 3.5%

Our School Profile: National Our School (1) Baseline component 20% (2) The school's educational profile (i) The number of pupils diagnosed with Complex Needs enrolled in the school 50% (ii) The learning needs of pupils in our school, as evidenced by Standardised test results 23% (iii) The social context of the school (a) Disadvantage 3.5% (b) Gender 3.5%

2. Aims of SEN Support.

- To support the inclusion of SEN pupils in primary schools.
- To ensure that the Staged Approach / NEPS Continuum of Support is implemented.
- To *“optimise the teaching and learning process in order to enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school”* (Learning-Support Guidelines [LSG]: p. 15). This support may be provided by the Class Teacher and / or the Support Teacher (Appendix 1: The NEPS Continuum of Support).
- To provide supplementary teaching and additional support in literacy and / or numeracy
- To enable pupils to participate in the curriculum
- To encourage differentiation in the classroom
- To develop positive self-esteem and positive attitudes about school and learning in pupils

- To support attainment, and behavioural, social and emotional functioning
- To enable pupils to monitor their own learning and become independent learners
- To involve parents in supporting their children through effective parent-support programmes
- To promote collaboration among teachers in the implementation of whole-school policies on learning support for pupils
- To establish early intervention programmes designed to enhance learning and to prevent / reduce difficulties in learning
- To support the self-esteem and self-image of the learner.

3. Principles.

"The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process" (Circular 13/17: p. 16). Effective learning programmes are based on the following principles:

- Quality of teaching. *"Research has consistently shown that the quality of teaching is the most critical factor in enhancing pupils' learning and educational experiences"* (2017 Guidelines: p. 27).
- Effective whole-school policies
- Direction of resources towards pupils with greatest need
- Implementation of a staged approach to support provision at Class Support / School Support / School Support Plus
- Provision of the Model of intervention appropriate for the pupil and meet their needs.

(1) Withdrawal Model:

- 1:1 interventions (vital when e.g. difficulties are very significant; when pupil's needs do not match to form a small group)
- Small group interventions

(2) In-Class Support Model:

- Station teaching / Team Teaching / Peer tutoring etc...
- Parental involvement
- Collaboration between Teachers
- Maintenance of Support Plans by Class Teachers and Support Teachers at Class Support / School Support / School Support Plus
- Thorough Assessment procedures
- Regular contact with SEN pupils
- Manageable caseloads / timetables
- Prevention of failure
- Provision of intensive early intervention
- Support from Outside Agencies
- Continuing Professional Development (CPD)

4.0 Roles and Responsibilities.

The role of supporting learning is a collaborative responsibility shared by all of the school community:- The Board of Management; Principal Teacher; Class Teachers; Support Teachers; SNAs; Parents; Pupils and External Bodies & Agencies. It is important that everyone contributes to the implementation of our school plan on SEN Provision.

4.1 Role of the Board of Management.

(See - DES Circular 13/17: p. 21).

The Board of Management shall:

- Oversee the development, implementation and review of the SEN policy.
- Ensure that satisfactory classroom accommodation is provided for the Support Teachers.
- Ensure that teaching resources are provided for the Support Teachers.
- Provide adequate funds for the purchase of SEN materials.
- Provide secure facilities for the storage of records relating to pupils in receipt of SEN.

4.2 Role of the Principal Teacher.

The Principal Teacher is required to:

- Assume overall responsibility for the development and implementation of the school's policies on special needs in co-operation with the Support Teachers.
- Work with teachers and Parents in the development of the school plan on learning-support and special needs.
- Monitor the implementation of the school plan on SEN and special needs on an ongoing basis.
- Organise at least one cluster meeting per annum with the Principals of shared schools, if we are part of a cluster.
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with very low achievement.
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.
- Keep teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals. ☁ Help teachers to increase their knowledge and skills in the area of learning-support. ☁ Encourage and facilitate staff members to attend CPD courses.
- Liaise regularly with the Support Teachers, "In order to support the implementation of school policy on learning support as outlined in the school plan, the principal teacher should arrange a meeting with the Learning-Support Teacher at least once each school term to discuss the implementation of the school plan on learning support" (Learning Support Guidelines, p. 40).
- Arrange classroom accommodation for Support Teachers.
- Arrange for the provision of SEN funding and resources.
- Organise and co-ordinate the construction of Support Plans. Ensure that individualised planning takes place.
- Ensure that pupils who have been allocated SEN provision receive it.
- Organise the funding and provision of appropriate assessment tests.
- Complete application forms in consultation with outside agencies such as NCSE; NEPS; CAMHS etc...
- Assume direct responsibility for co-ordinating SEN and special needs services.
- Maintain a list of pupils who are receiving supplementary teaching and / or special educational services.
- Co-ordinate the caseloads / work schedules of the Support Teachers.
- Oversee and organise the implementation of a tracking system at whole-school level to monitor the progress of children with learning difficulties.

- Advise parents on procedures for availing of special needs services.
- Liaise with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs.
- Co-ordinate and organise SNAs' work and timetabling.

4.3 Role of the Class Teacher.

Effective teaching and learning is critically important for all pupils, and especially for those with special educational needs. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued. Mainstream class teachers have first-line responsibility for the education of all pupils in their classes. Accordingly, classroom 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 those needs. All mainstream class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs.

This can be achieved by:

- Grouping pupils for instruction
- Providing lower-achieving pupils with strategies for reading, spelling and problem solving
- Adapting learning materials for lower-achieving pupils and higher achieving pupils (through differentiation)
- Liaising closely with their Parents.

This can be achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of pupils' interests
- Matching tasks to pupils' abilities and needs
- Adapting and utilising resources, including the use of technology

With regard to teaching pupils with low achievement, the following general approaches and methods are recommended:

- Modifying presentation and questioning techniques to maximise the involvement of pupils with low achievement in class activities
- Placing an emphasis on oral language development across the curriculum ☞ Providing pupils with extra tutoring in the key basic skills of literacy and numeracy
- Setting learning targets at an appropriate level
- Providing learning activities and materials which are suitably challenging but which also ensure success and progress
- Carrying out error analyses of a pupil's work to pinpoint specific areas of difficulty, for particular attention in subsequent lessons
- Setting up 'buddy systems' in class (high achievers collaboratively working with low achievers).

Identification of Learning Difficulties:

- The Class Teacher plays an important role in the initial identification of pupils who may have general or specific learning disabilities.
- In supporting the development and implementation of the school SEN Policy, the Class Teacher will administer and score appropriate screening measures, and discuss the outcomes with the Support Teacher(s).
- The Class Teacher will liaise closely with parents and elicit relevant information from them regarding e.g. hearing / vision checks.

Classroom Support (Stage 1):

- Circular 02/05 demands the implementation of a Staged Approach (Appendix 1) for the provision of additional support, as does the NEPS Continuum of Support (Appendix 1).
- Stage 1 of the Staged Approach and NEPS' Classroom Support requires Class Teachers to support their pupils' learning, in the first instance.
- Stage 1 / Classroom Support will continue when School Support / School Support Plus is being phased out or discontinued, to meet the pupil's changing needs.

Support Plans:

- The Staged Approach requires Class Teachers to construct a simple, individual plan of support, to implement the plan and review its success regularly, before referring the child for Stage 2 interventions. The Class Teacher will open a Support Plan for the pupil at Stage 1 / Classroom Support level of interventions, including targets, interventions and progress.
- Circular 02/05 demands that, "*Interventions with pupils at stages 2 and 3 should include a classroom support plan to ensure that the pupils' needs are met for the whole school day*" (p. 7). The Class Teacher will collaborate to complete and update the Support Plan at School Support and School Support Plus.
- Log actions in the Support Plan.
- For each pupil who is in receipt of supplementary teaching at School Support / School Support Plus, the Class Teacher will collaborate with the Support Teacher in the development of a Support Plan by identifying appropriate learning targets and by organising classroom activities to achieve those targets.
- For each pupil who is in receipt of supplementary teaching, the Class Teacher will adjust the class programme in line with the agreed learning targets and activities in the pupil's Support Plan and maintain a record of the pupil's progress towards achieving those learning targets.
- A key role of successful support is a high level of consultation and co-operation between the Class Teacher and the Support Teacher. Central to this consultation is the development, implementation and review of Support Plans. This consultation will be achieved through formal timetabling at least twice yearly, and through informal consultation as the need arises.

