



Scoil N. Phádraig Naofa,  
Avoca,  
Co. Wicklow.  
Roll No 18198A

## Learning Support and Special Needs Policy

### Introductory Statement

The Education for Persons with Special Educational Needs Act (2004) states that

**“ a child with SEN shall be educated in an inclusive environment with children who do not have such needs unless the degree or nature of those needs of the child is such that to do so would be inconsistent with the best needs of the child”**

Scoil Náisiúnta Phádraig Naofa is an inclusive environment which embraces and celebrates the uniqueness of every pupil. Staff members strive to nurture and cater for the needs of all pupils within the school. Pupils with SEN are integrated into mainstream classes but receive additional support where possible and necessary. The purpose of this SEN policy is to provide guidance for teachers, parents and other interested parties on the provision of effective learning support/resource to pupils experiencing low achievement and/or learning/physical/behavioural difficulties, as well as to fulfil our obligations under the Education Act 1998.

### Rationale

The Learning Support staff (LS), the Board of Management (BOM) and the Principal wish to revise the current plan due to the following reasons:

- Circular 0013/2017. This revised allocation process will replace the General Allocation Model and English as Additional Language Support (GAM/EAL) scheme, whereby a general allocation of resources had previously been allocated to primary schools annually.

It will also replace the National Council for Special Education (NCSE) allocation process which provided additional resource teaching supports to schools, to support pupils who had been assessed as having Low Incidence disabilities, in accordance with DES Circular 02/2005.

**The new Special Education Teaching allocation will provide a single unified allocation for special educational support teaching needs to each school, based on that school's educational profile.**

- to reflect the current practice in the school due to the expansion of the role played by schools in the integration of pupils with special needs into main stream education
- the recognition that there are a number of exceptionally able students enrolled in the school
- the introduction of the new Primary Language Curriculum

**The Special Educational Needs Policy of Avoca School endeavours to cater for:**

- pupils with a special educational need as defined by the Epson Act (2004) as having “a restriction in capacity to participate in and benefit from education due to an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition”
- pupils whose achievement is at a very low level(those under the 10<sup>th</sup> percentile will be given priority) and who are at risk of not reaching adequate levels of proficiency in literacy and numeracy before leaving primary school
- pupils with exceptional ability are those in the top range of( over the 95<sup>th</sup> percentile) of the school.

The SEN Policy is an integral part of the school’s mission statement which states “the school aims to teach the skills that are needed to develop each child’s intellect”. The school also aims to “promote the physical and emotional well-being of all pupils”. Self-esteem is an important requisite in fulfilling these aims. A child’s self-esteem and confidence is strengthened through the teaching of Social, Personal and Health Education (SPHE) and the provision of adequate learning support and resource education to those who require it.

Support teaching requires a high level of collaboration and consultation involving the principal teacher, learning support teachers, resource teachers, class teachers, parents and relevant professionals.

**This SEN Policy aims to:**

- enable pupils of all abilities to avail and benefit from an appropriate education
- outline our whole school approach to teaching/learning in relation to pupils with special educational needs
- set out procedures for the enrolment of children with special needs in the school
- assist parents in making an informed decision in relation to the enrolment of their child in our school
- outline procedures and practices to be followed in relation to supporting the learning of pupils with special educational needs
- to establish communication structures for the involvement of all the partners in the education of pupils with special educational needs.

**Enrolment of Children with Special Needs *extract from school enrolment policy Nov.2008***

Avoca National School has a policy of inclusiveness, particularly with regards to the enrolment of children with a disability or with special educational needs.

In order to assist the school in establishing the educational or other needs of a child relevant to his/her disability or special educational needs, and in order to profile the support services required, the following procedures will be followed prior to enrolment:

- The BOM will request copies of the child's medical and /or psychological reports
- The BOM may request that a pupil be assessed prior to enrolment if no assessment is available. These assessments will be used to assist the school authorities in establishing the educational and training needs of the pupil and to profile the support services required
- The BOM will have final responsibility for assessing how the school can meet the needs specified in any reports on a child
- If extra resources are required, the BOM may prior to the enrolment request the DES to provide such resources; for instance, resource teacher/special needs assistant/specialised equipment or furniture/modification to buildings/transport services.
- The BOM may deem it necessary (in accordance with the verdict of Nagle, High Court, Nov. 2001) to defer enrolment of a particular child pending:
  - Receipt of assessment reports
  - Provision of resources by Department to meet the needs of the psychological and /or medical reports

Notwithstanding the availability of such extra resources, parents of children who are unsatisfied with the level of educational provision in our school are advised to consider a special school, which is designed and has resources to specifically cater for the needs of children with special educational needs.

