St. Colman's N.S.

Whole School Policy for SEN Provision

This Draft Policy on SEN Provision in St Colman’s NS, Ballindaggin was formulated during 2018, and will be updated as the need arises, 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 13/17 and 02/05.

 The Draft Policy was discussed and further developed by the teaching staff of St Colman’s NS on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 The Draft Policy was discussed, accepted and ratified by the Board of Management of St Colman’s NS on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Situation**

St Colman’s NS was allocated 2.6 Special Education Teachers (SET) under the New Model . Our school has been allocated 1 Full time SNA for the school year 2018/2019. Our SNAs cater for all SEN care needs in all classes.

**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 Staged Approach, described in Circular 02/05).
* To provide supplementary teaching and additional support in English and / or Mathematics. To enable pupils to participate in the full 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 guard the self-esteem and self-image of the learner.

**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 in 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 the difficulty they are experiencing.
* Withdrawal Model: 1:1 interventions (vital when e.g. difficulties are very significant; when pupil needs do not match to form a small group)
* Small group interventions
* 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)

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; Special Education Teachers; SNAs; Parents; Pupils and External Bodies & Agencies. It is important that everyone contributes to the implementation of our school plan on SEN Provision.

Role of the Board of Management

 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.

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 Special Education 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 Special Education Teachers
* 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 for 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 Special Education 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 Special Classes and oversee the provision available therein.
* Co-ordinate and organise SNAs' work and timetabling and responsibilities in this area.

Duties delegated by the Principal Teacher to the Special Education Needs Coordinator:

 Policy:

* Taking responsibility for formulating and updating the school’s SEN policy.
* Collaborating with the Principal Teacher and meeting with him / her at least once each school year to discuss issues relating to the development and implementation of the school plan on SEN, and to the provision of SEN.

Selection:

* Monitoring the selection of pupils for supplementary teaching with the Principal, ensuring that support is focused on the pupils with very low achievement.
* Identifying the level of support that is needed to meet the pupil’s needs, in conjunction with the Principal, Class Teacher and Parents.
* Assisting the Principal Teacher to co-ordinate the caseloads / work schedules of the Support Teachers, when requested.

Assessment:

* Overseeing 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.
* Co-ordinating the administration by Class Teachers of a whole-school screening programme to identify pupils with very low achievement and / or learning difficulties in English and Mathematics
* Consulting with Class Teachers on the identification of pupils who may need diagnostic assessment, taking into account:
* the pupils’ scores on an appropriate standardised screening measure
* agreed criteria for identifying pupils
* teachers’ own views of the pupils’ difficulties and needs
* Support Teacher caseload.
* Co-ordinating comprehensive diagnostic assessment for each pupil who has been identified as experiencing low achievement and / or learning difficulties.
* assessment services that are available and the procedures to be followed for initial referrals, when requested.
* Maintaining assessment tests.
* Ordering standardised assessment scripts each year.
* Distributing standardised assessment scripts to Class Teachers each year.
* Maintaining the results of standardised assessment each year and share the results with the Principal Teacher.
* Advising Class Teachers about baseline and screening assessments in September each year, when requested.

 Support Plans:

* Advising the Principal Teacher on the construction of Support Plans.
* Advising the Principal on current individualised planning best practice, when requested.
* Advising Class teachers and Special Education Teachers about Support Plans, when requested. Co-ordination Activities: 
* Maintaining a list of pupils who are receiving supplementary teaching at each stage of support - Classroom Support / School Support / School Support Plus.
* Advising Parents on procedures for availing of special needs services, when requested.
* Advising Class Teachers on procedures for availing of special needs services, when requested.
* Liaising with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs.
* Supporting the Principal Teacher to implement a tracking system at whole-school level to monitor the progress of children with learning difficulties.
* Advising the Principal Teacher about pupils who have been allocated SEN provision, when requested.
* Completing application forms for outside agencies such as NCSE; NEPS; CAMHS etc…, in collaboration with Class Teachers and the Principal Teacher, as required.
* Advising on "effective timetabling practices that ensures continuity" (Circular 13/17), when requested.
* Advising on Transition, when requested.

Role of the Class Teacher

Effective teaching and learning:

* The Class Teacher has primary responsibility for the progress of all pupils in her / his class, including those selected for supplementary teaching.
* 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.
* "Meaningful inclusion
* 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
* Aspiring towards suitably challenging learning outcomes and assessing accordingly" (2017 Guidelines: p.13).