Communicating with Parents:

- It is accepted practice for Class Teachers to consult with the parents of all pupils in the class from time to time. However, for Parents of pupils who are in receipt of supplementary teaching, additional time may be devoted to consultation and collaborative planning.
- In the case of each pupil who has been identified as experiencing low achievement and / or a learning difficulty following administration of an appropriate screening measure, the Class Teacher should:
- Make Parents aware of concerns about their child's progress.
- Outline the support that is available to pupils who experience low achievement and / or learning difficulties (Classroom Support / School Support or School Support Plus).
- Collaborate with Parents and Support Teachers on the formation of a School Support Plan Plus.
- Indicate to Parents how the pupil's class programme will be modified in order to achieve the agreed learning targets in the pupil's Support Plan.

- Parental permissions for school-based tests / assessments is sought when the child enrolls in our school and is retained by the Class Teacher in the pupils' files in the classroom.

Personal Pupil Plan

Where a pupil has been assigned a Special Needs Assistant, the Class Teacher will draw up a Personal Pupil Plan (PPP) in collaboration with the support teacher and SNA. (See Appendix 2: PPP)

4.4 Role of the Special Educational Needs (SEN) Teacher (Support Teacher).

Special Education teachers should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported at classroom level, or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models.

Some pupils with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions should be based on careful identification of strengths and needs, including multi-disciplinary assessment when necessary.

The Support Teacher's activities should include, where possible:

- Providing supplementary teaching commensurate with the child's particular and individual needs.
- Researching the pupil's learning difficulty / SEN, to become au fait with this impediment to learning.
- Implementing suitable recommendations from outside agencies, wherever possible, and liaise with outside agencies pertinent to the children on their caseload.
- Developing a Support Plan for each pupil who is selected for supplementary teaching, in consultation with Class Teachers and Parents.
- Maintaining a plan for each individual or group of pupils in receipt of support.
- Maintaining a plan in consultation with the Class Teacher for In-Class support.
- Providing supplementary teaching in Literacy and / or Numeracy to pupils who experience low achievement and / or learning difficulties at School Support / School Support Plus (as per Selection Criteria).
- Delivering intensive early intervention programmes, caseload and selection criteria permitting.
- Assisting the implementation of whole-school procedures for the selection of pupils for supplementary teaching.
- Contributing to the development of policy on SEN at the whole school level / at the cluster level, if requested.
- Providing advice to the Class Teacher (if requested) about pupils who are experiencing learning difficulties in such areas as:
 - Individual pupil assessment
 - Programme planning
 - Curriculum differentiation
 - Approaches to language development
 - Approaches to reading
 - Approaches to spelling
 - Approaches to writing
 - Approaches to Mathematics
 - Behaviour difficulties

- Meeting with Class Teachers of each pupil who is in receipt of School Support / School Support Plus, to discuss targets and ways in which attainment of the targets can be supported throughout the school day.
- Meeting with parents of each pupil who is in receipt of School Support Plan, if possible, to discuss targets and ways in which attainment of the targets can be supported at home.
- Meeting with parents of each pupil who is in receipt of School Support Plus twice yearly, if possible:

- To review the pupil's attainment of agreed targets
- To discuss the next instructional period
- To revise the pupil's Support Plan.

- Contributing at the school level to decision making regarding the purchase of learning resources, books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the Support Teacher's room.
- Liaising with external agencies such as speech and language therapists etc...
- Implementing school policies on preventing learning difficulties, screening pupils for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching, where it is deemed necessary.
- In addition to providing supplementary teaching to pupils, the Support Teacher is involved in administering a range of formal and informal assessments and in maintaining records of the outcomes of those assessments.
- The Support Teachers shall:
 - Conduct an initial diagnostic assessment of each pupil who has been identified as having low achievement and / or a learning difficulty, based on results of an appropriate screening measure and record the findings of the assessment in the pupil's Support Plan.
 - Monitor the ongoing progress of each pupil in receipt of supplementary teaching in relation to the attainment of agreed learning targets and short-term objectives that arise from them, and record the observations in planning records.
 - Review the progress of each pupil at the end of an instructional period and record it on the pupil's Support Plan.
 - Log actions in the Support Plan.
 - Monitor the ongoing progress of each pupil in the class in relation to the attainment of agreed learning targets and short-term objectives that arise from them, and record the observations in planning or equivalent.
 - Review the progress of each pupil at the end of an instructional period and record it on the pupil's Support Plan.
 - Log actions in the Support Plan.
 - For each pupil who is in a SEN classroom, the Class Teacher will adjust the curriculum/class programme in line with the agreed learning targets and activities on the pupil's Support Plan and maintain a record of the pupil's progress towards achieving those learning targets.

Special Education Support Team

This team will meet at least once a year to discuss support teaching in school and to develop teaching strategies to meet the needs of all the pupils. The SES team is co-ordinated by the most experienced support teacher and is supported by other support teacher/s and junior classes teacher.

4.5 Role of the Special Needs Assistant (SNAs)

- The purpose of the SNA scheme is to provide for the significant additional care needs, which some pupils with special educational needs may have.

1. Primary Care Needs SNA Tasks: An SNA's role is to carry out duties based on the Primary Care Needs of the pupil.

These may include:

- Assistance with feeding: Where a pupil with special needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time.
- Administration of medicine: Where a pupil requires adult assistance to administer medicine and where the extent of assistance required would overly disrupt normal teaching time.
- Assistance with toileting and general hygiene: Where a child with special needs cannot independently self-toilet, and until such time as they are able to do so.
- Assistance with mobility and orientation: On an ongoing basis including assisting a pupil or pupils to access the school, the classroom, with accessing school transport (where provided, school Bus Escorts should, in the first instance, assist a pupil to access school transport), or to help a pupil to avoid hazards in or surrounding the school. (Every effort must be made by the school to provide opportunities for independence e.g. the removal of hazards).
- Assisting teachers to provide supervision in the class, playground and school grounds: At recreation, assembly, and dispersal times including assistance with arriving and departing from school for pupils with special needs where the school has made a robust case that existing teaching resources cannot facilitate such supervision.
- Non-nursing care needs associated with specific medical conditions: Such as frequent diabetic seizures or epileptic seizures for pupils who have fragile health.
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential: This may be for safety or personal care reasons, or where a pupil may be required to leave the class for medical reasons or due to distress on a frequent basis.
- Assistance with moving and lifting of pupils.
- Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc... The tasks noted above are the primary care support tasks for which access to SNA support is provided.

2. Secondary Care Associated Tasks (SNA Tasks):

The following tasks are the type of secondary care associated tasks which SNAs will often perform, but only once they have been allocated on the basis of the primary care support tasks listed above. The indicative list of secondary associated tasks listed below is not definitive and is reflective of the tasks detailed in Circulars 08/02 and 71/2011. The associated support tasks which may be carried out include:

- Preparation and tidying of workspaces and classrooms or assisting a pupil who is not physically able to perform such tasks to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another. To assist with cleaning of materials.
- Assistance with the development of Personal Pupil Plans for pupils with Special Educational Needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans.
- Assist Teachers and / or Principal in maintaining a journal and care monitoring system for pupils including details of attendance and care needs. Assist in preparation of school

files and materials relating to care and assistance required in class by students with special needs.

- Planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with Class Teachers and other Teachers such as the Resource Teacher and School Principal, attending meetings with Parents, SENO, NEPS Psychologists, or school staff meetings with the agreement and guidance of Class Teacher/Principal.
- Assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of qualified personnel¹, including Class Teachers or support teachers.
- Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff. (See Appendix 3 Personal Pupil Plan (PPP))

4.6 Role of Parents.

"Parents through their unique knowledge of their own child, have much to contribute to their child's learning programmes" (Learning-Support Guidelines, p.52).

"Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs" (2017 Guidelines: p. 23).

Parents can support the work of the school in supporting their child by:

- Providing a home environment in which there are opportunities for adults and children to participate together in language, literacy and mathematical activities in the early years before formal schooling begins.
- Supporting the work of the school by participating with their child at home in such activities as:
 - Storytelling and reading stories
 - Paired reading (listening to and giving supportive feedback on oral reading)
 - Discussions about school and other activities to build vocabulary and thinking skills
 - Writing lists and short accounts about children's experiences
 - Counting and measuring and other activities involving number
 - Visits to the zoo, museum, library etc... to broaden the range of their child's experiences
 - Using Information and Communications Technology (ICTs), where available, to support learning in literacy and / or Numeracy
- Talking positively about school and school work.
- Availing of real-life situations to discuss the importance of language, literacy and mathematics.
- Modelling involvement in language, literacy and mathematical activities at home by engaging in and talking about these activities.
- Working on agreed targets at home.
- Parents should keep the Class Teacher informed of the progress that they observe in their child's learning. They should also let the school know of any learning difficulties that they observe in their child at home. If, following diagnostic assessment, the child has been identified as requiring supplementary teaching, the parents should consult with the Support Teacher to discuss:
 - The results of the assessment
 - The learning targets in the child's Support Plan
 - The ways in which attainment of the targets can be supported at home.
 - Where a child is in receipt of supplementary teaching from the Support Teacher, the parents should:
 - Discuss their child's progress with the Support Teacher at the end of each instructional period, and, in cases where supplementary teaching is to be continued, discuss the revised learning targets and activities in their child's School Support Plus Plan.

- At the discontinuation of supplementary teaching, discuss with their child's teachers how the child's future learning needs can continue to be met at school and at home.

4.7 Role of Pupils.

"The involvement of pupils in the development, implementation and review of their own learning programmes is an important principle underlining effective supplementary teaching" (Learning-Support Guidelines, p.54). "Good engagement and participation in their own education has many associated benefits for pupils. This is particularly important for pupils with special educational needs and can help enhance their academic and social and emotional outcomes" (2017 Guidelines: p. 24).

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

- Outline his / her interests, aspirations, strengths.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.
- Contribute to the Support Plan.
- 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.

4.8 Role of External Bodies and Agencies.

"Support and guidance is available to teachers from external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the NCSE Support Service⁴, the Inspectorate, and allied health professionals. It is important that schools have established procedures / protocols for liaising with these services and bodies in order to optimise the quality of provision for pupils with special educational needs at the individual, group or whole-school level. This is especially important for those pupils with more significant and enduring needs who benefit from a multi-disciplinary approach to identification of need and the development of interventions. The needs of many pupils span both health and education services. Health services (HSE and HSE-funded services) will continue to play an important role in early identification, assessment and diagnosis, intervention and review for pupils with special educational needs. It is important that schools are familiar with the range of health services in their locality, including referral pathways. Co-ordination is enhanced when schools liaise with and contribute to health-led assessment and delivery of interventions and when they facilitate meetings between parents and various support services. Schools should endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support" (2017 Guidelines: p. 25).

5.0 Prevention and Early Intervention.

Prevention / early intervention is a cornerstone of supporting learning.

5.1 Prevention Strategies.

Our strategies for preventing learning difficulties include:

- The development of agreed approaches to the teaching of Literacy and Numeracy in order to ensure progression and continuity from class to class. (See Plean Scoile for Literacy and for Numeracy).
- Careful development of phonological awareness and rhyming skills in the classroom, before the introduction of formal reading of words and books.
- The use of concrete materials at every opportunity.

- Implementation of whole school parental involvement programmes e.g.
 - developing children’s oral language skills;
 - shared reading at home;
 - developing early mathematical skills etc...
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties
- Close collaboration and consultation between the Infant Teachers and the Support Teachers.
- Thorough assessment procedures throughout the school
- Provision of additional support in language development / early literacy / early mathematical skills to pupils who need it

5.2 Early Intervention Programmes.

- Early intervention is a vital component of the NEPS Continuum of Support model.
- Early intervention programmes may be provided by the Class Teacher and / or by the Support Teacher, in accordance with the NEPS Continuum.
- Close collaboration and consultation between the Class Teachers and the Support Teachers, should identify pupils who may be in need of early intervention. Teacher observation and professional opinion will be given due consideration in the selection of pupils for early intervention programmes at Classroom Support / School Support level.
- Intensive early intervention programmes in the early primary classes can be an effective response to meeting the needs of children with low achievement. Such programmes will:
 - Be set within a specific time frame (13-20 weeks)
 - Be based on a shared expectation of success by everyone involved
 - Involve small group teaching or one-to-one teaching where small group teaching has not been effective / difficulties are significant
 - Include a strong focus on oral language, laying the foundation for meaningful reading activities and further development of language and comprehension skills
 - Emphasise the development of phonemic awareness
 - Develop phonic skills, once phonological awareness has been developed well
 - Develop word identification skills
 - Engage the pupils in frequent supervised oral and silent reading of texts at appropriate levels of difficulty and monitor their comprehension
 - Stress the interconnected nature of listening, speaking, reading and writing
 - Focus on language development in mathematics, and in the development of mathematical procedures and concepts.
- Programmes such as *"FRIENDS for Life as a means of preventing anxiety and building resilience, or similar evidence-based programmes"* (2017 Guidelines, p.15).
- *"The use of early-intervention and prevention programmes helps mitigate the development of learning, social and emotional difficulties. Balanced Approach to Literacy Development is an example of a resource for early-intervention and prevention of literacy difficulties"* (2017 Guidelines, p.14-15).
- *"the Department’s support services offer a wide range of programmes and resource materials related to the social, emotional and behavioural needs of all pupils, including those with special educational needs. These programmes cover such issues as bullying, transition and behaviour management. (2017 Guidelines, p15)*

6.0 Policy regarding Permissions:

6.1 Parental Permissions:

- (1) Written parental permissions are required for children to receive School Support / School Support Plus.
- (2) Written parental permissions for school-based assessments are given to parents on school entry.

6.2 Initial Screening:

Class Teachers will carry out initial screening tests and standardised assessments. The Support Teachers will administer further screening tests, if deemed necessary.

6.3 Diagnostic Assessment:

The Support Teachers will discuss each class's recorded results with the Class Teacher, and carry out further screening tests and / or diagnostic assessments where it is deemed necessary. The results of these tests will inform the caseload selection process. The Principal Teacher will be kept informed at all times during this process.

6.4 Caseload Decisions:

The Continuum of Support (Appendix 1), together with current guidelines (2017), and DES Circulars will inform all decision-making regarding the Support Teachers' caseloads.