### **Exceptional Circumstances**

The school reserves the right to refuse enrolment to a pupil in exceptional cases. Such an exceptional case could arise where either:

- The pupil has special needs, such that, even with additional resources available from the DES, the school cannot meet such needs and/or provide the pupil with an appropriate education.
- In the opinion of the BOM, poses an unacceptable risk to other pupils, school staff or to school property
- Under the new learning support/Resource model, children with similar needs may be grouped together.
-

### Children with emerging special educational needs:

**The Staged Approach will be used to accommodate the children with special education needs** (Special Educational Needs, A Continuum of Support-Guidelines for Teachers, NEPS 2007).

**Summary: A Whole School Graduated Response to Stages I, II, and III.**

#### **Procedures for the early identification, screen and addressing of the SEN of certain children**

Early detection and prevention of learning difficulties is a priority in the school's assessment procedure. The identification and selection of pupils involves:

1. Administration, scoring and interpretation of the appropriate standardised screening measure by the class teacher

Standardised tests used:

- Belfield test (Junior Infants)
- MIST (Senior Infants)
- Drumcondra Early Numeracy (Senior Infants)
- Hodder Reading Test (Senior Infants)
- Sigma T (1<sup>st</sup> to 6<sup>th</sup> Class)
- Drumcondra Reading (1<sup>st</sup> to 6<sup>th</sup> Class)

<b>Stage I</b>	
<b><u>CLASSROOM SUPPORT</u></b> Classroom Support is the most common, and typically the first response to emerging needs once the usual avenues of differentiation have been exhausted (pg.9 ' <u>DES Guidelines for Primary Schools – Supporting Pupils with Special educational Needs in Mainstream Schools</u> '). It is a response for pupils who have distinct and continuing individual educational needs in spite of a differentiated approach being taken within the classroom. They require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in their class. Problem solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs. The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. <u>A classroom support plan is developed by the class teacher and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</u> This is informed by:	<i>A pupil receiving support within their classroom would be considered to be at <b>stage 1</b> in terms of the "Staged Approach to Assessment, Identification and Programme Planning" (DES Special Education Circular 02/05)</i>

<ul style="list-style-type: none"> <li>• Parental consultation</li> <li>• Teacher observation records</li> <li>• Teacher-designed measures/assessments</li> <li>• Basic needs checklist</li> <li>• Learning environment checklist</li> <li>• Pupil consultation – My Thoughts About School Checklist</li> <li>• Literacy and numeracy tests</li> <li>• Screening tests of language skills</li> </ul> <p>A Classroom Support Plan runs for an agreed period of time and is subject to review.</p>	
<b>Roles and Responsibilities</b>	
<ul style="list-style-type: none"> <li>• <b><u>THE CLASS TEACHER</u></b> Best practice would state that the decision to initiate a Classroom Support process must be communicated to the principal prior to liaising with the parents. The class teacher will then liaise with the parents. Good practice would suggest that the class teacher will generally act as coordinator throughout the problem solving process in consultation with the pupil and his/her parents. The class teacher may also seek advice from the support teacher in the school and will keep the principal informed. A classroom support plan for the relevant child should be drawn up by the Class Teacher and acted upon; with the teacher maintaining a record of relevant information which will be used, should more detailed problem solving be required at School Support level.</li> <li>• <b><u>SUPPORTING TEACHERS</u></b> The role of the support teacher is to provide advice and resources to the class teacher which will assist him/her in the assessment process and in the development of classroom and, where appropriate, home based interventions for the pupil.</li> <li>• <b><u>THE SEN CO-ORDINATOR</u></b> The SENCO, once informed that a Classroom Support process has been initiated, must ensure that the record of the process has been uploaded to the school data system</li> <li>• <b><u>OTHER PROFESSIONALS</u></b> Other professionals such as Educational Psychologists, Speech and Language Therapists, Visiting Teachers etc may be involved indirectly, offering consultation or advice in relation to appropriate approaches for pupils presenting with early difficulties. In addition, work on the development of whole school policies, practices and initiatives to support all pupils with special educational needs in partnership with NEPS, DES staff and other outside agencies can support interventions at this stage.</li> </ul>	

