



Whole School Policy for SEN Provision. Canalway Educate Together

This Policy on SEN Provision in Canal Way **Educate** Together National School, was formulated during 2017 and 2018 **taking** cognisance of directives **contained** in:

- 1998 Education **Act**;
- Learning Support Guidelines (2000)
Education for Persons with Special Educational Needs Act (**EPSEN**)
2004
- Department of Education and Skill Circulars, especially Circular **13/17** and 02/05.

The Policy **was discussed** and further developed by the teaching **staff** of Canal Way ETNS in **Term 2** of 2017/2018

The Policy was **discussed**, accepted and ratified by the Board of Management of Canal Way ETNS in April 2018.

1

Updated Whole School Policy for SEN Provision (2017).

This Policy on SEN Provision in Canal Way ETNS, was formulated during **2016** and **2017**, taking cognisance of directives contained in the 1998 Education Act; the Learning-Support Guidelines (2000); the **Education** for Persons with Special Educational Needs Act (EPSEN) 2004; and recent DES Circulars, especially **13/17** and 02/05.

The **Policy** was discussed and further developed by the teaching **staff** of Canal Way ETNS during term **one** 2017, and **discussed**, accepted and **ratified** by the **Board** of Management of Canal **Way** ETNS during term 2,

This Policy on SEN Provision in Canal Way ETNS contains the following elements:

1. Situation.

2. **Aims of SEN Support.**

3. Principles.

4.0 **Roles and Responsibilities.**

4.1 Role of the Board of Management.

4.2 Role of the Principal **Teacher**.

4.3 Role of the **Class Teacher**.

Page 4

4

5

6

6

6

9

4.4 Role of the Support Teacher.

11

4.5 Role **of** the Special Class Teacher.

13

4.6 Role **of the Special Needs Assistant (SNA)**

13

4.7 Role of **Parents**

15

4.8 Role of **Pupils**

4.9 Role of External Bodies and Agencies.

5.0 **Prevention and Early Intervention.**

5.1 Prevention **Strategies**.

5.2 Early Intervention Programmes.

BERE

ASS

16

16

17

17

17

6. Policy regarding Permissions, Screening, Assessment, Caseload, Selection, Time Management and Review

18

6.1 **Parental** Permissions.

18

6.2 Initial Screening.

18

6.3 Diagnostic **Assessment**

18

6.4 Caseload **Decisions**.

18

6.5 **Selection Criteria**

18

6.6 Allocating Additional Teaching Supports.	20
Step 1: Identify Needs.	21
Step 2: Meeting Needs .	21
Step 3: Monitor and Record Progress .	
6.7 Staff Meetings.	
6.8 Parent-Teacher Meetings .	
6.9 Lunchtime Supervision.	
2322	
^N	
6.10 Travelling Time.	
6.11 Review of this SEN Policy.	
7. Continuing and Discontinuing Supplementary Teaching.	
8. Monitoring Progress.	
9. Liaising with Parents.	
9.1 Communication with Parents	
9.2 Principal Teacher Liaising with Parents .	
9.3 Class Teacher Liaising with Parents	
9.4 Support Teacher Liaising with Parents .	
10. Monitoring and Reviewing this Policy.	23
	23
	23
	23

22227 25

24

24

24

24

25

List of Appendices.

26

Appendix 1.

27

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

Appendix 2.

29

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

Appendix 3.

30

Personal Pupil Plan (**PPP**)
template.

Appendix 4.

32

Transition from Primary to **Post-Primary** School.

Appendix 5.

33

Table 1: from the 2017 Guidelines.

Identification of Educational Needs through the Continuum of Support **Process**.

Appendix 6.

35

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

Appendix 7.

36

Educational Planning (2017 Guidelines).

Appendix 8.

37

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

Appendix 9.

38

Table 2: from the 2017 Guidelines - **Planning** Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs.

Bibliography.

39

3

1. Situation.

Canal Way **ETNS is a start-up** school and opened in September 2013. We secured our **first full time** SEN position in September **2015**. **This** year 2017/2018 the SEN team has three full time teachers and a part time teacher who works three days per week. As a school community **we all engage** in **small** group work which can happen outside the **main** class group with class teachers and or a member of the SET team. **If** a pupil is proceeding with learning objectives that **are** being **addressed** through the continuum of support the **class** teacher will communicate **with the** parent/guardian of the pupil.

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

50%

in the school

(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

(b) Gender

3.5%

3.5%

2. Aims of SEN Support.

To support the inclusion of SEN pupils in primary schools.

To ensure that the Staged Approach / NEPS Continuum of Support is implemented. To "optimise the teaching and learning process in order to enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school" (Learning-Support Guidelines [LSG]: p. 15). This support may be provided by the Class Teacher and / or the Support Teacher (Appendix 1: The 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

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.