6.5 Selection Criteria:

Selection Criteria for Providing Pupils with Additional Teaching Support:

- Circular 13/2017 states - *"Pupils under the new allocation model will be identified by schools for additional teaching support in accordance with the Continuum of Support Guidelines, and the Guidelines which accompany this Circular"* (p. 13). Pages 15 and 16 of the Circular go into the following detail - *"The Guidelines which accompany this circular set out the manner in which schools should identify pupils for additional teaching support in schools. In summary, in identifying pupils for support, schools should take into account the following:*
 - *Standardised tests can be used to screen and identify pupils' performance in reading and mathematics. Those pupils performing below the 12th percentile should be prioritised for support in literacy and numeracy.*
 - *Pupils who were previously in receipt of supplementary teaching from a Support Teacher and who continue to experience significant learning difficulties.*
 - *Pupils who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES, 2010). This will be evidenced through school-based assessment of attainment, and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. Schools should also take into account needs set out in professional reports, where available.*
 - *Pupils with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties. Pupils who have specific learning disabilities.*
 - *Pupils with significant Special Educational Needs. For example, pupils with significant learning, behavioural, emotional, physical and sensory needs. These pupils need additional teaching support*

- because they require highly individualised and differentiated learning programmes that are tailored to their needs.*
- *School should also carefully consider the needs of other pupils who may present with a range of learning whose interaction may present a significant barrier to the pupils' learning and ability to access the curriculum.*
 - *Pupils who have additional literacy or language learning needs including those pupils who need additional English Additional language Support. The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process" (pages 15 and 16).*

Support may be provided to pupils at Classroom Support / School Support / School Support Plus level of the NEPS' Continuum of Support Process (DES, 2010).

1. Class Teacher (NEPS' Classroom Support):

Pupils deemed to need additional support with their learning (literacy & numeracy) and / or specific needs (oral language, social interaction, behaviour, emotional development and application to learning) will be supported in the classroom by the Class Teacher.

2. Support Teacher (NEPS' School Support and School Support Plus):

The Support Teacher may provide additional support for the following pupils, through withdrawal (1:1 or in a small group) or in-class support (e.g. station teaching / team teaching / in-class support / peer tutoring), depending on the child's needs.

The following selection criteria encompasses current DES Circulars, Guidelines and general good practice. The school will select pupils in accordance with these criteria, starting at point (1) and continuing on through the selection criteria until caseloads / timetables are full. *"Those with the highest level of need should have the greatest level of support"* (2017 Guidelines: p. 19).

- Pupils previously in receipt of "Resource hours" who continue to experience significant learning difficulties
- Pupils previously in receipt of "Learning-Support" who continue to experience significant learning difficulties (scoring below the 12th percentile on standardised assessments).
- Pupils diagnosed as having "Low Incidence Learning Disabilities".
- Pupils diagnosed as having "High Incidence Learning Disabilities".
- Pupils who have English as an Additional Language (EAL) i.e. (a) pupils who arrive to our school without any English (b) pupils who have lived in Ireland less than two years, and whose English needs further support.
- Pupils scoring at/below the 12th percentile on standardised assessments in Literacy (to allow for a margin of error).
- Pupils scoring at/below the 12th percentile on standardised assessments in Numeracy (to allow for a margin of error).
- Early intervention in literacy - Infant class pupils who continue to experience difficulties in early literacy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.

- Early intervention in Mathematics - Infant class pupils who continue to experience difficulties in early numeracy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
- Pupils scoring at or below STEN 4 (30th percentile) on standardised assessments in literacy, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
- Pupils scoring at or below STEN 4 (30th percentile) on standardised assessments in numeracy, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
- Pupils scoring at or below STEN 5 (47th percentile) on standardised assessments in literacy, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
- Pupils scoring at or below STEN 5 (47th percentile) on standardised assessments in numeracy, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
- Pupils experiencing serious difficulties with oral language / social interaction / behaviour / emotional development / application to learning, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
- Transition to Post-Primary School (Appendix 3).
- Gifted Pupils (those scoring above the 95th percentile in both English and Mathematics on Standardised Assessments in May of 2nd class or later and / or have been diagnosed by an Educational Psychologist as having a "superior IQ". Interventions will be made in the first instance by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it. (Appendix 4)

6.6 Staff Meetings.

SEN provision in our school will be included on the agenda for staff meetings at least once per instructional term. Any shared Support Teachers attend staff meetings at their base schools.

6.7 Parent-Teacher Meetings.

The nature of SEN support means that meetings with parents are on-going and regular. The Support Teachers will fulfil the 'out of school' requirement of parent-teacher meetings at the base school.

6.8 Lunchtime Supervision.

The shared Support Teachers will complete lunchtime supervision at their base school only.

6.9 Travelling Time.

The shared Support Teachers will ensure that the time spent travelling between schools is kept to the minimum possible, while providing regular support to pupils.

6.10 Review of this SEN Policy.

At least one meeting per year will accomplish regular review of the policy.

7. Continuing and Discontinuing Supplementary Teaching.

- An instructional term is generally taken to mean 13-20 weeks of instruction. However, where the Support Teacher is shared between schools and is unable to meet pupils more than 2-3 times a week, an instructional term may be longer than 13-20 weeks.
- If possible, a meeting will be held at the end of each instructional period with the parents in cases where supplementary teaching is to be continued, to discuss the revised learning targets and activities in the pupil's Support Plan Plus.
- Supplementary teaching will normally be discontinued where the targets have been met and the pupil (on assessment) is performing above the percentile laid down in the selection criteria for receiving support.
- The school may decide to discontinue supplementary teaching with some pupils (who have made satisfactory progress), in order for the Support Teacher to provide early intervention / prevention for Senior Infants, after for example the analysis of the MIST screening test results in March or where pupils who have not responded to Stage 1 Classroom Support interventions by the class teacher.
- Due consideration will be given to the overall needs of the school and all of its pupils.

8. Monitoring Progress.

Monitoring the academic progress of the pupils in this school will be accomplished by:

- Ongoing structured observation and assessment of the language, literacy and numeracy skills of the pupils in the infant classes to facilitate early identification of possible learning difficulties by the Class Teacher.
- Formal and informal testing and observation of work by the Class Teacher.
- Implementing the school policies on screening and the selection of pupils for supplementary teaching in Literacy and / or in Numeracy by administering and scoring appropriate measures.
- Standardised assessments administered by the Class Teacher.
- Diagnostic/Screening testing administered by the Support Teacher.
- Record keeping - Children have a file in their classroom where records, test results and assessments are kept in a secure filing cabinet and assessment folders in each classroom.
- Support Plans - opened, maintained and updated by Class Teachers at Classroom Support level.
- Support Plans - opened, maintained and updated by both Class Teachers and Support Teachers at School Support / School Support Plus level.
- Non-academic progress of pupils in this school can be reviewed informally, for example under the headings of improvements in the pupil's self-esteem; school attendance; attitude to learning; attitude to school and general behaviour.

9.0 Liaising with Parents.

Effective communication with parents is critically important to the success of a support programme.

9.1 Communication with Parents.

- Teachers will take every opportunity to make parents familiar with the purpose and procedures of the school's support team.
- Activities may be organised in our school, from time to time, to increase the involvement of parents in their children's learning.
- Parents will be encouraged to support their child's learning through:
 - Developing children's oral language through discussion
 - Motivating children to read more
 - Creating a home environment where literacy can thrive
 - Selecting books that interest children
 - Counting, measuring and other activities involving number
 - Supporting Bookworm Club and Mata le Chéile initiatives

9.2 Principal Teacher Liaising with Parents.

While the Support Teacher will consult with parents and outside agencies on an ongoing basis, the Principal Teacher can facilitate the involvement of parents in the support process by:

- Establishing school policies and procedures, which enable parents to become involved effectively in the provision of support.
- Encouraging the organisation of information sessions for all parents on issues relating to the school's support procedures.
- Overseeing the development of links between teachers and service providers e.g. Speech and Language Therapists etc....

9.3 Class Teacher Liaising with Parents.

- Once a pupil has come to the attention of the school because of low achievement it will be possible for the Class Teacher (in the context of ongoing contact with the parents) to make them aware of the situation and to ascertain parental views about the child's performance at school.
- Meet with the parents of each pupil who has been selected for diagnostic assessment (if such a meeting is requested at this point by the parents).
- Indicate that a meeting with the Class Teacher and / or the Support Teacher and parents will take place following diagnostic assessment.
- If the pupil is selected for Classroom Support, the Class Teacher will:
 - Discuss priority learning needs and learning targets for the child's Support Plan with parents.
 - Discuss ways in which attainment of the agreed targets can be supported at home.
 - Communicate regularly with parents of pupils who are receiving supplementary teaching at Classroom Support.
 - Consult with parents when Classroom Support is to be discontinued (or escalated) and identify ways in which the pupil's learning can continue to be supported at school and at home.