<b>Stage II</b>	
<b><u>SCHOOL SUPPORT</u></b> In some cases interventions at classroom support level are not enough to fully meet the pupil s special educational needs. School	<i>A pupil receiving mostly group support</i>

<p>Support may, therefore, be required. The class teacher needs to involve the support teachers in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan or an Individual Pupil Learning Profile (IPLP).</p> <p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"> <li>• Teacher observation records</li> <li>• Teacher-designed measures/assessments</li> <li>• Parent and pupil interviews</li> <li>• Learning environment checklist</li> <li>• Diagnostic assessments in literacy/numeracy</li> <li>• <b>These diagnostic tests are used in Scoil N. Phádraig Naofa</b></li> <li>• Jackson's Phonics test (Get Reading Right)</li> <li>• Neale Analysis</li> <li>• Gilham-Basic Number Diagnostic test</li> <li>• Drumcondra Early Numeracy Diagnostic Test</li> <li>• Norman France Maths test</li> <li>• Running Records in reading (Junior Infants to 2<sup>nd</sup> Class)</li> <li>• The Dyslexia Screening Test</li> </ul> <p>These tests are administered and interpreted by the support teachers. If diagnostic testing indicates that support teaching would be beneficial this is arranged</p> <ul style="list-style-type: none"> <li>• Formal observation of behavior including ABC charts, frequency measures</li> <li>• Functional assessment as appropriate, including screening measure for social, emotional and behavioral difficulties</li> <li>• A Support Plan at this level may detail suitable teaching approaches including; team teaching/or in-class support for one to one teaching</li> <li>• withdrawal from class for group teaching</li> <li>• group teaching, along with the class teacher, within the class</li> <li>• group teaching for children who have similar difficulties</li> <li>• group teaching for the development of social skills</li> <li>• The choice of strategy will be the decision of the principal, the support team and teachers.</li> </ul> <p>A School Support Plan operates for an agreed period of time and is subject to review.</p>	<p>or occasional individual support in addition to classroom support would be considered to be at <b>stage 2</b> in terms of the "Staged Approach to Assessment Identification and Programme Planning" (DES Special Education Circular 02/05)</p>
<p><b>Roles and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• <b><u>THE CLASS TEACHER</u></b> The class teacher consults with the supporting teacher/s, principal and pupil s parents about initiating the School Support process. The class teacher contributes to the problem solving process and remains responsible for working with the pupil in the classroom, providing/ensuring classroom supports as agreed in the School Support Plan.</li> <li>• <b><u>COLLABORATION BETWEEN CLASS TEACHER AND SUPPORT TEAM</u></b> All involved in the process agree on who is best placed to take on this role. The coordinating teacher then takes the lead role and continues to consult with school</li> </ul>	

staff, the pupil and his/her parents throughout the process. Following consultation with parents the coordinating support teacher/class teacher may seek additional information or advice from other professionals to supplement information from the Classroom Support Level. He or she should continue to maintain a record of relevant information which would provide a basis for more detailed problem solving if required at School Support Plus level. This role can be filled by a class teacher or supporting teacher.

- **SUPPORTING TEACHERS**

The support teacher will usually be involved in the problem solving process or in providing additional support to the pupil. In some schools there may be more than one supporting teacher involved as appropriate to the presenting problem. (e.g. language support teacher, home school liaison teacher).

- **S.E.N CO-ORDINATOR**

Having obtained parental consent \*, the S.E.N Co-Ordinator records the decision to implement a School Support Plan. The principal should update the Student Support File and the 'Special Education Needs Current Year Whole School Overview File' with records in relation to assessment, intervention and reviews (from both the classroom support and school support levels).