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

*"There appears to be little evidence to date that **in-class** models of support are effective **in teaching** reading. Shinn et al. (1997) found that an **in-class** model of support was not effective in raising the achievement of **failing** readers. Not surprisingly, many of the **highly effective intervention programmes reviewed** by Brooks (2007) are delivered in one to **one or small group settings**" (NEPS, 2015)*

<http://www.education.ie/en/Education-Staff/Information/NEPS-Literacy->

[y-](#)

[Resource/neps literacy good practice guide.pdf](#)

In-Class Support Model:

Station teaching/**Team** Teaching / Peer tutoring **etc...**

- **Parental** involvement

Collaboration between Teachers

Maintenance of Support Plans by Class Teachers and Support Teachers **at** Class Support

/ School **Support** / School Support Plus

Thorough **Assessment** procedures

Regular contact with SEN pupils

Prevention of failure

Manageable caseloads / timetables

Provision of intensive early intervention

Support from Outside **Agencies**

Continuing Professional Development (CPD)

in

5

4.0 Roles and Responsibilities.

The role of supporting learning **is a collaborative responsibility shared by all of the school**

community:- **The** Board of Management; Principal Teacher; Class Teachers; Support Teachers; 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 Support **Teachers**.

Provide adequate funds for the purchase of SEN materials.

Provide secure **facilities** for the storage **of** records relating to pupils in receipt of SEN.

4.2 Role of the **Principal Teacher**.

"The **principal teacher** 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 with support from SEN **coordinator** **and** SET **team**:

Assume overall responsibility for the development and implementation of the school's policies on special needs in co-operation with the Support Teachers.

Work with teachers and Parents in the development of the school plan on learning-support and special needs.

Monitor the implementation of the school plan on SEN and special needs on an ongoing basis.

Organise at least one cluster meeting per annum with the Principals of shared schools, if we are part of a cluster.

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Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with very low achievement.

Oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.

Keep teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.

Help teachers to increase their knowledge and skills in the area of learning-support. Encourage and facilitate staff members to attend CPD courses.

Liaise regularly with the Support Teachers, *"In order to support the implementation of school policy on learning support as outlined in the school plan, the principal teacher should arrange a meeting with the Learning-Support Teacher at least once each school term to discuss the implementation of the school plan on learning support"* (**Learning- Support Guidelines**, p. 40).

Arrange classroom accommodation for Support Teachers.

Arrange for the provision of SEN funding and resources.

Organise and co-ordinate the construction of Support Plans. Ensure that individualised **planning takes place**.

Ensure that **pupils** who have been allocated **SEN** provision receive it.

Organise the funding and provision of appropriate **assessment** tests.

Complete application forms 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** Support Teachers.

Oversee and organise the implementation of a **tracking** system at whole-school level to monitor the progress of children with **learning** difficulties.

Advise **Parents** on procedures **for** availing of special **needs services**.

Liaise with external agencies such as psychological services to **arrange assessments** and special **provision for** pupils with **special needs**.

Co-ordinate and organise Special **Classes and oversee** the provision available therein. Co-ordinate and organise **SNAs'** work and timetabling.

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:

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*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.

7

7

A Post **Holder** Currently undertakes **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 him/her at least once each school year to **discuss issues** relating to the development and implementation of the school **plan** on SEN, **and** to the provision of SEN.

Monitoring the selection of pupils for supplementary teaching **with** the Principal, **ensuring that support is** focused on the pupils with very low achievement.

Identifying the level of support that **is** needed to meet the **pupil's** needs, in conjunction **with** the Principal, **Class Teacher** and **Parents**.

Assisting the Principal Teacher to **co**-ordinate the caseloads/work schedules of the **Support Teachers, when** requested.

Overseeing the implementation of a whole-school **assessment** and screening programme to identify pupils with very low achievement **and** learning difficulties **so that these pupils can** be provided with the **support they need**.

Co-ordinating the administration by Class Teachers of a whole-school screening programme to identify pupils with very low achievement and / or learning difficulties in English and Mathematics

Consulting with Class Teachers on the identification of pupils who **may** need diagnostic

assessment, taking into account:

- o the pupils' scores on an appropriate standardised screening measure
 - o agreed criteria for identifying pupils
 - o teachers' **own** views **of the** pupils' difficulties **and** needs
 - Support Teacher caseload.
- o
- 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**.
 - 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 Support Teachers** about Support **Plans**, **when** requested.

Co-ordination Activities:

- Maintaining a list of pupils who **are receiving supplementary** teaching at each **stage of** support - Classroom **Support** / School Support / School **Support Plus**.
- Advising **Parents** on procedures for **availing of** special needs services, when requested. Advising Class Teachers **on** procedures for availing of special needs **services**, when requested.
- Liaising with external agencies **such** as psychological services to **arrange assessments** and special provision for pupils with special needs.
- Supporting the Principal **Teacher** to **implement a** tracking system at **whole-school**

level to monitor the progress of children **with** learning difficulties.