9.4 The Support Teacher Liaising with Parents.

In addition to providing general information to parents about the support provision that is available in the school, the Support Teacher should:

- After diagnostic assessments have been completed, meet with each pupil's parents if possible to discuss the outcomes of the assessments.

- If the pupil is selected for School Support / School Support Plus, the Support Teacher will:
 - Seek written parental permission for their child to receive supplementary teaching at School Support / School Support Plus.
 - Discuss priority learning needs and possible learning targets for the child's Support Plus Plan with the parents.
 - Discuss ways in which attainment of the agreed targets can be supported at home.
 - Communicate on an ongoing basis with the parents of each pupil who is in receipt of supplementary teaching at School Support / School Support Plus, so that progress can be positively affirmed and any difficulties in implementing the pupil's learning programme at school or at home can either be anticipated and avoided or addressed without delay.
 - Consult with the parents of each pupil who is in receipt of supplementary teaching at School Support Plus level at the end of the instructional period to review the pupil's attainment of agreed learning targets, to discuss the level of supplementary teaching (if any) that will be provided in the next instructional term and to revise the pupil's Support Plan, if necessary.
 - Consult with parents when supplementary teaching is to be discontinued at School Support / School Support Plus, and identify ways in which the pupil's learning can continue to be supported at school and at home.
 - Demonstrate techniques and strategies to parents that will enable them to help with their child's development in such areas as oral language, reading, writing, spelling and mathematics, as appropriate.
 - Where relevant, collaborate with other teachers to advise parents on ways in which they can support their children's learning at home.

10. Monitoring and Reviewing this Policy.

The Support Teachers have overall responsibility currently for Monitoring and Reviewing this SEN Policy. It is an ongoing and developmental process. Staff and Board of Management will engage in the developmental process, and the policy will be reviewed as necessary.

List of Appendices.

- Appendix 1. NEPS Continuum of Support
- Appendix 2. Personal Pupil Plan (PPP) template.
- Appendix 3. Transition from Primary to Post-Primary School.
- Appendix 4. Exceptional Ability & Giftedness Policy

The policy was discussed, accepted and ratified by the Board of Management on _____.

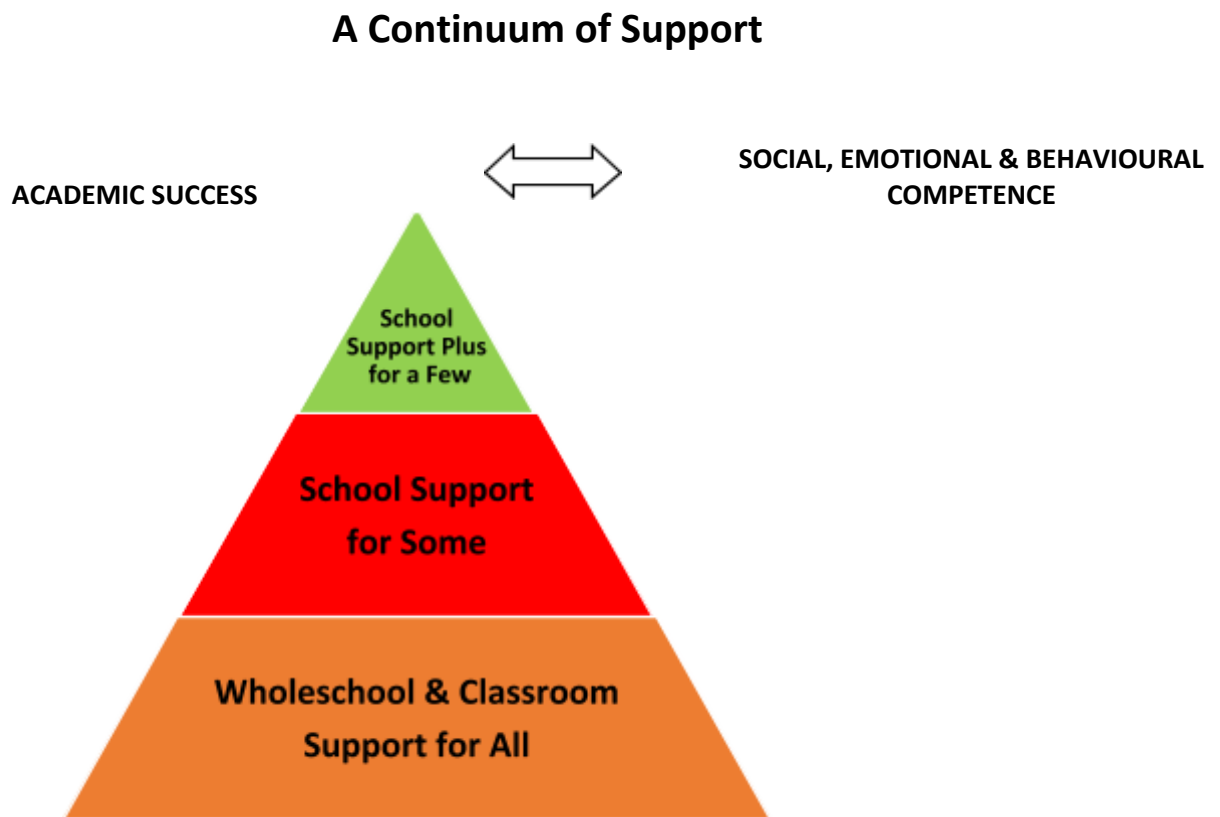
Signed by James Clarke, chairperson of the BOM

Date: _____

Review date: 2019

Appendix 1. NEPS Continuum of Support

The 2017 Guidelines (p. 8) present the NEPS Continuum of Support as follows –



The Continuum of Support suggests the following levels of support:

The 2017 Guidelines (p. 11-12) describe the NEPS' three tiers of support as follows - "As special educational needs can vary from mild to transient to significant and enduring, educational planning should reflect the level of need of the individual pupil. In this regard, the Student Support File facilitates a graduated response across the different levels of the Continuum: Classroom Support, School Support and School Support Plus. For pupils with significant, enduring and complex needs, collaboration with external professionals, including multi-disciplinary teams, is advised (for example, occupational therapist, speech and language therapist and psychologist)".

ACADEMIC COMPETENCE

SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

Individualised & Specialist Support

School Support Plus for a Few

Response to Groups and Individuals

School Support for Some

Preventative & Proactive Approaches

Whole-School & Classroom Support for All

A Continuum of Support

Classroom Support

A class teacher or parent may have concerns about the academic, physical, social, behavioural or emotional development of certain pupils. The teacher should then administer screening measures, which may include screening checklists and profiles for pupils in senior infants and first class, standardised, norm-referenced tests for older pupils and behavioural checklists where appropriate.

The class teacher should then draw up a Classroom Support plan for extra help to be implemented within the normal classroom setting, in the relevant areas of learning and/or behavioural management. The success of the classroom support plan should be reviewed regularly, with appropriate parental involvement. If concern remains after a number of reviews and adaptations to the plan, the support teachers in the school may be consulted about the desirability of intervention at School Support.

School Support

If intervention is considered necessary at School Support tier, then the pupil should be referred to the support teacher, with parents' permission, for further diagnostic testing. In the case of pupils with learning difficulties, if the classroom support plan fails to achieve the desired outcome the pupil should be referred to the learning support teacher/resource teacher, with parents' permission, for further diagnostic testing. If this diagnostic assessment suggests that supplementary teaching would be beneficial, this should be arranged. The parents and the class teacher should be involved with the support teacher in drawing up the learning programme, which would include appropriate interventions for implementation in the home, in the classroom, and during supplementary teaching.