*\* (i) In the situation where parents refuse to grant consent for their child to attend for support in learning, a record of the offer and its rejection should be kept in the child's file. (ii) The Education Welfare Act 2000 authorises the Board of Management with the consent of the parent of a child to arrange for a child to be assessed as to his or her intellectual, emotional and physical development by such a person as may be determined by the Board with the concurrence of the parent.(Section 10-4). (iii) Where a parent refuses to give consent the Board may apply to the Circuit Court for an order that an assessment of the child be carried out.(Section 10-5)*

- **OTHER PROFESSIONALS**

Other professionals such as Educational Psychologists, Clinical Psychologists, Speech and Language Therapists, Visiting Teachers etc. may provide services to both teachers and pupils (e.g. Assessment of Need). They may also give advice in relation to appropriate assessment and intervention approaches for particular pupils without necessarily working directly with the pupil. Parental consent should be sought where discussions occur about an individual named pupil. The appropriateness of involvement and availability of the professional in question should be discussed with the professional in the first instance. Advice on the development of whole school policies, practice and initiatives in relation to the provision and development of intensive early intervention programmes for pupils with similar needs can be also be initiated and/or supported by external professionals and agencies.

<b><i>Stage III</i></b>	
<b><u>SCHOOL SUPPORT PLUS</u></b> If a pupil's special educational needs are severe and/or persistent, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving,	<i>A pupil receiving more intensive</i>

<p>assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will continue to be an important element of his/her individual education plan. This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Parent and pupil interviews</li> <li>• Functional assessment</li> <li>• Results of standardized testing such as measures of cognitive ability; social, emotional and behavioral functioning; adaptive functioning etc.</li> </ul> <p>Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress. A Support Plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</p> <p><b><u>Drafting and implementing an Individual Education Plan for pupils at stage 3.</u></b></p> <p>An Individual Education Plan (IEP) is drawn up to outline the educational needs as specified in the specialists assessment and outlines the plan in which specified needs will be met. The learning strengths and needs of the child are described, priority learning needs are listed and the learning targets are set.</p> <p>The time span of an IEP is from November to February and March to October each academic year. The learning support/ resource teacher assigned to the child co-ordinates the IEP. It is drawn up and reviewed in consultation with the parents, class teacher, SNA, and/or outside specialists. The Principal, the class teacher and the learning support/resource teacher each have a copy of the IEP. To facilitate meetings and consultations between those involved in IEPs some of the Croke Park Hours will be allotted on a regular basis to accommodate the necessary meetings. This is to allow for collaboration and communication between parents, class teacher and support staff and facilitating the supervision of classes.</p> <p>The school will endeavor to the best of its ability and with the resources put at its disposal by the Department of Education to meet the needs identified in an assessment. If there are needs identified over and above available resources the matter will be brought to the attention of the SENO and/or the NCSE by the Principal.</p> <p>At the end of each academic year the IEP is placed in the child's file in the Learning Support room.</p>	<p><i>teaching support including more focused small group work or individual teaching is considered to be at <b>stage 3</b> in terms of the "Staged Approach to Assessment Identification and Programme Planning" (DES Special Education Circular 02/05)</i></p>
<p><b>Roles and Responsibilities</b></p>	
<ul style="list-style-type: none"> <li>• <b><u>THE CLASS TEACHER</u></b> The class teacher contributes to assessment and planning and remains responsible for working with the pupil in the classroom and providing/ensuring classroom</li> </ul>	

supports.

- **THE CO-ORDINATING TEACHER**

Once the process is initiated the co-ordinating teacher takes on the lead responsibility for the School Support Plus process. This will normally involve Reviewing the outcomes of interventions detailed in the Classroom and School Support Plans. Co-ordinating the assessment of the pupils learning/social, emotional and behavioural difficulty and identification of special educational needs involving, as appropriate, and with parental consent, relevant external agencies in the process. Coordinating the development of the Individual Education Plan. Liaising with the Special Educational Needs Coordinator (SENO) as appropriate. Monitoring and supporting interventions and reviewing the Individual Education Plan, working alongside the class teacher, support teachers, external professionals and involving the pupil's parents. . The learning plan will be reviewed in Feb/March of each academic year. Post review, the staff decides if referral for specialist review is necessary.