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)

The Class Teacher will liaise closely with Parents and elicit relevant information from them regarding e.g. hearing / vision checks.

 Classroom Support / 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
* 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 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 should 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).
* Inform Parents that a meeting with the Support Teacher(s) and / or the Class Teacher will follow diagnostic assessments.
* Attend, if possible, the meeting between the pupil’s Parents and the Support Teacher(s).
* Collaborate with Parents and Support Teachers on the formation of a Support Plan.
* 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 enrols in our school and is retained in the pupils’ files.

Role of the Special Educational Teacher(SET) 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.
* Being "familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs" (2017 Guidelines p.13).
* 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 Forward Planner and Progress Record, or equivalent, for each individual or group of pupils in receipt of support.
* Maintaining a Forward Planner and Progress Record
* Providing supplementary teaching in English and / or Mathematics 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 support, 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 support at the end of each instructional term, if possible:
* To review the pupil’s attainment of agreed targets
* To discuss the next instructional term
* 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 the Forward Planner and Progress Record, or equivalent.
* Review the progress of each pupil at the end of an instructional term and record it on the pupil’s Support Plan.
* Log actions in the Support Plan.

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.

* Primary Care Needs SNA Tasks:
* 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
* 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.
* 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 and lifting of pupils, operation of hoists and equipment.
* 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
* Secondary Care Associated Tasks (SNA Tasks): 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,
* 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 SET 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.

Role of Parents

* 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 in such activities as:
* Book sharing / reading stories
* Storytelling
* 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 English and / or Mathematics  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, as requiring supplementary teaching, the Parents should attend a meeting 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 learning-support teacher, the Parents should:
* Discuss their child’s progress with the Support Teacher at the end of each instructional term, and, in cases where supplementary teaching is to be continued, discuss the revised learning targets and activities in their child’s Support 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.

Role of Pupils

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.
* Become familiar with the medium and short-term learning targets that have been set for them and they should be given the opportunity to contribute to the setting of such targets.
* Contribute to the selection of texts and other learning materials that are relevant to the attainment of their learning targets.
* 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.

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 Service
* the Inspectorate
* health professionals

Prevention and Early Intervention

Prevention / early intervention is a cornerstone of supporting learning.

Prevention Strategies. Our strategies for preventing learning difficulties include:

* The development of agreed approaches to the teaching of English and Mathematics in order to ensure progression and continuity from class to class. (See Plean Scoile for English and for Mathematics).
* 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

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 Staged Approach (Appendix 1) and 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.

* 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.

Emotional and Behavioural Needs

Programmes such as

* The Incredible Years – Teacher Classroom Management programme as a means of preventing the emergence of behavioural difficulties;
* FRIENDS for Life as a means of preventing anxiety and building resilience, or similar evidence-based programmes
* The use of early-intervention and prevention programmes helps mitigate the development of learning, social and emotional difficulties.
* 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. A sample of programmes currently available includes
* Anti-Bullying Support Materials
* Transition from Primary to Post-Primary
* Challenging Behaviour, Social Skills and Pupils with Special Educational Needs

Policy regarding Permissions; Screening; Assessment; Caseload;

* Parental Permissions:
* Written parental permissions are required for children to receive School Support given on school entry
* Written parental permissions for school-based assessments are given to parents on school entry.
* Written parental permissions are required for children to receive School Support Plus, completed during process of accessing school support plua
* Initial Screening: Class Teachers will carry out initial screening tests and standardised assessments. The Support Teachers will administer further screening tests, if deemed necessary.
* Diagnostic Assessment: The Support Teacher 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.
* Caseload Decisions: Large caseloads have led to a dilution of SEN support provision, and this is to be avoided, as is the inclusion of average-achieving pupils on the Support Teachers caseload.
* The Staged Approach (Appendix 1), together with current guidelines (2017), and DES Circulars will inform all decision-making regarding the Support Teachers' caseloads.