Advising the Principal Teacher about **pupils** who have been allocated SEN **provision**, when requested.

Completing application forms for **outside** agencies such as NCSE; NEPS; CAMHS **etc...**, **in** collaboration with Class **Teachers** and the Principal **Teacher**, as required.

8

Advising on "effective timetabling practices that ensures continuity" (Circular **13/17**), when requested.

Advising **on Transition**, when requested.

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 Support 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).

- 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**,*

9

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small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access" (2017 Guidelines: p.13).

9

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**

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- Providing learning activities and materials which are suitably challenging but which also ensure **success** and progress
- Carrying **out** error analyses of a pupil's work to pinpoint specific areas of **difficulty**, for **particular** attention in subsequent **lessons**
- Setting up '*buddy systems*' in **class** (high achievers collaboratively working with low achievers).

Identification of Learning Difficulties:

The **Class Teacher** plays an important role in the initial identification of pupils who may have general or specific learning disabilities.

In supporting **the** development and implementation of the school SEN Policy, the Class Teacher **will administer and score** appropriate screening measures, **and** discuss the outcomes with the Support Teacher(s).

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

Classroom Support / Stage 1:

Circular 02/05 demands the implementation of a Staged Approach (Appendix 1) for the provision of additional support, as does the NEPS Continuum of Support (Appendix 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 Support Teacher** in the **development** of a **Support Plan** by identifying appropriate learning **targets and** by **organising** classroom activities to achieve those targets.

For each pupil who is in receipt of supplementary teaching, the Class Teacher will adjust the class programme in line with the agreed learning targets and activities in the pupil's Support Plan and maintain a record of the pupil's progress towards achieving those learning targets.

A key **role of successful support is a high level of consultation and co-operation** between the Class **Teacher and the Support Teacher**. Central to **this** consultation is **the** development,

10

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 Support Teacher(s) and/or **the Class Teacher** will follow diagnostic **assessments**.

Attend, if possible, **the meeting** between the pupil's Parents and the Support Teacher(s).

Collaborate **with Parents** and **Support Teachers** on the formation of a **Support Plan**.

Indicate to Parents how the pupil's class programme **will** be modified in order to achieve the agreed learning targets **in the** pupil's Support Plan. Parental permissions **for** school-based **tests / assessments is** sought when the child 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 (Support Teacher).

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

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

Providing supplementary teaching commensurate **with** the child's particular **and individual needs**.

Take time **each** September to reread this policy **and** to reference **is throughout** the year **in planning** and preparing for SEN

Researching the pupil's learning difficulty /
SEN.

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.

11

Maintaining a Forward Planner and Progress Record (together with the Class Teacher) for In-Class support.roviding supplementary teaching in **English** and / or Mathematics to pupils who experience low achievement **and/or** learning difficulties at School Support / **School Support Plus** (as per Selection **Criteria**).

Delivering intensive early intervention programmes, caseload **and selection** criteria permitting.

Assisting the implementation of whole-school procedures for **the selection of** pupils for supplementary teaching.

Contributing to the development of policy on SEN at the whole school level/ at the cluster level, **if** requested.

Providing advice to the Class Teacher (if requested) about pupils who are experiencing learning difficulties **in** such areas **as:**

Individual pupil assessment

Programme planning

Curriculum **differentiation**

Approaches to language development

Approaches to reading

Approaches to spelling

Approaches to writing

Approaches to Mathematics

Behaviour difficulties

Meeting **with** Class Teachers of each pupil who is in receipt of School Support /

School Support **Plus**, to **discuss targets** and ways in which attainment of the targets can be supported throughout the school day.

Meeting with **Parents of** each pupil who is in receipt of **support**, if possible, to **discuss targets and** ways in which attainment of the targets can be supported at home.

Meeting **with Parents** of each pupil who is in receipt of support **at** the end of each instructional term, where appropriate:

To review the pupil's attainment of agreed **targets**

To **discuss** the **next instructional term**

To revise the **pupil's** Support Plan.

Contributing at the school level to **decision** making regarding **the** purchase of learning resources, books and materials to be made available to pupils **with** learning **difficulties** in their **mainstream classrooms** and in **the** Support Teacher's room.

Liaising with **external agencies** such as speech and **language therapists etc...**

Implementing school policies on preventing learning difficulties, screening pupils for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching, **where** it is deemed necessary.

In addition to providing **supplementary** teaching to **pupils**, the Support Teacher is involved in **administering** a range of formal and **informal assessments and** in maintaining **records** of the outcomes **of those assessments**. The Support Teachers shall:

Conduct an initial diagnostic assessment of each pupil who has been identified **as having low** achievement and / or **a learning** difficulty, based on results **of an** appropriate screening measure and record the **findings of the assessment** in the pupil's **Support Plan**.

