

Scoil Chormaic
COMMUNITY NATIONAL SCHOOL
SCOIL NÁISIÚNTA POBAIL



Stephenstown, Balbriggan, Co. Dublin
Baile Stiofáin, Baile Brigín, Co. BÁC

**Whole School Policy
for Special Educational
Needs**

Whole School Policy for Special Educational Needs

This Whole School Policy for Special Educational Needs (SEN) was revised by C. Downes and A. Weston in March 2018, and subsequently discussed and further developed by the teaching staff of Scoil Chormaic CNS at a school meeting on _____.

This policy was discussed, accepted and ratified by the Board of Management of Scoil Chormaic CNS on _____.

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1. Introductory Statement

The basis of the revision to this SEN policy in February 2018, lies in the changing landscape of SEN provision, in particular the adoption of co-teaching as the preferred model of SEN provision, in our school, and it further takes into account the following:

- 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, in particular Circular 0013/2017 and 0002/2005.
- See Appendix 15 for school profile.

2. Rationale, Vision and Aims of SEN Support

- To support the inclusion of SEN pupils at Scoil Chormaic CNS.
- 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.

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 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.

(1) In-Class Support Model:

- Station teaching / Team Teaching / Peer tutoring etc...
- Parental involvement
- Collaboration between Teachers
- Maintenance of Support Plans by Class Teachers and SET 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)

(2) 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

4. 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; SET Teachers; Special Class 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

"Schools should ensure that the additional Special Educational Needs Teaching supports are used in their entirety to support pupils identified with special educational needs, learning support needs, and additional literacy needs such as English Additional Language Support. The additional Teaching Resources which are being provided under this model cannot be used for mainstream class teaching, or to reduce the pupil teacher ratio in mainstream classes, or to provide additional subjects for pupils who do not have special educational needs. In cases where there is misuse of Special Educational Needs Teaching resources and where these resources are being used for purposes other than intended, as set out in this Circular, the Department reserves the right to review the allocations of Special Educational Needs Teaching Supports which have been made to those schools" (DES Circular 13/17: p. 21).

*"The special education teaching supports **cannot** be used to reduce the pupil-teacher ratio in mainstream classes. Neither can they be used to allow any special education teacher sole responsibility for the delivery of any curriculum subject to any particular class"* (2017 Guidelines: p. 5).

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 SET Teachers.
- Provide adequate funds for the purchase of SEN materials. *"Funds provided for these materials should not be limited to the learning-support grant provided by the Department of Education and Science"*, (Learning-Support Guidelines, p. 47), or extra capitation provided.
- Provide secure facilities for the storage of records relating to pupils in receipt of SEN.

4.2 Role of the Principal Teacher – Ms Deirdre Corcoran

“The principal teacher has overall responsibility for the school’s learning-support programme and for the operation of services for children with special educational needs”.

(Learning-Support Guidelines, p.38).

The Education Act (1998) and the EPSEN Act (2004) have all reiterated this responsibility, along with Circular 13/17 and the accompanying Guidelines.

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 SET 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.
- 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.
- Prepare timetables for SNAs.
- Monitor the implementation of SNA timetables.
- Work with SNAs in the provision of additional needs support in the school.
- Encourage and facilitate staff members to attend CPD courses.
- Liaise regularly with the SET 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 SET 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 SET 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.
- Participate in the Care Team process (See Care Team Policy, Appendix 14).

The 2017 Guidelines add the following:

"The Learning Support Guidelines (2000, p.39) outlined the principal teacher's overall responsibility for the education of children with special educational needs. Under the new allocation model the principal's leadership role is central and includes the following:

- *Developing inclusive whole-school policies and monitoring their implementation*
- *Assigning staff strategically to teaching roles, including special education roles*
- *Co-ordinating teachers' work to ensure continuity of provision for all pupils*
- *Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals / agencies*
- *Ensuring that effective systems are implemented to identify pupils' needs and that progress is monitored methodically*
- *Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area.*

Depending on the school's size and context, some of these actions will be delegated to teams or other members of staff while the principal retains overall responsibility for the school's provision for pupils with special educational needs" (p. 23).

The principal may from time to time delegate some of these duties to SET coordinator(s) or SET teachers.

Role of the SET Co-ordinators – Mr Alan Weston, Ms Claire Downes

The role of SET coordinator(s) was devised in the school in order to:

- Support the principal in the overall coordination of the SET team including EALs posts in this school
- Create a coordinated approach to special education teaching in this school
- Fulfil the legislative, circular and other directives in relation to special education in this school

The SET co-ordinators currently undertake the following duties, delegated to them by the Principal Teacher:

Policy:

- Taking responsibility for formulating and updating the school's SEN policy.
- Collaborating with the principal teacher and meeting with 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, ensuring that support is primarily 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.
- Co-ordinating the caseloads / work schedules of the SET teachers.

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 numeracy and literacy.
- 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.
 - Keeping teachers informed about external assessment services that are available and the procedures to be followed for initial referrals, when requested. Researching current assessments for primary schools.
 - 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 SET teachers about Support Plans.

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.
- Implementing a tracking system at whole-school level to monitor the progress of children with learning difficulties.
- Advising the principal 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 , as required.
- Advising on "*effective timetabling practices that ensures continuity*" (Circular 13/17), when requested.
- Advising on transition, when requested, for example to a post-primary school.
- Participate in the Care Team process.
- Facilitate the return of standardised testing results to the Department of Education.
- The SET coordinator(s) may from time to time delegate some of these duties to SET teachers

4.3 Role of the Class Teacher

"*Since all teachers have responsibility for teaching pupils with special educational needs, it is important that all staff members engage in appropriate CPD*" (2017 Guidelines: p. 27).

Effective teaching and learning:

- The *Learning Support Guidelines* (2000) advocate a significant change in the role of the class teacher, in terms of increasing emphasis on differentiation and consultation with the SET teacher and with parents. Circular 13/17 reiterates that position.
- The class teacher has primary responsibility for the progress of all pupils in her / his class, including those selected for supplementary teaching. "*Mainstream class teachers have first-line responsibility for the education of all pupils in their classes*" (2017 Guidelines: p. 12).
- "A *particular responsibility of the class teacher is to create a classroom environment in which learning difficulties can be prevented or at least alleviated*" (Learning-Support Guidelines, p. 42).

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 implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued... classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom... adapt their teaching approaches for some pupils whose*

individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern" (2017 Guidelines: p.12).

