



## **Athea National School**

# **Special Educational Needs (SEN) Policy**

### **Introduction**

This Policy on SEN Provision in Athea NS, was formulated during 2004, and updated in 2005, 2006, 2012, 2016, 2017 and 2020. The policy is informed by the relevant legislation regarding pupils with SEN. This legislation includes the following:

- Education Act (1998)
- Education Welfare Act (2000)
- Equal Status Act (2000)
- Education for Persons with Disabilities Bill (2003)
- Equality Act (2004)
- Data Protection Acts (1988, 1998 and 2003)
- GDPR 2018
- Education of Persons with Special Educational Needs Act (2004)

This policy is also drafted in the context of

- Department of Education & Skills (DES) Circular Letters
- National Council for Special Education (NCSE) guidelines
- National Educational Psychological Service (NEPS) guidelines.

The Draft Policy was discussed, accepted and ratified by the Board of Management of Athea NS on 18/05/21.

### **1. Situation.**

Athea N.S. is a rural co-educational, mainstream school situated in West Limerick. It has a current enrolment of 142 pupils. It caters for children from Junior Infants to 6th Class and is under the patronage of the Catholic Bishop of Limerick. The school currently has an

Administrative Principal, 6 mainstream class teachers, 3 full-time Special Education Support teachers and one shared SET. It has 2 Special Classes catering for children with ASD and an Early Intervention Class. The school has an allocation of 7.33 Special Needs Assistants (SNAs). 5 of our SNAs work in the Special Classes, 2.33 SNAs cater for all SEN care needs in the mainstream classes.

The allocation of both Special Education Support teachers and Special Needs Assistants is subject to review by the NCSE and DES.

## Vision

Our school celebrates the uniqueness of each child. We aim to provide an inclusive and integrated curriculum for all our pupils, where each pupil may maximize his/her potential for development.

The purpose of this policy document is to provide information to school personnel and parents on how we organise provision for teaching and support of children with special educational needs. The Education Act 1998 defines the term 'Special Educational Needs' as 'the educational needs of students who have a disability and the educational needs of exceptionally able students'.

Thus the term special educational needs is broad and includes children who have difficulty acquiring literacy and/or numeracy skills, children with difficulties with fine or gross motor skills, children who have English as an additional language (if that impacts on their progress), children who have diagnosed disabilities, gifted students and students who are at risk-personal, emotional, social or educational.

In this document, SEN can be taken to be special educational needs in this broad sense.

## **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

### **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
- ☐ Direction of resources towards pupils in greatest need
- ☐ Effective whole-school policies
- ☐ Implementation of a staged approach to support provision at Class Support / School Support / School Support Plus
- ☐ Provision of the Model of intervention appropriate for the pupil and the difficulty they are experiencing.
  - (1) 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
  - (2) In-Class Support Model:
    - ☐ Station teaching / Team Teaching / Peer tutoring etc...
- ☐ Parental involvement
- ☐ Collaboration between Teachers
- ☐ Maintenance of Support Plans by Class Teachers and Support Teachers at Class Support / School Support / School Support Plus
- ☐ Thorough Assessment procedures
- ☐ Regular contact with SEN pupils
- ☐ Manageable caseloads / timetables
- ☐ Prevention of failure
- ☐ Provision of intensive early intervention
- ☐ Support from Outside Agencies

### **Health and Safety**

Pupils who are withdrawn from their classes for support teaching are collected and left back to their classroom by the Support Teacher. The schools's Health and Safety and Child Protection policies apply to all activities involving special education and support teaching.

### **Administration of medicine**

The school registration form will require information to be given on any medical problem requiring medication i.e. Asthma, epilepsy, diabetes etc. There would be an initial meeting with parents to discuss the matter. Attention will be drawn on the school policy to the administration of medicines.

### **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.

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:

- ☐ 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
- ☐ 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.

Post Holder (Ms. Maura Mulvihill) currently undertakes the following duties, delegated to her by the Principal Teacher:

**Policy:**

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

**Selection:**

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

**Assessment:**

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

**Support Plans:**

- ☐ Advising the Principal Teacher on the construction of Support Plans.
- ☐ Advising the Principal on current individualised planning best practice.
- ☐ Advising Class teachers and Support Teachers about Support Plans.

### **Co-ordination Activities:**

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

### **4.3 Role of the Class Teacher.**

#### **Effective teaching and learning:**

- ☐ The Class Teacher has primary responsibility for the progress of all pupils in her / his class, including those selected for supplementary teaching. *"Mainstream class teachers have first-line responsibility for the education of all pupils in their classes"* (2017 Guidelines: p. 12).