- **SUPPORTING TEACHERS**

Support teachers will usually be involved in both the assessment and intervention process. They may provide additional support either on a withdrawal basis or through class support. At this level it is possible that there will be more than one supporting teacher involved with the pupil.

- **THE SEN CO-ORDINATOR**

Having obtained parental consent \*, the SENCO records the initiation of the School Support Plus process. The SENCO should update the Student Support File and the 'Special Education Needs Current Year Whole School Overview File' with records in relation to consent for the involvement of external professionals, the assessment process, interventions, reviews and records of earlier school and classroom support processes.

*\* (i) Having consulted with the teacher and parents involved, the Principal will seek appropriate assessment through the N.E.P.S. with a view to enhancing support from the Support Teacher. (ii) In the situation where parents refuse to grant consent for their child to attend for a psychological assessment, a record of the offer and its rejection should be kept in the child's file. (iii) The Education Welfare Act 2000 authorises the Board of Management with the consent of the parent of a child to arrange for a child to be assessed as to his or her intellectual, emotional and physical development by such a person as may be determined by the Board with the concurrence of the parent.(Section 10-4). (iv) Where a parent refuses to give consent the Board may apply to the Circuit Court for an order that an assessment of the child be carried out.(Section 10-5)*

When the EPSEN Act (2004) is fully implemented, it states that "the principal shall ... cause a plan to be prepared" for those pupils who meet the terms of Section 3 of the act.

- **OTHER PROFESSIONALS**

Other professionals such as Educational Psychologists, Speech and Language Therapists and Visiting Teachers may be involved in providing advice through a range of direct and indirect assessment approaches and in providing support to individual pupils and/or their teachers, including contributing to intervention plans

for individual pupils.

The N.E.P.S. provides the school with the services of an educational psychologist with current provision in the shape of approx. 3 days per school year. Scoil Bhríde Nurney has traditionally, though not exclusively, used this service to provide psychological assessments for children with low incidence disabilities (suspected/known) or children with greater needs (suspected/known).

Scoil Náisiúnta Phádraig Naofa has implemented literacy lift off and station teaching, especially from Junior Infants to 2<sup>nd</sup> class as early intervention is essential. This provides tuition and support for children at a level that is suitable for them and is in line with the New Primary Language Curriculum.

Areas of Curriculum which may need to be covered by children in receipt of learning support:

- Phonics and phonemic awareness
- Sight vocabulary and dolch words
- Comprehension skills
- Developing learning strategies
- Language development
- Vocabulary development
- Auditory discrimination
- Spelling
- Word identification
- Reading skills
- Handwriting and Typing Skills
- Thinking skills
- Self-esteem
- Fine and Gross Motor Skills
- Social Skills
- Life Skills
- Mindfulness

If significant concerns remain after a number of reviews it may be necessary to implement Stage 3.

**Drafting and implementing an Individual Education Plan for pupils at stage 3.**

An Individual Education Plan (IEP) is drawn up to outline the educational needs as specified in the specialists assessment and outlines the plan in which specified needs will be met. The learning strengths and needs of the child are described, priority learning needs are listed and the learning targets are set.

The time span of an IEP is from November to February and March to October each academic year. The learning support/ resource teacher assigned to the child co-ordinates the IEP. It is drawn up and reviewed in consultation with the parents, class teacher, SNA, and/or outside specialists. The Principal, the class teacher and the learning support/resource teacher each have a copy of the IEP. To facilitate meetings and consultations between those involved in IEPs the Principal makes herself available to supervise a class when necessary. This is to allow for collaboration and communication between parents, class teacher and support staff and facilitating the supervision of classes. The school will endeavour to the best of its ability and with the resources put at its disposal by the Department of Education to meet the needs identified in an assessment. If there are needs

identified over and above available resources the matter will be brought to the attention of the SENO and/or the NCSE by the Principal.

At the end of each academic year the IEP is placed in the child's file in the Learning Support room.