- *"Every pupil needs to be taught a broad and balanced curriculum that is appropriate to his/her developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies" (2017 Guidelines: p.13).*
- *"To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons. 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).*
- *"Teachers can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access" (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).*

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 SET Teacher(s).
- The class teacher will liaise closely with parents and elicit relevant information from them regarding e.g. hearing / vision checks.
- Participate in the Care Team process.

Classroom Support / Stage 1:

- Circular 02/05 calls for the implementation of a Staged Approach (Appendix 1) for the provision of additional support, as does the NEPS Continuum of Support (Appendix 2).
- 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 SET 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 SET teacher. Central to this consultation is the development, implementation and review of Support Plans. This consultation will be achieved through formal timetabling at least once per instructional term 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 SET teacher(s) and / or the class teacher will follow diagnostic assessments.
 - Attend, if possible, the meeting between the pupil's parents and the SETteacher(s).
 - Collaborate with parents and SET 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 enrolls in our school and is retained by the class teacher in the pupils' files in the classroom.

4.4 Role of the Special Educational Needs (SEN) Teacher

"It is envisaged that schools will establish and maintain skilled special education support teams to guide provision" (2017 Guidelines: p. 27).

SET Teacher activities should include both teaching and non-teaching duties. According to the Learning-Support Guidelines (2000): *“The particular balance that the Learning-Support Teacher achieves between supplementary teaching and consultative activities will depend on the specific circumstances of the school”* (p. 32). The SET 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. *“Special education teachers, in consultation with class teachers, should plan their interventions carefully to address pupils’ priority learning needs and to achieve the targets identified in the relevant Continuum of Support plan”* (2017 Guidelines p.14).
- 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 (together with the class teacher) for In-Class support.
- Providing supplementary teaching in literacy and 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, if requested.
- Participate in the Care Team process.
- 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 requested, 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 (Level 3) 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 SET teacher is involved in administering a range of formal and informal assessments and in maintaining records of the outcomes of those assessments. The SET 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 and on Aladdin, where appropriate. Only one hard copy of the assessment should be kept and this should be kept in the pupil's class file.
 - 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.
- *"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"* (2017 Guidelines: p. 13).
- *"It is also beneficial for teachers to become involved in local professional networks (within the school itself and with other schools) where good special educational needs practice and disability awareness can be shared and promoted"* (2017 Guidelines: p. 27).

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.

➤ A. Primary Care Needs SNA Tasks:

An SNA's role is to carry out duties based on the Primary Care Needs of the pupil (As per Circular 30/2014).

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 pupil with special needs needs supervision when toileting and ensuring general hygiene.
- 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, 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, dispersal times, and school trips 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 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. This may also include structured movement breaks as advised by external professionals such as OT or physiotherapists.
- Assistance with 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, use of a communication strategy/programme such as Lámh or PECS, 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.

➤ **B. 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 SET teacher and principal, attending meetings with parents, SENO, NEPS psychologists, or school staff meetings with the agreement and guidance of lass 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.

(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 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 literacy and 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 attend a meeting with the SET teacher to discuss:
 - The results of the assessment(s)
 - 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 SET teacher at periods of review, 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. This may take place at periods of review, at parent-teacher meetings or at other meetings arranged throughout the year.
 - Share any reports relating to their child from external professionals that they may have, the content of which may allow the pupil to access additional resources or facilitate better planning for the pupil's needs.

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.
- 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.

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).

Some parents may choose to access privately-funded health and educational services.

5. 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 numeracy and literacy 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.
- 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 class teachers and the SET 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

"The use of early-intervention and prevention programmes helps mitigate the development of learning, social and emotional difficulties" (2017 Guidelines, p.14-15).

- 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 SET teacher, in accordance with the Staged Approach (Appendix 1) and the NEPS Continuum.
- Close collaboration and consultation between the class teachers and the SET 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 pupils with low achievement. Such programmes will:
 - Be set (and monitored) within a specific time frame (13-20 weeks)

- Be based on a shared expectation of success by everyone involved
 - Involve (in-class or withdrawal) 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); Roots of Empathy; Restorative Practice; Zones of Regulation; Time to Talk.
- *"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. 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"* (2017 Guidelines, p.15).

6. Policy regarding Permissions; Screening; Assessment; Caseload; Selection; Allocating Additional Teaching Supports; Time Management and Review

6.1 Parental Permissions: Written parental permissions are required for pupils to be withdrawn for supplementary teaching. Parents must be involved in consultation, development, and provide written agreement for School Support Plus.

6.2 Initial Screening: Class teachers will carry out initial screening tests and standardised assessments. The SET teachers will administer further screening tests, if deemed necessary.

6.3 Diagnostic Assessment: The SET 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 and SET coordinator(s) will be kept informed at all times during this process. The SET coordinator(s) keeps record of these assessments on a master assessment log. The SET teacher will upload the results to the child's Aladdin file (the school's electronic database system).

6.4 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 SET teachers caseload. There is some provision for more-able children (Literacy/ Numeracy STENs of 9 and 10). The Staged Approach (Appendix 1), together with current guidelines (2017), and DES Circulars will inform all decision-making regarding the SET teachers' caseloads.

6.5 Selection Criteria: Selection Criteria for Providing Pupils with Additional 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 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 (See EAL policy, Appendix 13).*

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 SET 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 criterion 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 10th%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) whose English needs further support (as assessed by PSAK Set 1 Assessment).
6. Pupils scoring at/below the 10th percentile on standardised assessments in literacy.
7. Pupils scoring at/below the 10th percentile on standardised assessments in Mathematics.
8. 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.**
9. 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.**
10. 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.**

11. Transition to Post-Primary School (Appendix 4).

12. Gifted Pupils (those scoring STENs of 9/10 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.**

6.6 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 (at a given class level or levels), 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.

The 3 Steps from the 2017 Guidelines are similar:

Step 1: Identify Needs - *"The Continuum of Support is a problem-solving model of assessment and intervention that enables schools to gather and analyse data"* (2017 Guidelines: p.6).

"Identification of educational needs is central to the new model. Using the Continuum of Support framework, schools can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. The framework emphasises the importance of looking at a pupil's needs in context, and provides useful resources to support this (for example, Learning

*Environment Checklist, Teacher Checklist for Whole-class Structures and Supports)...Of course, the principle that **pupils with the greatest level of need have access to the greatest levels of support** is of primary importance. This approach is also supported by information and engagement with external professionals, as required" (2017 Guidelines: p.7).*

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

"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)" (2017 Guidelines: p.11-12).

Planning: *"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, or move to a higher or lower level of support" (2017 Guidelines: p.10).*

The 2017 Guidelines provide a template to support teachers in maintaining a list of pupils who are in receipt of interventions through the Continuum of Support Framework (Appendix 6).