This can be achieved by:

- ☐ Grouping pupils for instruction
- ☐ Providing lower-achieving pupils with strategies for reading, spelling and problem solving
- ☐ Adapting learning materials for lower-achieving pupils and higher achieving pupils (through differentiation)
- ☐ Liaising closely with their Parents.
- ☐ *"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).
- ☐ *The class teachers will endeavour to make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction.*
- ☐ With regard to teaching pupils with low achievement, the following general approaches and methods will be practised
  - ☐ Modifying presentation and questioning techniques to maximise the involvement of pupils with low achievement in class activities
  - ☐ Placing an emphasis on oral language development across the curriculum
  - ☐ Providing pupils with extra tutoring in the key basic skills of literacy and numeracy
  - ☐ Setting learning targets at an appropriate level
  - ☐ Providing learning activities and materials which are suitably challenging but which also ensure success and progress
  - ☐ Carrying out error analysis 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).
- ☐ Identify pupils who may have general or specific learning disabilities.
- ☐ Support the development and implementation of the school SEN Policy
- ☐ Administer and score appropriate screening measures, and discuss the outcomes with the Support Teacher(s).
- ☐ Liaise closely with Parents and elicit relevant information from them regarding e.g. hearing / vision checks

### **Classroom Support / Stage 1:**

- ☐ We will implement the Staged Approach (Appendix 1) as advised by DES and NEPS Continuum of Support (See Appendix 2).

### **Support Plans:**

#### **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.

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

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

- ☐ Providing supplementary teaching commensurate with the child's particular and individual needs.
- ☐ Researching the pupil's learning difficulty / SEN, to become *au fait* with this impediment to learning.
- ☐ Being "*familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs*" (2017 Guidelines p.13).
- ☐ Implementing suitable recommendations from outside agencies, wherever possible, and liaise with outside agencies pertinent to the children on their caseload.
- ☐ Developing a Support Plan for each pupil/group who is selected for supplementary teaching, in consultation with Class Teachers and Parents
- ☐ Maintaining a Forward Planner and Progress Record, or equivalent, for each individual or group of pupils in receipt of support in consultation with class teachers.

- ☐ Providing supplementary teaching in English and / or Mathematics to pupils who experience low achievement and / or learning difficulties at School Support / School Support Plus (as per Selection Criteria).
- ☐ Delivering intensive early intervention programmes, caseload and selection criteria permitting.
- ☐ Assisting the implementation of whole-school procedures for the selection of pupils for supplementary teaching.
- ☐ Contributing to the development of policy on SEN at the whole school level / at the cluster level, if requested.
- ☐ Providing advice to the Class Teacher (if requested) about pupils who are experiencing learning difficulties in such areas as:
  - ☐ Individual pupil assessment
  - ☐ Programme planning
  - ☐ Curriculum differentiation
  - ☐ Approaches to language development
  - ☐ Approaches to reading
  - ☐ Approaches to spelling
  - ☐ Approaches to writing
  - ☐ Approaches to Mathematics
  - ☐ Behaviour difficulties
- ☐ Meeting with Class Teachers of each pupil who is in receipt of School Support / School Support Plus, to discuss targets and ways in which attainment of the targets can be supported throughout the school day.
- ☐ Meeting with Parents of each pupil who is in receipt of support, if possible, to discuss targets and ways in which attainment of the targets can be supported at home.
  - ☐ 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 Teachers' rooms.
- ☐ 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:
  - ☐ Analyse class assessments of each pupil who has been identified as having low achievement and / or a learning difficulty.
  - ☐ Monitor the ongoing progress of each pupil in receipt of supplementary teaching in relation to the attainment of short-term objectives and agreed learning targets.
  - ☐ Review the progress of each pupil in February of each school year and record it on the pupil's Support Plan.

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

The role of the Special Class Teacher is similar to the role of other Class Teachers and incorporates many of the roles of the Support Teacher.

- ☐ Assist in the implementation of a broad range of whole-school strategies designed to enhance early learning and to prevent learning difficulties.
- ☐ Provide teaching commensurate with the child's particular and individual needs.
- ☐ Research the pupil's specific learning difficulty, to become *au fait* with this impediment to learning.