The support teacher and the class teacher should review regularly, in consultation with the parents, the rate of progress of each pupil receiving supplementary teaching. If significant concerns remain after a number of reviews and adaptations to the learning programme, then it may be necessary to provide interventions at stage III.

In the case of pupils with emotional or behavioural difficulties, it is recognised that, with serious difficulties, more urgent action may be needed. In these cases the pupil's needs should, with parents' permission, be discussed with the relevant NEPS psychologist and/or the case should be referred to the clinical services of the Health Services Executive. This may lead to a more detailed behavioural management programme to be implemented at home and in class, or to referral for further specialist assessment (School Support Plus).

School Support Plus

Some pupils who continue to present with significant learning needs will require more intensive intervention at stage III. The school may formally request a consultation and, where appropriate, an assessment of need from a specialist outside the school in respect of pupils with learning difficulties or with mild or moderate behavioural problems (or both) who have failed to make progress after supplementary teaching or the implementation of a behavioural programme and in

respect of pupils with serious emotional disturbance and/or behavioural problems. Such specialist advice may be sought from psychologists, paediatricians, speech and language therapists, audiologists, etc.

The support teacher and the class teacher, in consultation with the relevant specialist or specialists should then draw up a learning programme that includes identification of any additional available resources that are considered necessary in order to implement the programme. The parents should be fully consulted throughout this process. This programme should be the subject of regular reviews, leading to revisions of the learning programme and referral for specialist review, as necessary. In the case of pupils identified at an early age as having very significant special educational needs, intervention at stage III will be necessary on their entry to school. Support in the classroom will be an essential component of any learning programme devised for such pupils, and primary responsibility for the pupil will remain with the class teacher, in consultation with the support teacher.

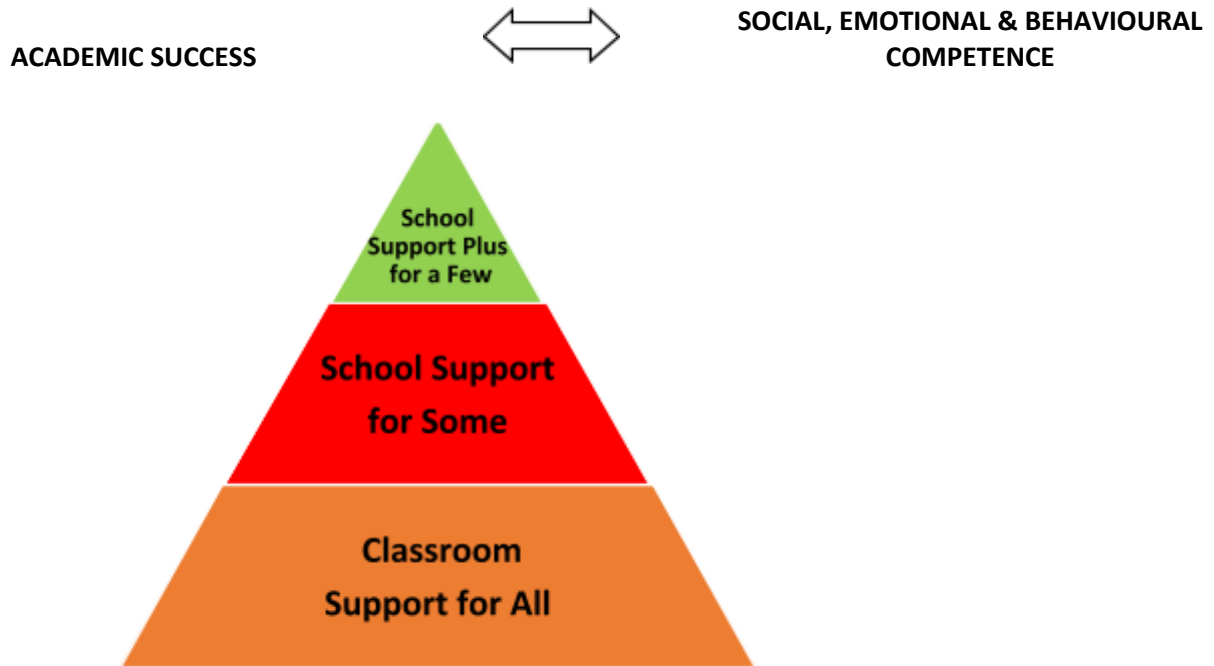
Classroom Support Template

St Nicholas' NS

STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
Date File Opened	

Date File Closed	
Grade	✓ ■

A Continuum of Support



Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Year (Sept.)	Class	Classroom Teacher	SET	Diagnosis	Irish Exemption	SNA access
	Jl					
	Sl					
	1 st					
	2 nd					
	3 rd					
	4 th					
	5 th					
	6 th					

School Report:

Student Support File, Log of Actions/Meetings

Date Actions

Support Checklist

Name:	Age:	Class:
General Information	Date Checked	Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning- screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by SET or other school staff?		
16. Other interventions put in place in school?		
Action needed		
<small>Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20</small>		

School Based Assessment:

Date:	Name of Test:	Administrator:	Outcomes:
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SUPPORT PLAN*

Classroom Support ≤ ✓

School Support (Support for SOME) ≤

School Support Plus (Support for A FEW) ≤

To be completed by the teacher(s).

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74; *A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers*, pp. 51, 53, 54, 57.

Student's name		Age	
Lead teacher		Class	
SET (if applicable)			
Start date of plan			
Review date of plan			
Student's strengths and interests:			
Class Teacher:			
Parents:			
Pupil:			
Pupil's challenges:			
Class Teacher:			
Parents:			
Pupil:			
Priority Concerns and Targets were agreed between Parents and Teachers, taking cognisance of assessment results; the child's strengths and challenges; recommendations from outside agencies (if any)			
Priority concerns:			
Possible reasons for concerns:			
Targets for the student:			
Strategies to help the student achieve the targets:			
Detailed in Class Teacher and SET plans e.g.(in team teaching)			
Staff involved and resources needed:			
CT; Parents.			
Resources listed by CT and SET in their plans.			

Homework and class work:	
Parents agreed at meeting: ✓	Next Review Date: September / October 2017 (or sooner if necessary)
Teachers agreed at meeting: ✓	

*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.

SUPPORT REVIEW RECORD*

Classroom Support ≤ ✓

School Support (Support for SOME) ≤

School Support Plus (Support for A FEW) ≤

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers*; *A Continuum of Support for Post-Primary Schools, Resource pack for Teachers*; *Student Support Teams in Post-Primary Schools*.






Student's name	Class
Names of those present at review	Date of Review
What areas of the plan have been most successful and why?	
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?	
Have the student's needs changed since the start of the plan, and if so how?	
Recommended future actions – <i>what, how, who, when?</i>	
Any comments from the student?	
Any comments from the parent(s)/guardian(s)?	
Parents agreed at meeting: ✓ Teachers agreed at meeting: ✓	Next Review Date: September / October 2017 (or sooner if necessary)

Outcome of review (tick as appropriate)	
Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
Continue at Current Level of Support	Request consultation with other professionals

*A consultation with a NEPS psychologist/ other professionals may contribute to this review.