Monitor **the** ongoing progress of each pupil in receipt of supplementary **teaching** in relation to **the** attainment of agreed **learning targets and** short-term objectives that arise from them, and record the observations in the Forward Planner and Progress Record, or equivalent.

Review **the progress** of each **pupil at the end of an** instructional **term and** record **it on** the pupil's Support Plan.

Log **actions in the** Support Plan.

"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 Class

Teacher

N/A 2018

4.6 Role of the Special Needs Assistant (SNAs) - see CWETNS policy

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

1. Primary Care Needs SNA Tasks:

An SNA's **role is** to carry out duties **based** on the Primary Care Needs of the **pupil** (Taken **verbatim** from **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 child with special needs **cannot**

independently self-toilet, and until **such** time as they are able to do so. Assistance with mobility and orientation: On an ongoing **basis** including **assisting a pupil or pupils to access** the school, the **classroom, with accessing school transport (where provided, school Bus Escorts should, in the first instance, assist a pupil to access school transport), or to help a pupil to avoid hazards** in or surrounding the **school**. (**Every** effort must be made by **the school to provide** opportunities for independence e.g. the removal of hazards).

Assisting teachers to provide supervision in the class, playground and school grounds: At **recreation, assembly, and dispersal times** including **assistance with arriving and departing from school for pupils with special needs** where the school **has made a robust case** that **existing teaching** resources cannot **facilitate** such supervision.

Non-nursing **care needs associated** with specific **medical** conditions: Such as frequent epileptic **seizures** or for pupils who have fragile **health**.

Care needs requiring **frequent** interventions **including** withdrawal of a pupil from a **classroom** when essential: **This** may be for safety or personal care **reasons, or** where a pupil may be required to leave the class for medical **reasons** or due to distress on a frequent basis.

Assistance with moving and **lifting** of pupils, **operation of hoists** and equipment.

Assistance with severe communication difficulties **including** enabling curriculum **access** for **pupils** with physical disabilities or sensory **needs** and those with significant, **and** identified social and emotional difficulties. Under the direction of the teacher, this might include **assistance** with assistive technology equipment, **typing or** handwriting, supporting **transition, assisting with supervision** at recreation, dispersal times **etc...** The **tasks** noted above are the primary care **support** tasks for which **access to SNA support is provided**.

13

2. Secondary Care Associated Tasks (SNA Tasks):

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

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

Assistance with the development of Personal **Pupil** Plans for **pupils** with Special

Educational Needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans.

Assist Teachers and / or Principal in maintaining a journal **and care** monitoring system for pupils including **details** of attendance and **care needs**. Assist in preparation **of** school **files** and materials **relating to** care and assistance **required** in class **by** students **with** special needs.

Planning for activities and classes where there **may be additional care** requirements **associated with particular activities, liaising with Class Teachers** and other Teachers **such as the Resource Teacher and School Principal**, attending meetings **with** Parents, **SENO, NEPS Psychologists, or school staff meetings** with the **agreement** and guidance of **Class Teacher/Principal**.

Assistance with enabling a pupil **to access therapy or psycho-educational programmes** such as anger management or social skills classes, under **the direction** of **qualified** personnel 1, 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)**)

4.7 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: **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.

14

If, following diagnostic **assessment**, the child has been **identified** as requiring supplementary **teaching**, the Parents should attend a meeting with the Support Teacher to discuss:

The results of the **assessment**

The learning **targets** in the child's Support Plan

The **ways in which attainment of the targets** can be supported at home.

Where a child is **in** receipt **of** supplementary teaching from **the learning**-support teacher, the **Parents** should:

Discuss their child's progress **with** the Support Teacher at **the end of** each instructional term, and, in **cases** where supplementary teaching is to be continued, **discuss the revised learning targets** and activities in their child's Support **Plan**.

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

4.8 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.

4.9 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**).

15

5.0 Prevention and Early Intervention.

Prevention / early intervention is a cornerstone of supporting learning.

5.1 Prevention Strategies.

Our strategies for preventing learning difficulties include:

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

Careful development of phonological awareness and rhyming skills in the

classroom, before **the** introduction of formal reading of words and books.

The use of concrete **materials** at every opportunity.

Implementation **of** whole school parental involvement programmes e.g. developing children's oral language **skills**; shared **reading** at home; **developing** early **mathematical skills etc...**

Ongoing structured observation and **assessment of the language**, literacy and **numeracy skills** of pupils in the **infant** classes to **facilitate** early identification of possible learning difficulties

Close collaboration and **consultation** between the Infant Teachers and the Support Teachers.

of additional support **in** language development / early literacy / early mathematical skills

Thorough Assessment procedures throughout the **school**

Provision to pupils who need it

5.2 Early Intervention Programmes.

Early intervention is a vital component of the NEPS Continuum of Support model.

Early intervention programmes may be provided by the **Class Teacher and/or by the Support Teacher**, in accordance with the Staged Approach (Appendix 1) and the NEPS Continuum.