Step 2: Meeting Needs -

"Having identified a pupil's needs and the educational planning required to meet those needs, this second step emphasises the importance of effective teaching and learning strategies. The benefits of early-intervention and prevention programmes are highlighted. Guidance is also provided on target-setting" (2017 Guidelines: p.10).

- See also the sections in this policy that address:
 - the roles of everybody involved in our whole-school policy
 - Prevention and early intervention
 - Programmes and resources mentioned in the 2017 Guidelines.
 - Maintaining Support Plans at each level of support (Educational Planning from the 2017 Guidelines are outlined in Appendix 7).
- Target Setting:

"Good target-setting is central to effective teaching and learning for pupils with special education needs. There are four guiding principles when devising targets for pupils. Targets should be:

- *Linked to assessment*
- *Strengths-based*
- *Linked to interventions*
- *Developed collaboratively*

Best practice indicates that targets should be few in number; they should be informed by priority learning needs and directly linked to suitable interventions. Targets should be based on the evidence collected through both formal and informal assessment approaches. Schools should consult with parents when setting targets and reviewing progress. The views of pupils should also be included in this process, through their direct involvement in the discussion or by gathering their views in advance of the review process. This collaboration will help ensure that targets are relevant, meaningful, realistic, and that they draw on the strengths and interests of pupils.

Targets should be expressed in a way that is measurable and observable, and should reflect the specific special educational needs of individual pupils (for example, focus on social and emotional difficulties if that is a primary area of concern). While targets should be achievable within a specified time frame, they should also challenge and build on existing knowledge and address pupils' holistic needs" (2017 Guidelines: p. 16).

(Appendix 8: Appendix 1 of the 2017 Guidelines: Target setting as part of the problem-solving framework).

Step 3: Monitor and Record Progress -

"It is important that school leaders oversee a whole-school approach to monitoring and recording of progress. Pupils' progress in relation to achieving their targets should be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress. This should lead to the establishment of specific targets to be achieved within a defined timeframe as outlined below.

Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn should lead to adjustments in support plans. The

Student Support File provides schools with a useful resource to support and record this process. It includes a Support Review Record to guide teachers when monitoring progress and reviewing outcomes with parents and pupils. Such monitoring of progress, and subsequent adaptation of support plans, are key drivers of effective practice.

In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review could include measures of attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for pupils with special educational needs" (2017 Guidelines: p. 17).

Determine current level of performance ► Identify specific time-bound targets ► Measure progress.

The 2017 Guidelines go into further detail on planning the allocation of special education teaching supports (p.19) and include Table 2 (Appendix 9: Table 2: Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs).

*"In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. **Importantly, those with the highest level of need should have access to the greatest level of support.** In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development and application to learning. To guide them in allocating teaching supports, schools are again referred to the principles set out on page 5 of these guidelines. A planning template is provided in Table 2 to assist schools in the allocation of special education teaching " (2017 Guidelines: p.19).*

6.7 Staff Meetings

SEN provision in our school will be included on the agenda for staff meetings at least once per instructional term.

6.8 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 through these meetings and at Parent-Teacher meetings held at the end of Term 1.

6.9 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 SET teacher 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 in March 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 SET teacher to provide early intervention / prevention for Infant 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.

8. Monitoring Progress

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

- Implementing Step 3 of the 2017 Guidelines, as previously mentioned in this policy.
- 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 SET teacher.
- Record keeping (pupils have a file in their classroom 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 SET 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.

8.1 Record Keeping and Recording Progress:

As per Assessment Policy, 2018, general record keeping should comprise:

a. An Assessment Folder (including, but not limited to):

- Work samples (all work MUST be dated)
- Checklists
- Rubrics
- Photographs of work or displays
- Teacher comments or observations
- Worksheets
- Test scores (including the tracking of scores)
- Test examples
- Standardised or Diagnostic test scores
- Continuum of Support documents (Student Support Files)
- AFL samples (KWLs, WALTs or WILFs)

- Samples of pupil's self-assessment, where appropriate
 - Rating scales
 - Records of comment-only feedback
- b. A pupil portfolio (for each child):
- May contain the items listed as peer Assessment Folder (above)
 - End of year report cards (or information provided at Parent-Teacher meetings, at teacher discretion)
- c. Work samples (including copies that demonstrate work done and learning progression)
- e. Standardised test scores (should be uploaded to Aladdin)
- f. Diagnostic test scores (where appropriate, should be uploaded to Aladdin)
- g. Teacher-designed tasks or tests
- h. Ready Set Go Maths checklists or checklists from Maths books
- i. Aistear assessment

Record Keeping in SET team may comprise some of the following:

Pupils with EAL:

- a. Primary School Assessment Kit
- b. Oral Language teacher-designed assessment checklists
- c. Checklists at the beginning and end of each theme (where possible)
- e. Group Portfolios
- f. Group Daily Assessment Records

Pupils with Additional Needs:

- g. Letter Knowledge Assessment Records
- h. First 45 Sight Words Record
- i. Phonological Assessment Battery – to assess reading
- j. Belfield Infant Assessment Profile – measures perceptual development; motor development, learning styles, language and communication, social and emotional development.
- k. My Starting School Booklet (after 3 weeks) from www.communicationhall.co.uk
- l. Strengths and Difficulties questionnaire – to be completed by parents
- m. Early Start child profile sheets
- n. Group Portfolio
- o. Group Daily Assessment Records

9. 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, 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.

9.2 Principal Teacher Liaising with Parents

While the SET teacher will consult with parents and outside agencies on an ongoing basis, the principal 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 SET teacher and parents can take place following diagnostic assessment.
- If the pupil is selected for classroom support, the class teacher will (during Parent-Teacher meetings, if not requested before):

- 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 (in the context of ongoing contact with the parents) with parents of pupils who are receiving supplementary teaching at Classroom Support, including the possibility of using communication notebooks.
- 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 requested to discuss the outcomes of the assessments.
- If the pupil is selected for School Support / School Support Plus, the SET teacher will:
 - Seek written parental permission for their child to receive withdrawal supplementary teaching at School Support / School Support Plus (if necessary).
 - 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 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 in March to review the pupil's attainment of agreed learning targets, to discuss the level of supplementary teaching (if any) that will be provided moving forward and to revise the pupil's Support Plan, if necessary.

- Consult with parents when supplementary teaching is to be discontinued at 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 (e.g. School Support Plan), collaborate with other teachers to advise parents on ways in which they can support their children's learning at home.