Selection Criteria

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

* Standardised tests can be used to screen and identify pupils’ performance in reading and mathematics. Those pupils performing below the 10th percentile should be prioritised for support in literacy and numeracy.
* Pupils who were previously in receipt of supplementary teaching from a resource or learning 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. Schools 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).
* 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.
* 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).
1. Pupils previously in receipt of "Resource hours" who continue to experience significant learning difficulties.
2. Pupils previously in receipt of "Learning-Support" who continue to experience significant learning difficulties (scoring below the 12th%ile on standardised assessments).
3. Pupils diagnosed as having "Low Incidence Learning Disabilities"
4. Pupils diagnosed as having "High Incidence Learning Disabilities".
5. 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.

1. Pupils scoring at/below the 10th percentile on standardised assessments in literacy.
2. Pupils scoring at/below the 12th percentile on standardised assessments in literacy (to allow for a margin of error).
3. Pupils scoring at/below the 10th percentile on standardised assessments in Mathematics.
4. Pupils scoring at/below the 12th percentile on standardised assessments in Mathematics (to allow for a margin of error).
5. 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.
6. 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.
7. 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.
8. Pupils scoring at or below STEN 4 (30th percentile) on standardised assessments in mathematics, 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.
9. 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.
10. Transition to Post-Primary School (Appendix 4).
11. Gifted Pupils (those scoring above the 95th%ile in both English and Mathematics on Standardised Assessments and / or have been diagnosed by a NEPS 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.

Current Support Initiatives used in our school

* Early Intervention at Junior and Senior Infant level. This is seen in many different formats:
* SET part of station teaching
* Literacy Lift off./ PM readers
* Small group withdrawal for phonic reinforcement
* Small group withdrawal for fine/gross motor skills
* Small group withdrawal for social skills
* Litearcy Lift Off / PM readers graded readers: This is of great literacy benefit at all levels of the school, allowing the SET and classroom teacher to give suitable, graded literacy support to a child (ren) selected for school support/ school support plus in an inclusive setting, while also facilitating class support/ school support for those achieving at greater than the 95th %ile.
* Maths support/ team teaching / parallel teaching. These strategies allow the class teacher and the SET to support those identified for class support/ school support / school support plus, allowing more time for one on one support and more time for use of concrete materials on a structured and ongoing basis. This model can allow support for those at 95th %ile or higher.
* Small group and one to one withdrawal is offered on a 13-20 week instructional term and is reviewed based on selection criteria as above.

Allocating Additional Teaching Supports:

 The 6 Steps from Circular 02/05.

1. Step 1 Circular 02/05, p. 7. A list of every pupil in the school, who has been highlighted as being in need of support, will be compiled.
2. Step 2 Circular 02/05, p. 7. This list will be examined in consultation with Circular 02/05, and each child will be allocated support, as appropriate, under the terms of the Staged Approach.
3. Step 3 Circular 02/05, p. 7. A list of members of the teaching staff will be compiled.
4. Step 4 Circular 02/05, p. 8. A member of staff will be allocated to support the learning of each pupil identified, taking into account: the Staged Approach; the needs of the pupils; the expertise and experience of the teacher; and practical considerations.
5. Step 5 Circular 02/05, p. 8. Pupils with similar needs may be grouped for support.
6. Step 6 Circular 02/05, p. 8. A tracking and recording system will be established. All teachers will actively monitor the progress of their pupils.

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.

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.

Lunchtime Supervision

If the shared Support Teachers have opted in to this scheme, he / she will complete lunchtime supervision at their base school only.

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.

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 term 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.
* 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 February (pupils who have not responded to Stage One interventions by the class teacher, under the Staged Approach).
* Due consideration will be given to the overall needs of the school and all of its pupils.

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 English and / or in Mathematics by administering and scoring appropriate measures.
* Standardised assessments administered by the Class Teacher. Diagnostic testing administered by the Support Teacher.
* Record keeping (Children have a file where records, test results and assessments are kept in a secure filing cabinet).
* 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.

Liaising with Parents

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

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, e.g. Shared reading.
* 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.

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....

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.

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:
* Discuss priority learning needs and possible learning targets for the child’s Support 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 / School Support Plus level at the end of the instructional term 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.

Monitoring and Reviewing this Policy

The Post holder for SEN has 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.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal

List of Appendices

Appendix 1. The Staged Approach to Assessment, Identification and Programme Planning (Appendix 3 of Circular 02/05).

 Appendix 2. The 2017 Guidelines presentation of the NEPS Continuum of Support levels of support.