Close collaboration **and** consultation between the Class Teachers and the Support **Teachers**, should identify pupils **who** may **be in need of** early **intervention**. **Teacher** observation and professional opinion **will** be given due consideration **in** the selection of pupils **for** early intervention programmes at Classroom Support/School **Support** level. Intensive early **intervention** programmes in **the early** primary **classes** can **be an** effective **response** to meeting the needs of children with **low achievement**. Such programmes **will**:

Be set within a specific time frame (**13-20 weeks**)

Be based on a shared **expectation** of **success** by everyone involved

Involve small group teaching **or** one-to-**one** teaching where small group teaching has not been effective/ difficulties are **significant**

Include **a** strong focus on oral language, laying the foundation for meaningful reading activities **and** further development of language and comprehension skills

Emphasise the development of phonemic **awareness**

Develop phonic **skills**, once **phonological** awareness has **been** developed well

Develop word identification skills

Engage **the** pupils in frequent supervised oral and silent reading of texts at appropriate levels of difficulty and monitor their comprehension

Stress the interconnected nature of listening, **speaking**, reading and writing

Focus on language development **in mathematics**, and **in the** development of mathematical procedures and concepts.

Programmes such as "the Incredible Years - Teacher Classroom Management programme as a means of preventing the emergence of behavioural difficulties; FRIENDS for Life as a means of preventing anxiety and building resilience, or similar evidence-based programmes" (2017 Guidelines, **p.15**).

*"The use of early-intervention and prevention programmes helps mitigate the development of learning, social and emotional **difficulties**. A **Balanced Approach to Literacy** Development is an example of a resource for early-intervention and prevention of literacy **difficulties**"* (2017 Guidelines, **p.14-15**).

*"the Department's support services offer a **wide range of programmes and resource** materials related to the social, emotional and behavioural **needs of all pupils, including those with special educational needs**. These programmes cover **such***

issues as bullying,

16

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).

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

6.1 Parental Permissions:

(1)Written parental permissions are required for children to receive School Support / School Support Plus.

(2)Written parental permissions **for school-based assessments are given** to parents on school entry.

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

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

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

6.5 Selection Criteria:

Selection Criteria **for** Providing Pupils with Additional Teaching **Support:**

Circular **13/2017 states -** "*Pupils under the new allocation model will be identified by schools for additional teaching support in accordance with the Continuum of Support Guidelines, and the Guidelines which accompany this Circular*" (p. 13). Pages 15 and 16 of the Circular go into the following detail -

"The Guidelines which accompany this circular set out the manner in which schools should identify pupils for additional teaching support in schools. In summary, in identifying pupils for

support, schools **should** take into account the following:

17

- Standardised tests can be used to screen and identify pupils' performance in reading and

mathematics. Those pupils performing below **the** 10th percentile should be prioritised for **support in literacy and numeracy**.

Pupils who were previously **in** receipt of supplementary teaching from a resource or learning support teacher and who continue to experience significant learning difficulties.

Pupils who are identified as having significant needs through a process of ongoing **assessment** and intervention as **set out in the Continuum of Support Process (DES, 2010)**. This will be evidenced through school-based assessment **of attainment, and behavioural, social** and emotional functioning and ongoing monitoring of learning outcomes. Schools should also take into account needs set out in professional reports, where available.

Pupils with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or **attention control** difficulties. **Pupils who have specific learning disabilities**.

Pupils with significant Special Educational Needs. For example, pupils with significant learning, behavioural, emotional, physical and sensory needs. These pupils need additional teaching **support** because **they require** highly individualised and differentiated learning programmes that are tailored to their needs.

Schools should also carefully consider the needs of other pupils who may present **with** a range of learning whose interaction may present a significant barrier to the pupils' learning and ability to **access** the curriculum.

Pupils who have additional literacy or language learning needs including those pupils who need additional English Additional language Support.

The intensity of **additional support** that is **provided for pupils with low achievement and pupils with special educational needs** should be based on their needs and should be provided differentially through the continuum of support process" (pages 15 and 16).

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

1. **Class Teacher** (NEPS' Classroom Support):

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

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

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

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

1. **Pupils** previously in receipt of "Resource hours" who continue to experience **significant learning difficulties**.

2. Pupils **previously** in receipt of "Learning-Support" who continue to experience significant learning difficulties (scoring below the **12th %ile** on standardised **assessments**).