### **Deployment of Staff**

The school allocates teachers to pupils in line with the pupils' needs, ensuring that those with the greatest need get the highest level of attention. The needs of all the pupils will primarily determine the manner in which support teachers are deployed. Continuity is also an important factor. These matters are discussed at a staff meeting at the end of each year when annual test results are available (see assessment policy).

As per circular 07/02 SNA's are appointed by the SENO to assist the school with pupils who have care needs, or to pupils who may be a danger to themselves or to others. SNA's are appointed to foster the participation of Special Needs Children in the social and academic process of the school and to enable pupils to become independent learners. SNAs work as part of a team at school and class level. SNAs move between allocated pupils in order to cut down on over dependency by pupils. SNAs work under the guidance of the class teacher and the principal. Contact with parents should relate to care needs and not academic progress.

### **Resources**

Materials are stored in the Learning Support adjoined classrooms. Any teacher may borrow resources from each of the support rooms in consultation with the support teacher. All resources taken from the support rooms must be returned to the support room after use.

Engage Literacy readers and comprehension cards are used for Literacy Lift Off.

Class novels are used for team teaching in Senior classes.

### **Transfer to Post Primary**

In order for the smooth transition of pupils with special needs to post primary the following occurs in sixth class:

- the student visits the new second level school with their parents for an open day
- case meeting with parents, 6th class teacher, principal and special needs teacher of new school
- contact with SENO in reviewing resources
- education passport completed by 6<sup>th</sup> class teacher
- update and review of reports by educational psychologists
- any relevant reports are forwarded to secondary school

### **Record Keeping**

An individual file is maintained on each pupil and is stored in the Learning Support rooms. The files may include: Psychological assessments, IPLP's or IEP's, progress reports, behaviour plans, diagnostic assessment results, standardised test results, consent/refusal to diagnostic testing and learning support and Irish exemptions.

Currently these files are stored until the student completes Secondary School.

An individual pupil profile is also stored on the school office computer, recording standardised test results from year to year. Standardised test scores in 2<sup>nd</sup> class, 4<sup>th</sup> class and 6<sup>th</sup> class are required the Department. This information is sent in June. Children's names are not required.

Access to these records is restricted to the class teacher, support teacher, principal, SENO, psychologist, inspector and parents. The school will always bear in mind the child's entitlement to confidentiality, so access is on a need to know basis.

Records are stored in the school office in order to restrict access and when the office is vacant it is locked. When a child transfers from the school, records are stored in locked presses. Records are updated as required during the school year and IPLP's / IEP's are added at the end of the instructional term. The class teacher and support teacher have responsibility for contributing to a child's file.

The following records are made available to other schools when the pupil transfers to another primary or post primary school – psychological reports, Irish exemptions and standardised test results. Parental permission is sought in advance.

*Under Section 28 of the Education Welfare Act 2000, it is a requirement of the Board of Management that information concerning attendance and the child's educational progress be communicated between schools.*

### **Success Criteria**

Some practical indicators of the success of the policy are:

- Inclusion of pupils with special needs into our school
- Progress of pupils with special needs in our school (assessments)
- Positive feedback from teaching staff, special needs assistant, pupils, parents, psychologists
- Implementation of the policy by all teachers
- Inspector's Report, etc.

### **Roles and Responsibility**

The teaching staff has responsibility for implementing aspects of the policy including the staged approach, the continuum of support, giving feedback during and at the end of the year on progress and success of implementation.

The BOM has responsibility for reviewing the policy.

The principal and deputy principal have responsibility for monitoring the implementation of the policy.

### **Implementation Date**

This policy will be brought to the BOM in February 2019

### **Timetable for review**

The policy will be reviewed at the end of the school year 2018/2019 and, if necessary, amended following the issuing of any new department circulars, guidelines or legislation.