10. Success criteria

Practical indicators of the success of the policy will include:

1. Procedures run smoothly and efficiently because there is clarity about what is expected and who is responsible for different aspects of assessment;
2. Parent and teacher feedback on the effectiveness of this policy is satisfactory;
3. Efficient and timely reporting of assessment results to parents and to the Department of Education is facilitated and is possible.
4. The pupils teaching and learning is enhanced.
5. Co-teaching is implemented successfully as the primary model of SET allocation.
6. This plan provides for the fullest inclusion of SEN pupils at Scoil Chormaic CNS.
7. A staged approach to the NEPS Continuum of Support is implemented.
8. All pupils are enabled to participate in the curriculum to their ability.
9. The policy facilitates enhanced differentiation in the classroom.
10. The strategies in this policy facilitate increased levels of self-esteem and positive attitudes about school and learning.
11. Children with additional needs, EBD and behavioural difficulties are enabled to participate in their learning through the well-being and emotional regulations programmes provided for under this policy.
12. This policy promotes collaboration among teachers in the implementation of whole-school policies on learning support for pupils.
13. This policy establishes early intervention programmes designed to enhance learning and to prevent/reduce difficulties in learning.

11. Implementation Date

This policy will take effect from _____.

12. Date for Review

School Year 2020/2021.

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.

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. Template: Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework.

Appendix 7. Educational Planning (2017 Guidelines).

Appendix 8. Appendix 1 from the 2017 Guidelines: Target-setting as part of the problem-solving framework.

Appendix 9. Table 2: from the 2017 Guidelines Planning Template to Guide the Allocation

Appendix 10. Books/Programmes/Resources available to SET teachers

Appendix 11. Provision for More Able Children

Appendix 12. Primary Model of Learning Support Provision – Co-teaching

Appendix 13. EAL policy

Appendix 14. Care Team policy

Appendix 15. School Profile

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, 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.

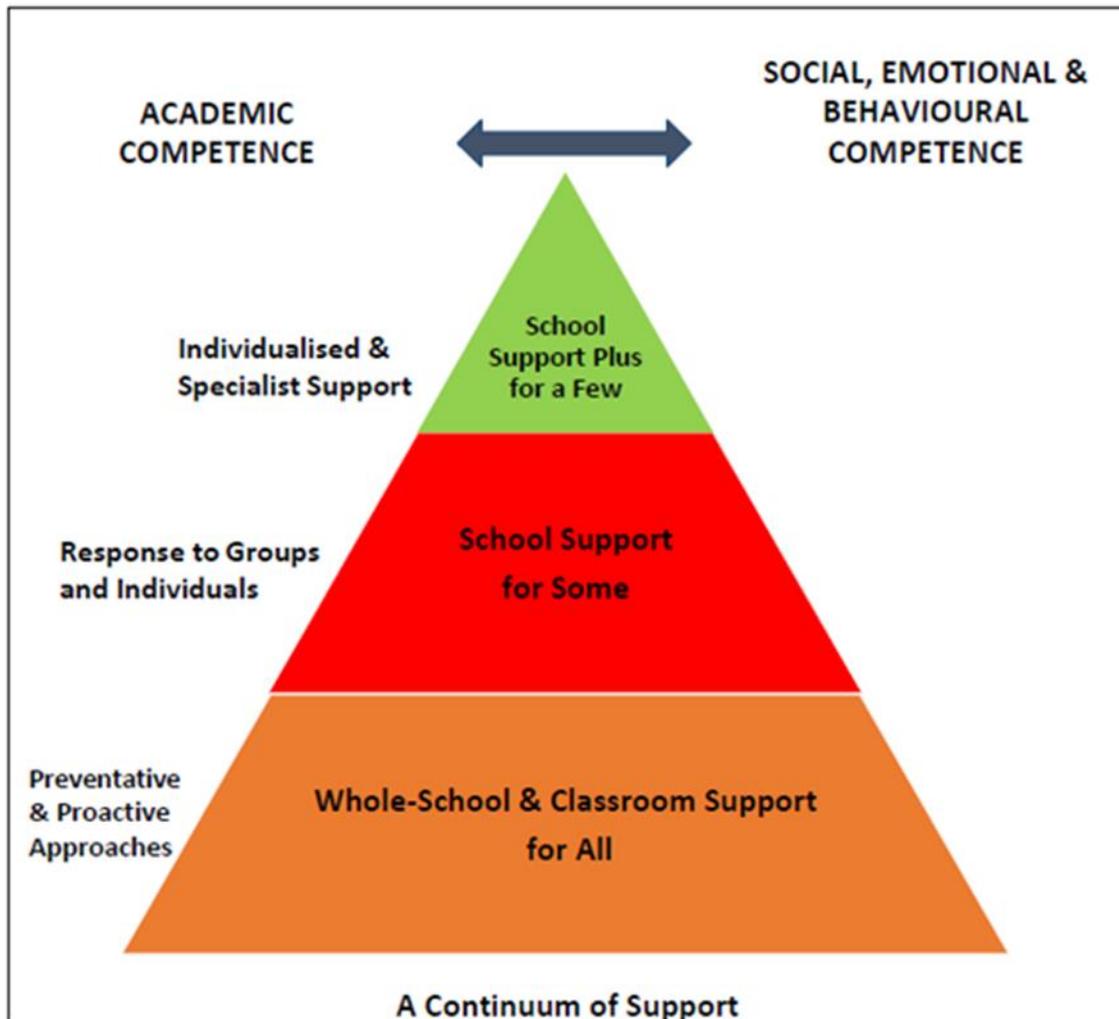
The learning support/resource teacher, resource teacher, if available, and the class teacher, in consultation with the relevant specialist or specialists should then draw up a learning programme that includes identification of any additional available resources that are considered necessary in order 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 (PPP)

Personal Pupil Plan for _____ SNA support is vital in all of the areas ticked	
1. Primary Care Needs SNA Tasks (as per Circular 30/2014):	<input checked="" type="checkbox"/>
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 pupil with special needs needs supervision.	
Assistance with mobility & orientation: On an ongoing basis including assisting a pupil or pupils to access the school, the classroom, with accessing 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, a movement break 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 SET teacher & 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 pupil from harming self	
Preventing the pupil from harming other children	
Preventing the pupil from harming staff	
Preventing the pupil from destroying property	
Careful supervision of the pupil, to prevent the pupil from climbing / squeezing into tight spaces etc...	