3. **Pupils** diagnosed as having "Low Incidence Learning Disabilities"
4. Pupils diagnosed **as having** "High Incidence **Learning** Disabilities".
5. Pupils who have English as an Additional Language (**EAL**) i.e. (a) pupils who arrive to our school without any English (b) pupils who have lived in Ireland **less** than two years, and whose English needs further support.
6. Pupils scoring at/below **the 10th percentile on standardised assessments in literacy** 7. Pupils scoring at/below the **12th percentile on standardised assessments in literacy** (to allow for a margin of error).
8. Pupils scoring **at/below the 10th percentile** on standardised assessments in Mathematics.
9. Pupils scoring at/below the 12th percentile on standardised **assessments** in Mathematics (to allow for a margin of error).
10. **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.**
11. 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.**
12. Pupils scoring at or below **STEN 4 (30th percentile)** on standardised **assessments** in literacy, who continue to **experience difficulty, despite** interventions made by the Class Teacher at Classroom Support (**Stage 1**) level of the NEPS **Continuum** of Support. The **class teacher will have** opened a **Support Plan** and recorded the **interventions** in it. 13. Pupils scoring **at or below STEN 4 (30th percentile)** on standardised **assessments in mathematics, who** continue to experience difficulty, despite **interventions** made by the Class Teacher at Classroom Support (**Stage 1**) level of the NEPS Continuum of Support.
 - a. The **class teacher will have opened a Support Plan and recorded the interventions in it.**
14. 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.**

15. Transition to **Post-Primary** School (Appendix 4).

16. Gifted Pupils (those scoring above the 95th%ile in both English and **Mathematics** on Standardised Assessments and/or have been diagnosed by a NEPS Educational **Psychologist as having a "superior IQ"**). **Interventions will be made in the first instance by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.**

19

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, 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).

21

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. Any shared Support Teachers attend **staff** meetings **at their base**

schools.

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** at **the** base school.

6.9 Lunchtime Supervision.

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

6.10 Travelling Time.

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

6.11 Review of this SEN Policy.

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

7. Continuing and Discontinuing Supplementary

Teaching,

1727 An instructional term **is** generally **taken to** mean 13–20 **weeks of** instruction. However, where the Support Teacher is shared **between** schools **and** is unable **to meet pupils more than 2-3 times a week**, an instructional term may be longer than 13-20 weeks.

? If **possible**, a meeting **will be held at the end of each instructional** term with the **parents** in **cases where supplementary** teaching **is** to be continued, to discuss **the revised learning targets and activities in the** pupil's Support **Plan**.

→ Supplementary teaching will normally be discontinued where the targets have been met **and** the pupil (on **assessment**) is performing **above** the **percentile laid down in the** selection criteria for receiving **support**.

The school may decide to discontinue supplementary teaching with some pupils (who have **made satisfactory progress**), in order for the Support Teacher to provide

early intervention / **prevention** for Senior **Infants**, after **for** example the **analysis** of **the MIST** screening **test** results in February (pupils who have **not** responded to Stage One interventions by the **class** teacher, **under** the Staged **Approach**).

→ Due consideration will be given to the **overall** needs of **the** school and all of its **pupils**.

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 Support **Teacher**.

Record keeping (Children **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 Support **Teachers at** School Support / School **Support Plus level**.

Non-**academic progress** of pupils in this school can be reviewed informally, for example under the **headings of** improvements in the **pupil's self esteem**; school **attendance**; attitude to learning; **attitude** to school **and general** behaviour.

9.0 Liaising with Parents.

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

9.1 Communication with Parents.

Teachers **will** take **every** opportunity to make **parents** familiar with the purpose **and** procedures of the school's support team.

Activities may be **organised** in our **school**, from time **to time**, to increase the involvement of parents in their children's **learning**, 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 Support **Teacher will** consult with parents and outside agencies on an ongoing **basis**, the Principal **Teacher can** facilitate the involvement of parents in the support process by:

Establishing school policies and procedures, which enable parents to become involved effectively in the provision of support.

Encouraging the organisation of information **sessions** for all parents **on issues relating** to the school's support procedures.

23

Overseeing the development **of** links between teachers and service providers
e.g. Speech and **Language Therapists etc**

9.3 Class Teacher Liaising with Parents.

Once a pupil has come to the attention of the school because of **low** achievement it will be possible for the Class Teacher (**in** the context of ongoing contact with the parents) to **make** them **aware of the** situation and **to ascertain** parental views about the child's performance at school. Meet with **the** parents of each pupil who has been selected for diagnostic assessment (**if** such a meeting **is** requested **at** this point **by** the parents). Indicate that a meeting with the Class Teacher **and** / or the Support Teacher and parents will take place following diagnostic assessment.

If the **pupil** is selected for Classroom Support, **the** Class Teacher will:

Discuss priority **learning needs** and **learning targets** for the child's Support **Plan** with **parents**.

Discuss ways in which attainment of the agreed targets can be supported at home. Communicate regularly with parents of pupils who are receiving supplementary teaching **at** Classroom Support.
Consult with parents when Classroom Support is to be discontinued (or escalated) **and** identify ways in which **the** pupil's learning **can** continue to be supported **at** school and at home.

9.4 The **Support** Teacher Liaising with **Parents**.

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

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

If the pupil is selected for School **Support** / School Support **Plus**, the Support Teacher **will**:

o

Seek written parental permission for their child to receive supplementary teaching at School Support / School Support Plus.