- ❑ Implement recommendations from outside agencies, wherever possible, and liaise with outside agencies pertinent to the children in their care.
- ❑ Develop a Support Plan for each pupil in consultation with Parents, SNAs and Principal.
- ❑ Maintain a Forward Planner and Progress Record, or equivalent, for each individual or group of pupils in the classroom
- ❑ Deliver intensive early intervention programmes and provide supplementary teaching in all areas required including Speech and Language and Occupational Therapy as outlined by the relevant professionals.
- ❑ Contributing to the development of policy on SEN at the whole school level.
- ❑ Meet with Parents of each pupil, if possible, to discuss targets and ways in which attainment of the targets can be supported at home.
- ❑ Meet with Parents of each pupil at the end of each instructional term, if possible:
  - ❑ To review the pupil's attainment of agreed targets.
  - ❑ To discuss the next instructional term.
  - ❑ To revise the pupil's Support Plan.
- ❑ Liaise with external agencies such as educational psychologists, speech and language therapists etc... to arrange assessments and special provision for pupils with autism.
- ❑ In addition to providing supplementary teaching to pupils, the SEN Teacher is involved in administering a range of formal and informal assessments and in maintaining records of the outcomes of those assessments. The Teachers shall:
  - ❑ Monitor the ongoing progress of each pupil in the class in relation to the attainment of agreed learning targets and short-term objectives 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.
- ❑ For each pupil who is in a SEN classroom, the Class Teacher will adjust the curriculum/class programme in line with the agreed learning targets and activities on the pupil's Support Plan and maintain a record of the pupil's progress towards achieving those learning targets.

#### **4.6 Role of the Special Needs Assistant (SNAs)**

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

##### **1. Primary Care Needs SNA Tasks:**

These may include:

- Assistance with feeding
- Administration of medicine

The school registration form will require information to be given on any medical problem requiring medication i.e. Asthma, epilepsy, diabetes etc. There would be an initial meeting with parents to discuss the matter. Attention will be drawn on the school policy to the administration of medicines.

- Assistance with toileting and general hygiene
- Assistance with mobility and orientation
- Assisting teachers to provide supervision in the class, playground and school grounds
- Non-nursing care needs associated with specific medical conditions
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential
- Assistance with moving and lifting of pupils, operation of hoists and equipment.
- Assistance with severe communication difficulties

- **2. Secondary Care Associated Tasks (SNA Tasks):**

The associated support tasks which may be carried out include:

- Preparation and tidying of workspaces and classrooms or assisting a pupil
- Assistance with the development of Personal Pupil Plans for pupils with Special Educational Needs,.
- Assist Teachers and / or Principal in maintaining a journal and care monitoring system for pupils including details of attendance and care needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities
- ☐ Assistance with enabling a pupil to access therapy or psycho-educational programmes
- ☐ Assistance to attend or participate in out of school activities:  
(See Appendix 3 Personal Pupil Plan (PPP))

#### **4.7 Role of Parents.**

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

- ☐ Providing a home environment in which there are opportunities for adults and children to participate together in language, literacy and mathematical activities in the early years before formal schooling begins.
- ☐ Supporting the work of the school by participating with their child in such activities as:
  - ☐ Book sharing / reading stories
  - ☐ Storytelling
  - ☐ Paired reading (listening to and giving supportive feedback on oral reading)
  - ☐ Discussions about school and other activities to build vocabulary and thinking skills
  - ☐ Writing lists and short accounts about children's experiences
  - ☐ Counting and measuring and other activities involving number
  - ☐ Visits to the zoo, museum, library etc... to broaden the range of their child's experiences
  - ☐ Using Information and Communications Technology (ICT), where available, to support learning in English and / or Mathematics
- ☐ Talking positively about school and school work.
- ☐ Availing of real-life situations to discuss the importance of language, literacy and mathematics.
- ☐ Modelling involvement in language, literacy and mathematical activities at home by engaging in and talking about these activities.
- ☐ Working on agreed Targets at home.
- ☐ Parents should keep the Class Teacher informed of the progress that they observe in their child's learning. They should also let the school know of any learning difficulties that they observe in their child at home. If, 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 during each school year,

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.**

Pupils who are in receipt of supplementary teaching will, 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 short-term and medium learning targets that have been set for them. 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 Service, the Inspectorate, and allied health professionals. We as a school liaise 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 in order to identify the needs of the pupil and the development of appropriate 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.*

#### **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 Mathematics).
- ☐ Careful development of phonological awareness and rhyming skills in the classroom, before the introduction of formal reading of words and books.
- ☐ The use of concrete materials at every opportunity.
- ☐ Implementation of whole school parental involvement programmes e.g. developing children's oral language skills; shared reading at home; developing early mathematical skills etc...
- ☐ Ongoing structured observation and assessment of the language, literacy and numeracy

skills of pupils in the infant classes to facilitate early identification of possible learning difficulties

- ☐ Close collaboration and consultation between the Infant Teachers and the Support Teachers.
- ☐ Thorough Assessment procedures throughout the school.
- ☐ Provision of additional support in language development / early literacy / early mathematical skills to pupils who need it.

## **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 of Support (See Appendix 2).
- ☐ 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 well developed
  - ☐ 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).