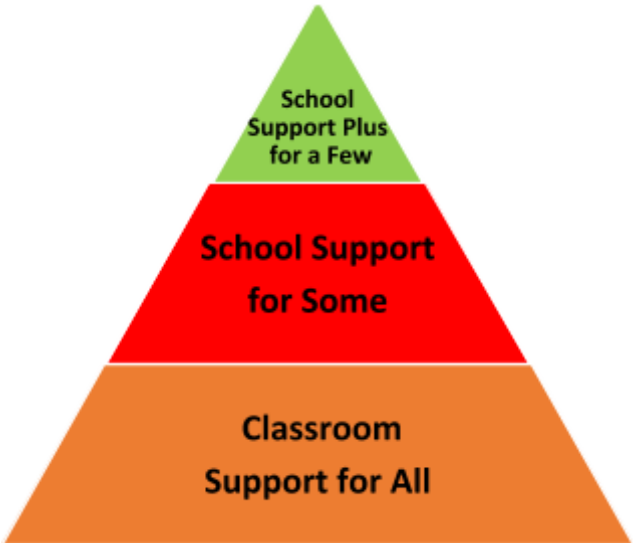
School Support Template

St Nicholas' NS

STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
Date File Opened	
Date File Closed	
Grade	    

A Continuum of Support

ACADEMIC SUCCESS
↔
SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE



Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Year (Sept.)	Class	Classroom Teacher	SET	Diagnosis	Irish Exemption	SNA access
	Jl					
	Sl					
	1 st					
	2 nd					
	3 rd					
	4 th					
	5 th					
	6 th					

School Report:

Student Support File, Log of Actions/Meetings

Date Actions

Support Checklist

Name:	Age:	Class:
General Information	Date Checked	Comments
17. Parents/ Guardians Consulted		
18. Information from previous school/preschool gathered		
19. Hearing		
20. Vision		
21. Medical Needs		
22. Basic Needs Checklist completed		
23. Assessment of learning- screening		
24. Observation of learning style/approach to learning		
25. Observation of behaviour		
26. Interview with pupil		
27. Classroom work differentiated?		
28. Learning environment adapted?		
29. Yard/school environments adapted?		
30. Informal or formal consultation/advice with outside professionals?		
31. Advice given by SET or other school staff?		
32. Other interventions put in place in school?		
Action needed		
<i>Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20</i>		

School Based Assessment:

Date:	Name of Test:	Administrator:	Outcomes:

SUPPORT PLAN*

Classroom Support ≤

School Support (Support for SOME) ≤ ✓

School Support Plus (Support for A FEW) ≤

To be completed by the teacher(s).

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74; *A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers*, pp. 51, 53, 54, 57.

Student's name		Age	
Lead teacher		Class	
SET		Time Allocation	
Start date of plan			
Review date of plan			
Student's strengths and interests Class Teacher: SET: Parents: Pupil:			
Pupil's challenges: Class Teacher: SET: Parents: Pupil:			
Priority Concerns and Targets were agreed between Parents and Teachers, taking cognisance of assessment results; the child's strengths and challenges; recommendations from outside agencies (if any)			
Priority concerns:			
Possible reasons for concerns			
Targets for the student			
Strategies to help the student achieve the targets Detailed in Class Teacher and SET plans			
Staff involved and resources needed: CT; SET; Parents. SNA Access: Care needs. Yes No Resources listed by CT and SET in their plans.			

Homework and class work:	
Parents agreed at meeting: ✓	Next Review Date: September / October 2017 (or sooner if necessary)
Teachers agreed at meeting: ✓	

*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.

SUPPORT REVIEW RECORD*

Classroom Support ≤

School Support (Support for SOME) ≤ ✓

School Support Plus (Support for A FEW) ≤

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

For help, see SEN: A Continuum of Support - Guidelines for Teachers; BESD: A Continuum of Support – Guidelines for Teachers; A Continuum of Support for Post-Primary Schools, Resource pack for Teachers; Student Support Teams in Post-Primary Schools.




Student's name	Class
Names of those present at review	Date of Review
What areas of the plan have been most successful and why?	
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?	
Have the student's needs changed since the start of the plan, and if so how?	
Recommended future actions – <i>what, how, who, when?</i>	
Any comments from the student?	
Any comments from the parent(s)/guardian(s)?	
Parents agreed at meeting: ✓	
Teachers agreed at meeting: : ✓	

Outcome of review (tick as appropriate)	
Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
Continue at Current Level of Support	Request consultation with other professionals

*A consultation with a NEPS psychologist/ other professionals may contribute to this review.

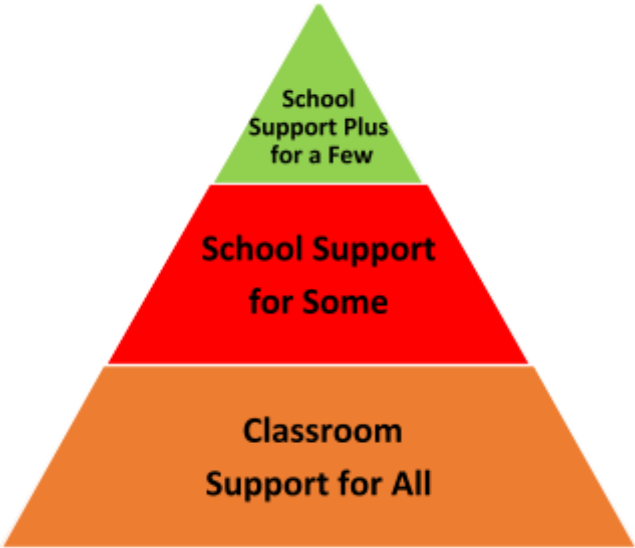
School Support Plus Template

St Nicholas' NS

STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
Date File Opened	
Date File Closed	
Level	 ✓  ✓  ✓

A Continuum of Support

ACADEMIC SUCCESS  SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE



Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Year (Sept.)	Class	Classroom Teacher	SET	Diagnosis	Irish Exemption	SNA access
	Jl					
	Sl					
	1 st					
	2 nd					
	3 rd					
	4 th					
	5 th					
	6 th					

School Report:

Student Support File, Log of Actions/Meetings

Date

Actions

Date	Actions

Support Checklist

Name:	Age:	Class:
General Information	Date Checked	Comments
33. Parents/ Guardians Consulted		
34. Information from previous school/preschool gathered		
35. Hearing		
36. Vision		
37. Medical Needs		
38. Basic Needs Checklist completed		
39. Assessment of learning- screening		
40. Observation of learning style/approach to learning		
41. Observation of behaviour		
42. Interview with pupil		
43. Classroom work differentiated?		
44. Learning environment adapted?		
45. Yard/school environments adapted?		
46. Informal or formal consultation/advice with outside professionals?		
47. Advice given by SET or other school staff?		
48. Other interventions put in place in school?		
Action needed		
<i>Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20</i>		

School Based Assessment:

Date:	Name of Test:	Administrator:	Outcomes:

Formal Assessment- Outside Agencies:

Date:	Name of Test:	Administrator:	Outcomes:

SUPPORT PLAN*

Classroom Support ≤
 School Support (Support for SOME) ≤
 School Support Plus (Support for A FEW) ≤ ✓

To be completed by the teacher(s).

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74; *A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers*, pp. 51, 53, 54, 57.

Student's name		Age	
Lead teacher		Class	
SET		Time Allocation:	
Start date of plan			
Review date of plan			
Student's strengths and interests Class Teacher: SET: Parents: Pupil:			
Pupil's Challenges: Class Teacher: SET: Parents: Pupil:			
Priority Concerns and Targets were agreed between Parents and Teachers, taking cognisance of assessment results; the child's strengths and challenges; recommendations from outside agencies (if any)			
Priority concerns			
Possible reasons for concerns			
Targets for the student			
Strategies to help the student achieve the targets Detailed in Class Teacher and SET plans			
Staff involved and resources needed: CT; SET; Parents. SNA Access: Care needs. Yes No			

Outside Agencies involved: SLT O.T. ASD Clinic Educational Psychologist CAMHS VTVI VTHI Paediatric Consultant GP Irlen Therapist Child Psychiatrist Other	
Resources listed by CT and LSRT in their plans.	
Homework and classwork:	
Parents agreed at meeting: ✓ Teachers agreed at meeting: ✓	Next Review Date: September / October 2017 (or sooner if necessary)

*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.

SUPPORT REVIEW RECORD*

Classroom Support

School Support (Support for SOME)

School Support Plus (Support for A FEW)

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

For help, see SEN: A Continuum of Support - Guidelines for Teachers; BESD: A Continuum of Support – Guidelines for Teachers; A Continuum of Support for Post-Primary Schools, Resource pack for Teachers; Student Support Teams in Post-Primary Schools.