Discuss priority learning needs and possible learning targets for the child's Support Plan with the parents.

Discuss ways in which attainment of the **agreed targets** can be supported at home.

Communicate on an **ongoing basis** with the parents of each pupil who is **in receipt of supplementary teaching at** School Support / School Support **Plus**, so that progress can be positively affirmed and **any** difficulties in implementing the **pupil's** learning programme **at** school or **at** home can either be anticipated and avoided or **addressed** without delay.

Consult with the **parents of** each pupil **who is in** receipt of supplementary **teaching at** School Support / School Support **Plus level** at the end **of the** instructional term to **review** the pupil's attainment of agreed **learning** targets, to **discuss** the level of supplementary teaching (**if any**) that will be provided in the **next** instructional term and to **revise** the pupil's Support **Plan**, if necessary. **Consult with parents when** supplementary teaching **is to be** discontinued **at** School Support / School Support **Plus**, and identify ways **in** which **the** pupil's learning can continue to be supported **at** school **and at** home.

Demonstrate **techniques and** strategies to **parents** that **will** enable them to help with their child's development **in** such areas as oral language, reading, writing, spelling and mathematics, **as** appropriate.

Where relevant, collaborate with other **teachers** to advise parents on **ways in which they can support their children's** learning **at home**.

10. Monitoring and Reviewing this Policy.

The **Post** holder for SEN has overall responsibility currently for Monitoring and Reviewing this SEN Policy.

It is an ongoing and developmental process. Staff and Board of Management will engage in **the** developmental **process**, and the **policy** will be reviewed **as** necessary.

Ratified on 19th April 2018

Signed:

Sensetiffany
(Principal)

19.05.2018

Signed:

comorina Bosque. (Chair)

19.05.2018

Appendix 1.

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

Appendix 2.

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

Appendix 3.

Personal Pupil Plan (**PPP**)
template.

Appendix 4.

Transition from **Primary** to Post-Primary School.

Appendix 5.

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

Appendix 6.

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 of Additional **Teaching** Supports for Pupils with Special Educational **Needs**.

Appendix 1.

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

Stage I

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

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

Stage II

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

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

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

Stage III

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

make progress after supplementary teaching or the implementation of a behavioural programme and in respect of pupils with serious emotional disturbance and/or behavioural problems. Such specialist advice may be sought from psychologists, paediatricians, speech and

language therapists, audiologists, etc.1

The learning support/resource teacher, resource teacher, **if available, and the class teacher**, in consultation with the relevant specialist **or** specialists should then draw up a learning programme that includes identification of any additional available **resources that** are considered **necessary** in order to implement **the** programme. **The** parents should be fully consulted throughout this **process**. **This** programme should be **the subject of** regular reviews, leading to **revisions** of the learning **programme** and referral **for specialist** review, as **necessary**.

In the case of pupils identified at an early age as having very significant **special educational needs**, intervention at stage III will be necessary on their entry to **school**. Support in the classroom will be **an essential** component **of** any learning programme **devised** for **such pupils**, and primary responsibility for the pupil will **remain with the class** teacher, in consultation with the learning support/resource/or resource teacher.

Appendix 2.

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

The Continuum of Support suggests the following levels of support:

**ACADEMIC
COMPETENCE**

School

Individualised &

Specialist Support

Support Plus for a
Few

**Response to Groups
and Individuals**

**Preventative, &
Proactive**

e

Approaches

s

School Support

For Some

**SOCIAL, EMOTIONAL &
BEHAVIOURAL
COMPETENCE**

Whole-School & Classroom Support for All

A Continuum 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)".*

29

Appendix 3.

Personal Pupil Plan (PPP)

Personal Pupil Plan for

ticked

SNA support is vital in all of the areas

1. Primary Care Needs SNA Tasks (as per Circular 30/2014):

Assistance with feeding: Where a pupil with special needs requires adult assistance & where the extent of assistance **required would overly disrupt normal teaching time.**

Administration of medicine: Where a pupil requires adult assistance to administer medicine & where **the extent of assistance required would overly disrupt normal teaching time.** **Assistance with toileting & general hygiene:** Where a child with special needs cannot **independently self-toilet, & until such time as they are able to do so.**

Assistance with mobility & orientation: On an ongoing basis including assisting a pupil or pupils to **access the school, the classroom, with accessing school transport (where provided, school Bus Escorts should, in the first instance, assist a pupil to access school transport), or to help a pupil to avoid hazards in or surrounding the school. (Every effort must be made by the school to provide opportunities for independence e.g. the removal of hazards.)** **Assisting teachers to provide supervision in the class, playground & school grounds:** At recreation, assembly, & dispersal times including assistance with arriving & departing from school for pupils with special needs where the school has made a robust case that existing **teaching resources cannot facilitate such supervision.**

Non-nursing care needs associated with specific medical conditions: Such as frequent **epileptic seizures or for pupils who have fragile health.**

Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential: This may be for **safety or personal care reasons, or where a pupil may be required to leave the class for medical reasons or due to distress on a frequent basis.**

Assistance with moving & lifting of pupils, operation of hoists & equipment.