Supervising the pupil who is a flight risk	
Accompanying the pupil to and from withdrawal support	
Removing the pupil from whole school activities, if the pupil becomes distressed / overwhelmed	
Removing the pupil from the classroom when the pupil becomes overwhelmed and/or becomes emotionally distressed	
Assisting the class teacher to raise the alarm if dangerous situations occur (pupils cannot be left alone)	
Assisting the class teacher to comfort other pupils who are injured / or become stressed	

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 pre-school 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

Table 1: Identification of Educational Needs through the Continuum of Support Process	
Classroom Support	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> ▪ 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 <p>A Classroom Support plan runs for an agreed period of time and is subject to review.</p>
School Support	<p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"> ▪ 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

	<p>for social, emotional and behavioural difficulties</p> <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition.</p> <p>A School Support Plan operates for an agreed period of time and is subject to review.</p>
<p>School Support Plus</p>	<p>This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> ▪ Teacher observation and teacher-designed measures ▪ Parent and pupil interviews ▪ Functional assessment ▪ Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc. <p>Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</p>

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

School Support Plus

Pupil Name	Class	Description of SEN	Nature of Supports Literacy, numeracy, social, emotional, behavioural, life-skills	Focus of Support In-class, withdrawal in small groups or individual, school playground

Appendix 7.

Educational Planning (2017 Guidelines)

Educational planning

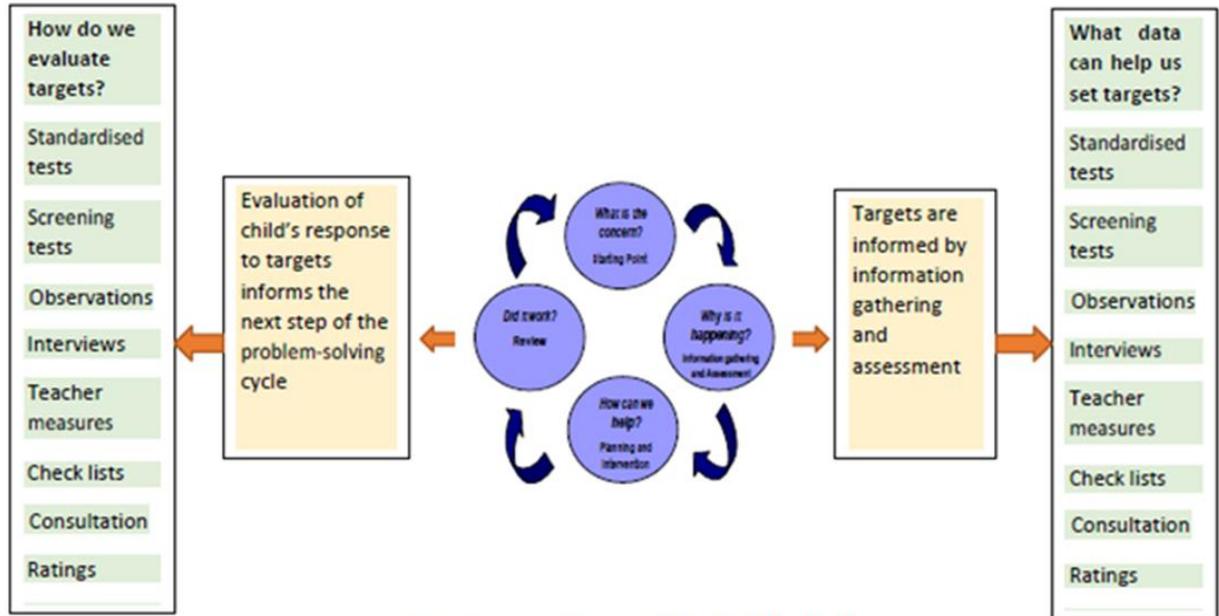
Provision for pupils with special educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements 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, or move to a higher or lower level of support.

Appendix 8.

From the 2017 Guidelines Appendix 1: Target-setting as part of the problem-solving framework



Targets are written as desired skills which are:

Specific
Measurable
Achievable
Relevant
Time Limited



Targets should be written in definitive language to facilitate monitoring and review of progress, for example:

John will correctly identify the first 50 Dolch Words with 80% accuracy

Sean will speak in a full sentence which includes a subject, verb and object

Anne will use her PECS to request an activity break

Appendix 9.

Table 2: from the 2017 Guidelines - Planning the allocation of special education teaching supports

Table 2: Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs	
Action 1: Identification of pupils with special educational needs	<p>Review existing information on pupils' needs, using school-based data, and any information from parents and external professionals.</p> <p>Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
Action 2: Setting targets	Based on individual needs, set clear learning targets for each pupil at each level of the Continuum of Support.
Action 3: Planning teaching methods and approaches	<p>Identify the level and type of intervention required to meet targets for each pupil on the Continuum of Support.</p> <p>Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching.</p> <p>They should also be mindful that the interventions and supports that they are using are evidence-informed.</p>
Action 4: Organising early-intervention and prevention programmes	Based on identified needs, choose evidence-informed early-intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.
Action 5: Organising and deploying special education teaching resources	Cross-reference the needs of pupils at School Support and School Support Plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place. Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.
Action 6: Tracking, recording and reviewing progress	<p>Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:</p> <ul style="list-style-type: none"> ▪ At Whole-school and Classroom Support level by all teachers ▪ At the School Support and School Support Plus levels by class teachers and special education teachers

Appendix 10.

Books/Programmes/Resources available to SET teachers (December 2017):

OT - DCD, Dyspraxia, motor skills difficulties:

- Smart Moves (Partial)
- High Five Jive: Multisensory Activities for improving Fine Motor Skills
- Dyspraxia: A Guide for teachers and Parents
- SESS website: www.sess.ie

Social Skills/EBD:

- Tucker Turtle (On Drive)
- Socially Speaking
- Talkabout
- Keep Cool: Strategies for Managing Anger
- Helping Children Deal with Anger
- What to do When My Temper Flares
- Re-tracking
- Cool Kids! (managing anger)
- 100 Ideas for Supporting Pupils with Social, Emotional and Behavioural Difficulties
- How to Manage and Teach Children with Challenging Behaviour
- How to Promote Children's Social and Emotional Competence (manual)
- Dina Dinosaur's School: Detective Club Activities Manual (Friends for Life)
- SESS website: www.sess.ie

Dyslexia:

- SNIP
- Toe By Toe
- Sound Linkage
- SESS website: www.sess.ie

ASD:

- Talkabout
- Socially Speaking
- Groupwork for Children with Autism Spectrum Disorder
- SESS website: www.sess.ie
- Middletown Centre for Autism

Language/SLT:

- Language Steps
- Developing Speech and Language Skills
- Category Workshop
- Up and Away (photocopied)

- Elklan Language Builders
- EAL Folder (photocopied resources)
- SLT Folder (photocopied resources)
- SESS website: www.sess.ie

GAM/GLD:

- Sound Linkage
- Elklan Language Builders
- SNIP
- Words Their Way (online)
- Prim-Ed Online Books
- Mother Hubbard word families
- Jolly Phonics and Jolly Grammar resources
- Numicon (box of shapes and pegs)
- Ready, Set, Go Maths resources
- SESS website: www.sess.ie
- DES Guidelines for pupils with MGLD

Appendix 11.