Student's name	Class
Names of those present at review	Date of Review
What areas of the plan have been most successful and why?	
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?	
Have the student's needs changed since the start of the plan, and if so how?	
Recommended future actions – <i>what, how, who, when?</i>	
Any comments from the student?	
Any comments from the parent(s)/guardian(s)?	
Parents agreed at meeting: <input checked="" type="checkbox"/>	Next Review Date: September / October 2017 (or sooner if necessary).
Teachers agreed at meeting: <input checked="" type="checkbox"/>	

Outcome of review (tick as appropriate)			
<input type="checkbox"/>	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	<input type="checkbox"/>	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
<input type="checkbox"/>	Continue at Current Level of Support	<input type="checkbox"/>	Request consultation with other professionals

*A consultation with a NEPS psychologist/ other professionals may contribute to this review.

Appendix 2.

Personal Pupil Plan

Name:

Date of Birth:

Class:

Class Teacher: Support Teacher (if applicable):

SNA:

Support Hours:

DES Category of Disability:

Pupil's Identified Care Needs: As agreed with SENO (in line with DES Circular 0030/2014)

--

Timeframe for which care support is expected to be required:
--

Targets (as per care/behavioural needs identified above)

Identify targets to **reduce/eliminate** dependence on care support:

<i>Long Term:</i>	
--------------------------	--

<i>Shorter Term:</i>	

Programmes/Strategies that will be employed to achieve short term targets listed above

Key: CT = class Teacher, P = Pupil, SNA = Special Needs Assistant, OC = Other Child, SET = Special Education Teacher

Programmes/Strategies	Personnel (see above key)	Indicate Frequency Daily	Timeframe of program e.g: 3 months, 6 months, 9 months, etc	Review Date & one of: O = Ongoing D = Diminished A = Achieved

Detail on plan to reduce dependence on SNA for each of the above:

Class Teacher: _____

Support Teacher: _____

SNA: _____

Principal: _____

Date: _____

SNA assistance is required in the following:

- Assistance with feeding: Where a pupil with special needs requires adult assistance & where the extent of assistance required would overly disrupt normal teaching time.
- Administration of medicine: Where a pupil requires adult assistance to administer medicine & where the extent of assistance required would overly disrupt normal teaching time.
- Assistance with toileting & general hygiene: Where a child with special needs cannot independently self-toilet, & until such time as they are able to do so.
- Assistance with mobility & orientation: On an ongoing basis including assisting a pupil or pupils to access the school, the classroom, with accessing school transport (where provided, school Bus Escorts should, in the first instance, assist a pupil to access school transport), or to help a pupil to avoid hazards in or surrounding the school. (Every effort must be made by the school to provide opportunities for independence e.g. the removal of hazards.)
- Assisting teachers to provide supervision in the class, playground & school grounds: At recreation, assembly, & dispersal times including assistance with arriving & departing from school for pupils with special needs where the school has made a robust case that existing teaching resources cannot facilitate such supervision.
- Non-nursing care needs associated with specific medical conditions: Such as frequent epileptic seizures or for pupils who have fragile health.
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential: This may be for safety or personal care reasons, or where a pupil may be required to leave the class for medical reasons or due to distress on a frequent basis.
- Assistance with moving & lifting of pupils, operation of hoists & equipment.
- Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs & those with significant, & identified social & emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc.

2. Secondary Care Associated Tasks (SNA Tasks) (as per Circular 30/2014):

- Preparation & tidying of workspaces & classrooms or assisting a pupil who is not physically able to perform such tasks to prepare & tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another. To assist with cleaning of materials.

- Assistance with the development of Personal Pupil Plans for pupils with special educational needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned & the review of such plans.
- Assist teachers & / or Principal in maintaining a journal & care monitoring system for pupils including details of attendance & care needs. Assist in preparation of school files & materials relating to care & assistance required in class by students with special needs.
- Planning for activities & classes where there may be additional care requirements associated with particular activities, liaising with Class Teachers & other Teachers such as the Resource Teacher & School Principal, attending meetings with Parents, SENO, NEPS Psychologists, or school staff meetings with the agreement & guidance of class Teacher/Principal.

Assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of qualified personnel, including class teachers or support teachers. 🏠

Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff.

3. Other Vital SNA Tasks: Preventing the child from harming self. Preventing the child from harming other children
Preventing the child from harming staff Preventing the child from destroying property Careful supervision of the child
to prevent the child from climbing / squeezing into tight spaces etc...

Supervising the child who is a flight risk Accompanying the child to and from Learning Support / Resource Removing
the child from whole school activities, if the child becomes distressed / overwhelmed

Removing the child from the classroom when meltdowns occur

Assisting the class teacher to raise the alarm if dangerous situations occur (children cannot be left alone)

Assisting the class teacher to comfort other children who are injured / frightened by explosive behaviour

Appendix 3.

Transition from Primary School to Post-Primary School

Taken from the 2017 Guidelines: Good planning and support for transition helps to ensure the successful transfer of pupils from preschool to primary school, from primary school to post-primary school and between special and mainstream settings. Effective transition support and planning can enhance the educational experience of the child and help reduce potential anxiety. Many schools already have excellent practices in place to support pupils at various transitional points.

The National Council for Curriculum and Assessment (NCCA) has developed a suite of materials to support the reporting and transfer of pupil information from primary to post- primary schools. The materials are presented under the umbrella title of Education Passport and are available at www.ncca.ie/transfer. They include: 📄 6th Class Report Card 📄 My Profile sheet (for children) 📄 My Child’s Profile sheet (for parents) 📄 A Special Educational Needs Summary Form is included to support the sharing of information for children with identified learning needs.

Since the 2014/15 school year schools have been required to use the Education Passport materials detailed above and forward to the relevant post-primary school, following confirmation of enrolment, ideally by end of June (Circular 45/2014).

Additional resources for schools in planning for effective transitions are available at the Department of Education and Skills and NCSE websites.

Appendix 4.

Exceptional Ability & Giftedness Policy

St. Nicholas’ National School

Definition and background

“An able child is one that achieves or has the ability to achieve at a level significantly in advance of their peer group. This may be in all areas of the curriculum or in a limited range” (Eyre, 1999)

School Ethos

Pupils with exceptional ability will be catered for in our school. From second class onwards a pupils who scores at or above the 95th percentile in numeracy or numeracy in standardised tests, parents will be given the information on CTYI

Those pupils who show exceptional talent in **non-academic** areas e.g. psychomotor ability, mechanical aptitude, visual and performing arts ability, will be given information regarding the relevant outside agencies.

Procedure for identification of pupils with Exceptional Ability

Criteria for Assessment

1. A range of strategies may be used to identify exceptionally able pupils;

- Annual standardised tests
- NNRIT
- Psychological Assessments
- Teacher observation
- Parental requests
- Referral by other individuals, schools or organisations.

2. From second class onwards, pupils who score on or above the 95th percentile in literacy and/or numeracy.

Catering for pupils with Exceptional Ability

Pupils in our school who are gifted will be supported in the following ways;

- The class teacher will draw up a Classroom Support File
- Additional, challenging work will be set by the class teacher where appropriate
- Provision of more complex work/project on a particular area
- Encourage project work with the aid of computers, reference books and the internet.
- The support teacher will provide information regarding CTYI courses to parents of these pupils
- Where it is feasible support classes may be considered

Responsibility and Management

1. The class teacher is responsible for differentiation within the classroom including acquisition and distribution of teaching resources for differentiation

2. The SET team will be responsible for the organisation of extension classes including timetabling (where applicable), acquisition and distribution of information regarding referral and assessment by outside agencies.

3. The Principal will liaise with parents, SETs and class teachers throughout the process.

This policy was ratified by the Board of Management on 31st January 2018

Signed by Chairperson of BOM _____

Date: _____

Review Date: 2020