Assistance with severe communication difficulties including enabling curriculum access for pupils with **physical disabilities or sensory needs & those with significant, & identified social & emotional difficulties.** Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting

transition, assisting with supervision at recreation, dispersal times etc.

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

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

Assistance with the development of Personal Pupil Plans for pupils with special educational needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned & the review of such plans.

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

Assistance with enabling a pupil to access therapy or psycho-educational programmes such as **anger management or social skills classes, under the direction of qualified personnel,**

30

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.

□ **Other Vital SNA Tasks: Preventing the child**

from harming self Preventing the child **from harming** other children Preventing the **child from harming staff** Preventing the **child from** destroying property

Careful supervision of the child to prevent the child from climbing / squeezing into tight spaces etc...

Supervising the child who is a flight risk

Accompanying the child to and from Learning Support / Resource

Removing the child from **whole school activities**, if the **child becomes distressed / overwhelmed**

Removing the child from the classroom when meltdowns occur

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

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

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 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 The class teacher considers how to differentiate the learning programme **Support effectively to accommodate the needs of all pupils in the class.**

A classroom **support plan is developed and / or adjusted** over time for those **pupils** who do not respond **appropriately to the differentiated programme. This is informed by:**

Parental consultation

Teacher observation records

Teacher-designed measures

/assessments

Basic needs checklist *

Learning environment **checklist***

Pupil consultation - My Thoughts About School Checklist

Literacy and numeracy tests

Screening tests of language skills

A Classroom Support plan runs for an agreed period of time and is subject

to review.

School
Support

School
Support

Plus

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

Teacher **observation records**

Teacher-designed **measures / assessments**

Parent and pupil interviews

Learning environment checklist

Diagnostic assessments in literacy/numeracy

Formal observation of behaviour including **ABC** charts, frequency measures

Functional assessment as appropriate, including screening measure for

social, emotional and behavioural difficulties

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

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

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

Teacher observation and **teacher-designed measures**

Parent and pupil interviews

Functional assessment

33

Results of standardised testing such as measures of cognitive ability;

social, emotional and behavioural functioning; adaptive functioning etc. Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress.

A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.

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

Appendix 6.

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

Classroom Support

Pupil Name

Suchmól Support

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 **yard**

Class
Description of SEN

Nature of
Supports
Literacy,
numeracy,

Focus of
Support
In-class,
withdrawal

social,
emotional,
behavioural,
life-skills

in small

groups or
individual,
school yard

School Support Plus

Pupil Name

Class

Description of
SEN

Nature of
Supports

Literacy,
numeracy,

In-class,

Focus of Support

emotional, behavioural, life-skills

social,

withdrawal

in small

groups or
individual,
school yard

“Schools may hold information on pupils and level of support on a class basis, as an integral part of classroom planning.

Appendix 7.

35

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 B

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

How do we
evaluate
Logels?

Standardised
tests

Screening
tests

Observations

Interviews

Teacher

Evaluation of
child's response to targets informs the

next step of the
problem solving
cycle

measures

Check lists

Consultation

Ratings

Targets are
Informed by
Information
gathering

What data
can help us
set targets?

Standardised
tests

Screening
tests

Observations

and
assessment

Interuipur

Teacher
measura

Targets are written as desired skills **which** are:

Specific
Measurable
Achievable

Relevant
Time Limited

Check lists

Consultation

Ratings

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

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

Anne will use her PEC to request an activity break

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:

Review existing **information** on pupils' **needs**, using school-based **data**, and **any Identification of information from parents and external professionals**.
pupils with
special
educational
needs

Action 2: Setting targets

Action 3:

Planning
teaching
methods and approaches

Action 4:

Organising
early-
intervention
and prevention
programmes

Action 5:

Organising and
deploying special
education **teaching**
resources

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**).

Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.

Based on individual needs, set clear learning targets for each pupil at **each level of the Continuum of Support**.

Identify the **level and type of intervention required to meet targets for each pupil on the Continuum of Support**.

Schools **should consider methodologies best suited to promoting meaningful inclusion** such as differentiation, heterogeneous **grouping**,

team-teaching and small group teaching.

They should also be **mindful that the** interventions and supports **that they are** using **are** evidence-informed.

Based on identified needs, choose evidence-**informed early-** intervention/**prevention** programmes to **address concerns**. **Identify time needed and** staffing commitment **required**.

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

Establish a tracking **and** recording **system**, to ensure **that the progress of** all **pupils in** meeting **their identified targets is** monitored:

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**

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38

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39

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