Provision for More Able Pupils

An Individual Challenge Plan shall be put in place for pupils who have STEN scores of 10 in either Drumcondra Reading or Drumcondra Maths. The class teacher will have primary responsibility for these plans with significant support from a designated SET teacher(s), where possible. Development of meta-cognition skills, advancement in either Reading or Maths or both, and the provision of greater challenge – leading to more independent learning – shall be the primary aims of the Individual Challenge Plan.

Pupils from infant classes identified by their class teachers as being of exceptional ability will also have an Individual Challenge Plan put in place for them.

For more information on Individual Challenge Plans, please see the More Able folder on the school Drive.

For more information on this area, please see the Exceptionally Able Students, Draft Guidelines for Teachers (NCCA, 2007), available on the school Drive.

Appendix 12.

Primary Model of Learning Support Provision – Co-teaching

A SET team meeting was held in June 2015. The sustainability of the withdrawal model of LS moving forward was first raised at this meeting by a number of SET teachers. It was noted that 46% of pupils had received some form of withdrawal LS (English as an Additional Language [EAL], literacy/numeracy, resource hours) in the 2014/15 school year.

Concerns were raised regarding the difficulty of sustaining this model of provision given the high numbers of pupils accessing support under this withdrawal model and the strain on teaching resources, the limits on provision and the caseload of SET teachers. The school support provision was up to this point heavily reliant on the withdrawal model.

It was agreed by SET team members at this meeting that co-teaching would allow for structures of continuity, consistency and uniformity to be developed within the school, and would address the increasing caseload issues which were developing under the old model. A co-teaching model was also considered as an opportunity to offer reciprocal CPD. It was felt that for pupils experiencing numeracy/literacy difficulties, co-teaching would allow for supplementary teaching and learning to be understood and contextualised in the mainstream class environment. It was noted that co-teaching has the impact of removing the stigma associated with withdrawal and the receipt of supplementary support, where a pupil or parent has such concerns.

Table 1: Implementation of Co-Teaching

Time	Event
June 2015	<p>SET team meeting</p> <ul style="list-style-type: none"> - Agreement to trial co-teaching as a mechanism for delivery of supplementary support teaching. - Literacy power hour selected as in-class co-teaching strategy (three teachers/five stations) to trial (first class to fourth class) – with specific focus on reading attainment (lead teacher Ms Reville) - Timeframe for trial set at one term
Early Sept. 2015	<p>SET team meeting</p> <ul style="list-style-type: none"> - In-school SET team training with regard to how power hour (co-teaching) will be operated – to ensure uniformity across the school. This includes stations to be employed (e.g. new reading, familiar reading, work work) and how planning with class teachers will occur. - Use of assessment to inform starting point AFL - Use of PM reading assessment to inform Assessment for learning (AFL) prior to commencing co-teaching was agreed.

<p>Early Sept. 2015</p>	<p>Croke Park Hours meeting</p> <ul style="list-style-type: none"> - Issues surrounding the use of withdrawal as the only support model discussed with staff - Plan to incorporate co-teaching support into support model moving forward agreed - Detailed presentation on how Power hour literacy support would operate including continual assessment records - Details regarding the AFL would occur prior to co-teaching commencing - Feedback opportunity via teaching staff survey (anonymous) following Block one of co-teaching (Google Forms) <p><u>Items agreed:</u></p> <ul style="list-style-type: none"> - Co-teaching model to occur for October and November - Continued withdrawal for children with specific SEN - AFL to occur prior to commencing co-teaching - Teachers to provide SET team with names of 5 tracker children as a guide to the various levels of reading ability in their classes. - Co-teaching planning meetings with class level teachers and assigned SET teachers to occur every two weeks.
<p>December 2015</p>	<p>Following AFL assessments, co-teaching commences across the school. Post co-teaching assessments at the end of co-teaching block one show significant improvements in both oral language and reading attainment levels (based on results of tracker children) across the school.</p>
<p>December 2015</p>	<p>Croke Park Hours meeting</p> <p><u>Items addressed:</u></p> <ul style="list-style-type: none"> - Results of staff survey on co-teaching (administered end of November - show the vast majority are in favour of continuing with co-teaching) (lead teacher Ms Reville) - results of post co-teaching block assessments - Expansion of co-teaching focus <p><u>Items agreed:</u></p> <ul style="list-style-type: none"> - Co-teaching to continue in blocks of 6-8 weeks with pre and post assessment. - Class cohorts and assigned SET teachers can decide at class level what they would like to focus on during their co-teaching time – literacy and/or numeracy.
<p>June 2016</p>	<p>SET meeting</p> <ul style="list-style-type: none"> - Discussion regarding presenting the school’s co-teaching model at Whole-day staff CP meeting at end of August – to included existing and new teachers - Acquiring whole-school CPD in co-teaching as part of CP hours in the 2016/17 school year - Proposals approved.
<p>2016/17 school year</p>	<p>Overview of school year</p> <ul style="list-style-type: none"> - Staff attended CPD in Co-teaching in Drumcondra Education Centre in August 2016 (full-day CPD with the PDST). - Presentations given to parents regarding the school’s changeover to co-teaching as the primary model of support teaching in the school at class level meetings in October 2016 (lead teacher, Mr Weston). - Staff attended CPD in co-teaching throughout the school year. - Co-teaching in literacy with the PDST, April 2017

	- Co-teaching in numeracy with the PDST, May 2017
	Teacher, parent and pupil questionnaires completed:
	- Teacher, parent and pupil questionnaires completed as part of research conducted by Ms Henry, lead teacher, in April 2017. Results favourable towards the use of co-teaching.

What is co-teaching?

Co-teaching provides specialised services to individual students in a generally shared space (the classroom). It is one of the fastest growing inclusive practices in school. It involves two or more teachers working together to teach the students. In this environment, teachers blend their expertise, share materials and develop common teaching goals.

What does it mean for the pupils?

It means there will be two or three teachers in their classroom for defined periods of the day delivering instruction. It means withdrawing pupils from their classroom for additional teaching support will be limited to situations where the need cannot be met in the mainstream class setting. . It means all pupils will avail of additional teaching support and will have contact with a SET teacher.