 Appendix 3. Personal Pupil Plan (PPP) template.

 Appendix 4. Transition from Primary to Post-Primary School.

 Appendix 5. Table 1: from the 2017 Guidelines. Identification of Educational Needs through the Continuum of Support Process.

 Appendix 6. Educational Planning (2017 Guidelines).

Appendix 1

The Staged Approach to Assessment, Identification and Programme Planning (Appendix 3 of DES Sp Ed Circular 02/05).

Stage I

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 short, simple 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 special education support team or the learning support/resource teacher in the school may be consulted about the desirability of intervention at stage II.

Stage II

If intervention is considered necessary at stage II, then the pupil should be referred to the learning support/resource 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 learning-support/resource 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 learning support/resource 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 (stage III).

Stage III

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.1

The learning support/resource teacher, resource teacher, if available, 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 learning support/resource /or resource teacher.

Appendix 2

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)".



Appendix 3

**Personal Pupil Plan School Year 2016/17**

**Name:**

**Date of Birth:**

**Class:**

**Class Teacher:**

**Resource Teacher:**

**SNA:**

(*delete the targets which do not apply to your child*)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Care Need** | **Challenges** | **Target** | **Strategies** | **Review Date** | **Result:****O=ongoing****D=diminished****A=achieved** |
| Assistance with Feeding |  |  |  |  |  |
| Assistance with toileting, clothing and hygiene |  |  |  |  |  |
|  Assistance with mobility and orientation |  |  |  |  |  |
| Requiring frequent interventions including withdrawal of a pupil from a classroom |  |  |  |  |  |
|  Enabling curriculum access for pupils with sensory needs |  |  |  |  |  |
| Assisting teachers to provide supervision in the class, playground and school grounds |  |  |  |  |  |
| Assistance to attend and participate in out of school activities |  |  |  |  |  |
|  Preserving the safety of the pupil and others with whom the pupil is in contact |  |  |  |  |  |
|  Assisting to prevent self-injurious or destructive behaviour |  |  |  |  |  |
| Reinforcing good behaviour on the child's part and acting as a positive role model for the child |  |  |  |  |  |
| Assisting with enabling a pupil to access therapy or pscho-educational programmes |  |  |  |  |  |
| Assistance with severe communication difficulties |  |  |  |  |  |

SNA will also liaise with class teacher, learning support teacher and attend I.E.P. meetings with parent. She will also assist with the presentation of work, handwriting, lesson transitions and preparation and tidying of xxx's workspace.

Appendix 4

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 5

Table 1: from the 2017 Guidelines. Identification of Educational Needs through the Continuum of Support Process.

**Classroom Support**

The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme. This is informed by:

* Parental consultation
* Teacher observation records
* Teacher-designed measures /assessments
* Basic needs checklist \*
* Learning environment checklist\*
* Pupil consultation - My Thoughts About School Checklist
* Literacy and numeracy tests
* Screening tests of language skills
* A Classroom Support plan runs for an agreed period of time and is subject to review.

**School Support**

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

* Teacher observation records
* Teacher-designed measures / assessments
* Parent and pupil interviews
* Learning environment checklist
* Diagnostic assessments in literacy/numeracy Formal observation of behaviour including ABC charts, frequency measures
* Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition. A School Support Plan operates for an agreed period of time and is subject to review.

**School Support Plus**

This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:

* Teacher observation and teacher-designed measures
* Parent and pupil interviews
* Functional assessment

\*These checklists are available in the Continuum of Support Guidelines for Teachers

 Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc. Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress. A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.

Appendix 6

Educational Planning (2017 Guidelines).

Educational planning 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. The process involves the class teacher, special education teachers, parents, the pupil and relevant professionals. Interventions should draw on evidence-informed practice and the professional knowledge and experience of teachers. These interventions should reflect the priority learning needs of pupils, as well as building on their strengths and interests. Support plans should set out the agreed targets, the resources required, the strategies for implementation and a time-frame for review.

Student Support File

A Student Support File has been developed to enable schools to plan interventions and to track a pupil’s pathway through the Continuum of Support. It facilitates teachers in documenting progress and needs over time and assists them in providing an appropriate level of support to pupils, in line with their level of need. Following a period of intervention and review of progress, a decision is made as to the appropriate level of support required by the pupil. This may result in a decision to discontinue support, to continue the same level of support.