### **Useful Information:**

- Circular 0013/2017
- Special Education Needs – A Continuum of Support Resource Pack for Teachers
- DES Guidelines for Primary Schools Supporting Students with Special Educational Needs in Mainstream Schools

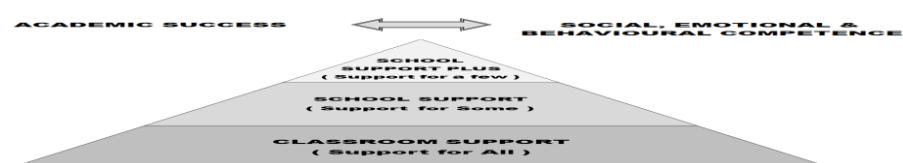


## Appendix 1

Scoil N. Phádraig Naofa,  
Avoca,  
Co. Wicklow.  
Roll No 18198A

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

## A Continuum of Support



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

### Student Support File, Log of Actions

Date

## Actions

[illegible]

# Learning Environment Checklist

## Learning Environment Checklist

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

# Learning Environment Checklist

Environment / Physical conditions		Tick the area where action could be taken to make a difference for the pupil:	
	Layout of room & furniture		Adequate working space for students & teacher
	Good decor / lots of displays etc?		Ease of movement in room
	Temperature		Lighting
	Noise level		Seating (Facing board - neighbouring pupil compatibility - height for writing)
	Appropriate resources/equipment organised and readily available for all pupils?		
<b>Social factors / Relationships</b>			
	Classroom procedures & rules are made clear and understood by all pupils and consistently applied		
	Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures)		
	Changes between tasks are managed smoothly and effectively		
	Pupils know what to do next without asking		
	The class is generally on task		
	A variety of different actions (academic & behaviour) are frequently noticed and praised		
	A variety of praise and rewards are used		
	Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress		
	Any disruptive or off-task behaviour is effectively managed		
	Good communication and feedback between teacher and each pupil about progress is maintained		
<b>Teaching &amp; Learning - Methods, Materials &amp; Procedures</b>			
	<i>The extent to which:</i>		
	Tasks set are appropriate for the pupil's level of understanding and skills		
	Learning goals are clearly defined and shared with the pupil.		
	Opportunities are provided for the pupil to engage in activities in which s/he can be successful.		
	Steps in learning goals are small enough to ensure progress.		
	Activity content / tasks are of interest to the pupil		
	Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate.		
	A variety of teaching approaches used.		
	Opportunities are provided for a variety of pupil responses- oral/ practical/ written.		
	Opportunities are provided for pupil involvement in decision making and recording.		
	Opportunities are provided for pupil to generalise/transfer learning from one situation to another.		
	Regular monitoring and recording of progress occurs		
<b>Classroom Activity</b>			
	<i>Routines established for:</i>		
	entering class		leaving class
	giving out resources		gathering resources
	asking for help		gaining whole class attention
<b>Rules / Rewards / Consequences</b>			
	<i>Rules are:</i>		
	few in number		decided upon in consultation with pupils
			displayed
	<i>Rewards and consequences are:</i>		
	named		linked to behaviour

# Learning Environment Checklist

		rewards are rewarding to class		rewards are achievable
		sanctions are understood and fair		sanctions are imposed consistently
<b>School Environment</b>				
<i>Tick which area needs change:</i>				
	Playground / yard →	layout	equipment	Supervision rules
	Movement: effective routines for →	movement around school	lining up	corridors
	Break/lunchtime s →	clear simple rules	rewards and consequences clear	activities available
		Staff support		staff discuss difficulties
	Policy →		behaviour policy exists	policy is understood and agreed by staff
			range of rewards for good class, yard, school behaviour	range of sanctions in place
				range of strategies used for managing behaviour
				behaviour is assessed and monitored
<b>Summary of concerns:</b>				
<b>Actions required:</b>				

## SUPPORT PLAN\*

Classroom Support ✓ ☐

School Support (Support for SOME) ☐

School Support Plus (Support for A FEW) ☐

Tick as appropriate

### To be completed by the teacher(s).

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

Student's name		Age	
Lead teacher		Class/year	
Start date of plan			
Review date of plan			
Student's strengths and interests			
Concerns			
Targets for the student			
Strategies to help the student achieve the targets			
Staff involved and resources needed			
Signature of parent(s)/ guardian(s)			
Signature of teacher			

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

**SUPPORT REVIEW RECORD\****Classroom Support* ☐*School Support (Support for SOME)* ☐*School Support Plus (Support for A FEW)* ☐**To be completed by the teacher(s) as a review of the plan and as a guide for future actions.**For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers*; *A Continuum of Support for Post-Primary Schools, Resource pack for Teachers*; *Student Support Teams in Post-Primary Schools*.