What are the benefits?

- Co-teaching allows pupils with additional support needs to be educated in the least restrictive environment possible;
- There is a reduced pupil-teacher ratio during co-teaching;
- Support teachers can access and target a greater number of pupils;
- The stigma attached to withdrawal is reduced or removed;
- Classroom teachers have a greater role in addressing differentiated needs;
- It improves access for pupils with additional educational needs through collaborative teaching;
- Teaching takes place in a single physical space and pupils are not separated from their peers;
- Teachers work as a team to introduce new content, work on developing skills, clarify information, and facilitate learning and classroom management;
- There are fewer classroom behavioural concerns;
- There is a shared understanding and use of common assessment data among teachers;
- Planning for learning is more effective and more focused;

- Pupils have a stronger system of support and decreased levels of stress and anxiety, including greater support from peers;
- Pupils have greater levels of self-efficacy and self-esteem as well as improved academic progress;
- Pupils have more contact time with a teacher;
- All pupils will avail of additional teaching support and will have contact with an Additional Needs Teacher;
- Co-teaching is ideal for targeted teaching interventions;
- Co-teaching provides an effective way to strengthen the instruction-assessment link;
- Pupils can access the knowledge and strengths of two or three teachers in the classroom.

Why adopt co-teaching?

The National Council for Curriculum and Assessment (NCCA) says that class and support teachers should be in ‘regular communication’ and use a ‘joint programme’ when supporting a child’s overall learning and ‘participation in whole class work’ (NCCA, 2002). Co-teaching is also called for in the EPSEN Act, 2004; the SERC Report, 1993; by the NCSE, 2014; by NEPS, 2010 and in Circulars 24/03 and 02/05. Schools and teachers must respond to this.

Are pupils happy with co-teaching?

Research shows that pupils with and without additional support needs were strongly in favour of/highly satisfied with co-teaching. Pupils’ surveys indicated a preference for co-teaching lessons to single-teacher lessons. And pupils with and without additional support needs believed that they received better grades in co-taught classes compared with single-teacher classes and that they experienced a greater rate of skill development in literacy.

(Wilson and Michaels, 2006)

Appendix 13.

English as an Additional Language Policy

Introductory statement:

The purpose of this policy is to provide guidelines to school staff on the delivery of English as an Additional Language (EAL) in Scoil Chormaic CNS. This policy will provide a basis of consistency and quality while allowing for flexibility in the delivery of EAL service. The aim of our EAL policy is to ensure that pupils develop the competence to use English confidently as a means of learning across the range of curriculum areas. Scoil Chormaic CNS acknowledges the right of pupils to communicate and socialise in the language of their home. The variety and diversity of the languages that the pupils bring to the classroom and to the school yard is respected and celebrated.

Rationale:

In Scoil Chormaic CNS, we acknowledge pupils's differing culture, backgrounds and language. The EAL service enables the pupils whose primary language or language of the home is other than English, to develop their individual potential, both socially and academically, within the school system.

Aims and Objectives:

In Scoil Chormaic CNS, we are committed to providing appropriate provision of teaching and resources for pupils for whom English is an additional language and for raising the achievement of all pupils. The aim of our EAL provision will be to successfully bridge any gap in fluency of English between pupils for whom English is the language of communication in all spheres of their life and those pupils for whom English is simply one

of the languages of communication in their lives.

We aim to:

- Identify individual EAL learner's needs.
- Recognise the talents and skills they bring to the school.
- Respond to the needs of the EAL learner.
- Support EAL learners in accessing and engaging with the curriculum.

Approaches to EAL provision:

The DES currently sanctions teachers under the following titles to support the needs of pupils for whom English is an additional language:

1. EAL teacher (to teach pupils with EAL needs);
2. SET teachers (combines the old GAM/Resource models).

In Scoil Chormaic, EAL teachers and SET teachers work together as part of a Support Team. Support teachers are assigned to individual classes and to withdrawal groups based on the level of need across the whole school. Due to the Support Team context in Scoil Chormaic CNS, a support teacher meeting the needs of pupils for whom English is an Additional Language, will be referred to as EAL teacher in the rest of this document.

EAL provision will comprise the following organisational approaches:

1. Support for Aistear in the Infant classes;
2. As part of the overall SET provision;
3. Small group withdrawal based on PSAK results and following the Up and Away curriculum in the main;

Role of the EAL Teacher:

The primary role of the EAL teacher is to promote the pupils development of English language proficiency so that he or she can gradually gain access to the curriculum. The pupil remains the responsibility of the mainstream class teacher who will work closely with the EAL teacher.

In collaboration with parents and the mainstream class teacher, the EAL teacher:

- Identifies pupils requiring additional language support.
- Assesses the pupils proficiency in English using the Primary ... (PSAK) assessments, the assessment tasks from the Up and Away programme and supplementary teacher-designed tasks/assessments.
- Records and monitors the pupil's progress.

Aims of EAL teaching:

The aim of the school's EAL teaching is the development of oral, reading and writing English language competency for identified pupils, to a standard that is comparable to that of pupils for whom English is their sole language of communication and in keeping with the capability of the child.

In addition to this primary aim, the school also aims to facilitate the pupil in English language competence to assist in his/her integration into the life of the school and the English language community of his/her locality.

It is also expected to develop the pupil's sense of self-esteem and to encourage creativity in the pupil. Finally, it is also aimed at professionally developing the whole school staff in competence as EAL teachers.

Recording and monitoring of pupils progress:

The language support teacher will record and monitor pupils progress by:

- Initial assessment (PSAKs, Up and away programme, Aistear programme and teacher designed tasks)
- Teacher observations
- Teacher questioning
- Pupils work samples
- Meeting with class teacher to discuss progress both in the language support class and in the mainstream class.
- End of year assessment/ progress assessment (PSAK and/or Aistear checklists)

Resources:

- Up and Away programme by IILT
- Primary School Assessment Kit by the department of education and science
- Pupil progress record sheet (see Appendix 2)

- Aistear
- Observation sheet during Aistear (See Appendix 3)
- This list is not prescriptive or exhaustive and teachers may use additional resources for the planning and delivery of this programme.

Standardised testing:

In reference to Circular 0138/2006: “Pupils may be excluded from the test if in the view of the school principal they have learning or physical disability which would prevent them from attempting the test, or in the case of newcomer pupils, where their level of English is such that attempting such a test would be inappropriate.”