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

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

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

## Appendix 2

### SCHOOL SUPPORT PLUS PLAN (SUPPORT FOR A FEW)

#### SAMPLE TEMPLATE INDIVIDUAL EDUCATION PLAN

<b>Name:</b>	<b>Class:</b>
<b>Address:</b>	<b>Class teacher:</b> <b>SNA (if applicable):</b>
<b>Mother</b>	<b>Personnel involved in constructing this IEP:</b> <b>S.E.N Co-ordinator:</b> <b>Class Teacher:</b> <b>Support Teacher:</b>
<b>Father</b>	<b>Parents:</b> <b>SNA:</b>
<b>Telephone:</b>	<b>Implementation Period</b> <b>Beginning November 20__ to end Feb 20__</b> <b>Beginning March 20__ to end October 20__</b>
<b>Date of Birth:</b>	
<b>Summary of the SEN of the pupil and present level of Educational Performance:</b>	
<b>Summary of Reports /Assessments.</b>  <b>Assessment of Need Report</b>  <b>Occupational Therapist Report</b>  <b>S.L.T Report</b>  <b>Psychological Assessment Report</b>  <b>Other</b>	

**Current Performance Level**

Strengths	Needs

**Priority Learning Needs**

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### Targets for Priority Learning Needs

Target 1	Dates Achieved

Target 2	Dates Achieved

Target 3	Dates Achieved

Target 4	Dates Achieved

### **Class Teacher Strategies**

### **Support Teacher Strategies**

### **Resources**

### **Home Support**

**Signed: Parent(s)**\_\_\_\_\_ **Date**\_\_\_\_\_

**Signed: Parent(s)**\_\_\_\_\_ **Date**\_\_\_\_\_

**Date for Review**\_\_\_\_\_

### Appendix 3

#### **Scoil Náisiunta Phadraig Naofa -SEN Whole School General Annual Schedule**

<b>September</b>	Scheduled collaborative meetings between class teachers and SEN team. Look at timetable and allocate slots. Review each class needs for allocations Supplementary teaching/team teaching begins.
<b>October</b>	Team meeting – October Scheduled collaborative meetings between class teachers and SEN team Review each class needs for allocations IPLP/IEP reviews
<b>November/December</b>	Parent/Teacher Meetings Team meetings – November Revised IEP's/team teaching targets are worked on
<b>January</b>	Care Team meeting – January
<b>February</b>	Review and testing for IEPs/IPLP Belfield Infant Assessment Profile
<b>March</b>	Middle Infant Screening Test (MIST) – Senior Infants. Team meeting – March Implement reviewed IEP'S
<b>April</b>	Team meeting – April
<b>May</b>	Standardised Testing (Hodder Group Reading Test for and Drumcondra Early Numeracy –Tests for Senior Infants 1 <sup>st</sup> Class – 6 <sup>th</sup> Class.(Drumcondra English Tests and Sigma T Maths Tests Team meeting – May
<b>June</b>	Set date for September's collaborative meetings. Look at standardized test scores Compile list for each class

### Appendix 4

#### **Resources**

- National Council for Education website [www.ncse.ie](http://www.ncse.ie)
- National Educational Psychological Service (NEPS) website

<http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Home-Page.html>

- Special Education Support Service website [www.sess.ie](http://www.sess.ie)
- Irish Learning Support Association (ILSA) website [www.ilsa.ie](http://www.ilsa.ie)
- Irish Association for Teachers of Special Education website [www.iatse-online.ie](http://www.iatse-online.ie)

**This Special Educational Needs Policy was ratified by the Board of Management in June 2017. This policy will be reviewed in 2019, or subject to any Departmental changes in relation to Special Education Provision.**

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Marian Canavan  
( Chairperson)  
Board of Management  
Scoil N. Phádraig Naofa  
Avoca,  
Co. Wicklow**

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Mary Cahill  
Principal**