Reference Section:

- Aistear: the Early Childhood Curriculum Framework, NCCA, 2009
- Circular 0015/2009 Meeting the needs of pupils learning English as an Additional Language, DES
- Intercultural Education in the Primary School, Guidelines for schools, NCCA, 2005
- Primary School Assessment Kit, DES, 2007
- Toolkit for Diversity in the Primary School, 2007
- Up and Away, IILT, 2006
- Intercultural Guidelines for Schools, INTO
- Circular 0138/2006 Supporting Assessment in the Primary School, DES
- Circular 0013/2017 Special Education Teaching Allocation

Ratification:

This policy has been discussed and accepted unanimously at a Management meeting on

Signed:

Date:

EAL Appendix 1

General EAL Themes (as per Up and Away)

September	October	November	December	January	February	March	April	May	June
<p>Unit 1 Myself</p>	<p>Unit 1 Myself</p> <p>Unit 2 Our School</p>	<p>Unit 3 Food and Clothes</p> <p>Unit 12 Animals and Plants</p>	<p>Unit 4 Colours Shapes and Opposites</p>	<p>Unit 5 People who help us</p>	<p>Unit 6 Weather</p> <p>Unit 8 Seasons, Holidays and Festivals</p>	<p>Unit 7 Transport and travel</p>	<p>Unit 9 The local and wider community</p> <p>Unit 10 Time</p>	<p>Unit 11 People and places in other areas</p>	<p>Unit 13 Caring for my locality</p>

EAL Appendix 2

Sample Record Sheet for recording Pupil Progress

TOPIC	Myself	School	Food	Clothes	Colours Shapes & Opposites	People who help us	Weather Seasons, Holidays & Festivals	Transport and Travel	The Local & Wider Community	Time	People & places in other areas	Animals & Plants
Date:												
Name of Pupil												

Pupils are rated on the following scale:

1- no knowledge of vocabulary **2**- some knowledge of vocabulary (e.g.can point to named object) **3**- good knowledge of vocabulary (e.g. can name items) **4**- very good knowledge of vocabulary **5** – excellent knowledge of vocabulary

EAL Appendix 3

Sample Record Sheet for recording pupil progress using Aistear themes

Play/ Aistear Observations		Name of Pupil(s):	
Date:	Time:	Name of practitioner:	
Pupil initiated activity:		Teacher / SNA-led activity:	
Solitary play	Small group play	Large group play	
sand area water area role play area small world area construction area writing area book area listening area malleable area junk art area creative work other:			
What is happening?/ What is the pupil saying/ doing?			
Links to learning:		Next steps in learning:	

Play/ Aistear Observations		Name of Pupil(s):	
Date:	Time:	Name of practitioner:	
Pupilinitiated activity:		Teacher / SNA-led activity:	

Solitary play	Small group play	Large group play	
<p style="text-align: center;">sand area water area role play area small world area</p> <p style="text-align: center;">construction area writing area</p> <p style="text-align: center;">book area listening area malleable area junk art area creative work other:</p>			
<p>What is happening?/ What is the pupil saying/ doing?</p> 			
Links to learning:		Next steps in learning:	

Appendix 14.

Care Team Policy

Introduction

The Care Team process is an integral part of special educational needs provision in Scoil Chormaic CNS and this policy should be read in conjunction with the whole-school SEN policy. The Care Team process contributes to considerations relating to the allocation of additional supports and contributes to the compilation of Student Support Files.

Aims and Objectives

The aim of this policy is

- to provide a discussion forum regarding pupils with social, emotional, behavioural, significant educational needs, Child Protection Concerns (where appropriate), sudden short term events (e.g. bereavement of parent) and where referrals from other professionals warrant it.
- to co-ordinate staff members' respective roles in relation to the needs of the pupil's in Scoil Chormaic CNS.
- to create an integrated whole school and community approach in meeting the needs of the pupils identified.
- to set up appropriate supports for the pupil, teacher, parent(s), guardian(s) and special needs assistant (if applicable).
- to create an Action Plan to remediate problem(s) or concern(s) identified in relation to the pupil.
- to make a referral to other necessary agencies if deemed appropriate.

Referral Process

Recognising the need for a staged approach to providing support to pupils at Scoil Chormaic CNS (as per circulars 02/05 and), children being referred to Care Team, **where that referral is not** –

- of a Child Protection nature
- of an immediate Emotional Behavioural Disorder (EBD) or behaviour concern
- of an immediate pastoral need
- relating to a child with Resource Hours granted or requiring a Resource Hour application (following assessment by an outside agency)

– should have the Continuum of Support (Stage 1) Classroom Support section completed and implemented by the classroom teacher for a minimum of six weeks and up to 13 weeks before a referral is made to Care Team.

In the case of junior infants the Continuum of Support (Stage 1) Classroom Support section should be completed and implemented by the classroom teacher for the first term of school (up to winter break or 13 weeks) before a referral is made to Care Team. This allows for the settling in period and for preventative strategies (and later intervention strategies) to take effect.

The class teacher makes a referral to the Care Team by completing a SET/Care Team referral form. The referral form is returned to the Care Team Co-ordinator(s). Referrals will be prioritised on a needs basis.

Care Team Process

- The Care Team will meet at least once per term.
- A particular year group or class will be discussed at each session.
- One person will be selected to take notes at all Care Team meetings to ensure that confidentiality is maintained.
- The class teacher, the principal, any other teacher or special needs assistant working with the referred pupil will be invited to attend.
- All members will share relevant information.
- An action plan will be formulated for the referred pupil which will include:
 - the action;
 - the person to perform the action;
 - the person to record the action;
 - how the effectiveness of the action will be assessed;
 - when a review of the referred pupil will occur.
- All ancillary staff will be made aware of the Care Team policy.

Criteria for Referral

Recognising the need for a staged approach as outlined in the Referral Process above, any pupil may be referred to the Care Team if there are concerns about:

- Academic progress
- Speech and Language difficulties
- Social development
- Emotional development
- Poor or inconsistent attendance
- Behavioural difficulties
- Unusual behaviours
- Bullying Neglect
- Isolation (withdrawn)
- Hygiene
- Family Circumstances

This list is for guidance purposes, is not exhaustive and is mainly to give teachers an overview of ongoing concerns that may be considered at Care Team.

Appendix 15.

School Profile

School Profile 2017/2018:

Scoil Chormaic NS was allocated 10 Special Education Teachers in September 2017 under the New Model (combined Learning-Support/Resource/EAL Teachers). Under the Additional Allocations for Schools with High Concentrations of Pupils that require Language Support (EAL) in accordance with the procedures set out in the primary school staffing schedule for the 2017/18 school year, Scoil Chormaic was allocated three additional Support Teachers.

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

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%	

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