## **6 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.

### **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:**

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:

*In identifying pupils for support, schools should take into account the following:*

- ☐ Standardised tests can be used to screen and identify pupils' performance in reading and mathematics. Those pupils performing below the 10<sup>th</sup> 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.*
- ☐ 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.*
- ☐ Pupils who have additional literacy or language learning needs including those pupils who need additional English Additional language Support.*

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 10th percentile 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)
6. Pupils scoring at/below the 10<sup>th</sup> percentile on standardised assessments in literacy.
7. Pupils scoring at/below the 10<sup>th</sup> percentile on standardised assessments in Mathematics.
8. Early intervention in literacy - Infant class pupils who continue to experience difficulties in early literacy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support.
9. Early intervention in Mathematics - Infant class pupils who continue to experience difficulties in early numeracy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support.
10. 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.
11. 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.
12. 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.
13. Transition to Post-Primary School (See Appendix 4).
14. Gifted Pupils (those scoring above the 95th percentile 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.

## **6.6 Allocating Additional Teaching Supports:**

### **The 6 Steps from Circular 02/05.**

- (1) Step 1** A list of every pupil in the school, who has been highlighted as being in need of support, will be compiled.
- (2) Step 2** 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** A list of members of the teaching staff will be compiled.
- (4) Step 4** 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** Pupils with similar needs may be grouped for support.

**(6) Step 6** 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**

We will identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties (See Appendix 5)

Planning: "A Student Support File will be 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 (See Appendix 6).

#### **Step 2: Meeting Pupils Needs -**

- ❑ See also the sections in this policy that address:
  - ❑ The Roles of everybody involved in our whole-school policy
  - ❑ Prevention and early intervention
  - ❑ Maintaining Support Plans at each level of support (See Appendix 7)
  - ❑ Programmes and resources mentioned in the 2017 Guidelines

#### **Target Setting:**

*The four guiding principles are:*

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

(See Appendix 8)

#### **Step 3: Monitor and Record Progress -**

*Pupils' progress in relation to achieving their targets should be regularly and carefully monitored (See Appendix 9).*

#### **Exemption from Irish**

Special needs children may be granted an exemption from Irish under the following:

- Psychological Report

A certificate of exemption is granted by the Principal and is retained in the school until the end of the child's primary education. This is then forwarded to the relevant post primary school.

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#### **Specialised Equipment**

It may be necessary before the enrolment of a special needs child with specific disability that specialised equipment may be required. Arrangements will be made before enrolment takes place for the provision of specific equipment. The Principal will liaise with all the relevant

authorities necessary to meet these needs. These may also include:

- Mid-Western Health Board
- Other schools
- Mid –West Resources
- Other equipment will be resourced as the need arises.

#### **Tests used in our school**

- Teacher Observation
- Teacher designed tasks and tests
- M.I.S.T.
- Quest
- Neal Analysis
- Micra-T
- Sigma-T
- Holborn
- Rain
- Schonell

#### **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 should be as on-going and regular as possible. The Support Teachers will allocate time to facilitate '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 as time efficient as possible.

### **7. Continuing and Discontinuing Supplementary Teaching.**

- ☐ An instructional term is generally taken to mean 13-20 weeks of instruction. However, where the Support Teacher is shared between schools and is unable to meet pupils more than 2-3 times a week, an instructional term may be longer than 13-20 weeks.
- ☐ 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 for Senior Infants, after for example the analysis of the MIST screening test results in February.
- ☐ 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).
- ☐ 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.
- ☐ Overseeing the development of links between teachers and service providers e.g. Speech and Language Therapists etc....

### 9.3 Class Teacher Liaising with Parents.

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

### 9.4 The Support Teacher Liaising with Parents.

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

- ☐ After diagnostic assessments have been completed, meet with each pupil's parents if possible to discuss the outcomes of the assessments.
- ☐ If the pupil is selected for School Support / School Support Plus, the Support Teacher will:
  - ☐ Seek written parental permission for their child to receive supplementary teaching at School Support / School Support Plus.
  - ☐ Discuss priority learning needs and possible learning targets for the child's Support Plan with the parents.
  - ☐ Discuss ways in which attainment of the agreed targets can be supported at home.
  - ☐ Communicate as regularly as possible/when deemed necessary 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 or attaining agreed learning targets at school or at home can either be anticipated and avoided or addressed without delay.
  - ☐ 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 Review:

The policy was reviewed by the SEN team and principal in consultation with the staff during 2019/2020.

### **Policy Approval/Ratification**

This policy was ratified by the Board of Management of Athea National School on

18/05/21.

Signed by: *Marie Gleeson*  
Chairperson Board of Management

18/05/21

Date

### **List of Appendices.**

#### **Appendix 1.**

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

#### **Appendix 2.**

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

**Appendix 3.**

Personal Pupil Plan (PPP) template.

**Appendix 4.**

Transition from Primary to Post-Primary School.

**Appendix 5.**

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

**Appendix 6.**

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).*

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#### Stage I

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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.

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#### Stage II

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**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).

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#### Stage III

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**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.<sup>1</sup>

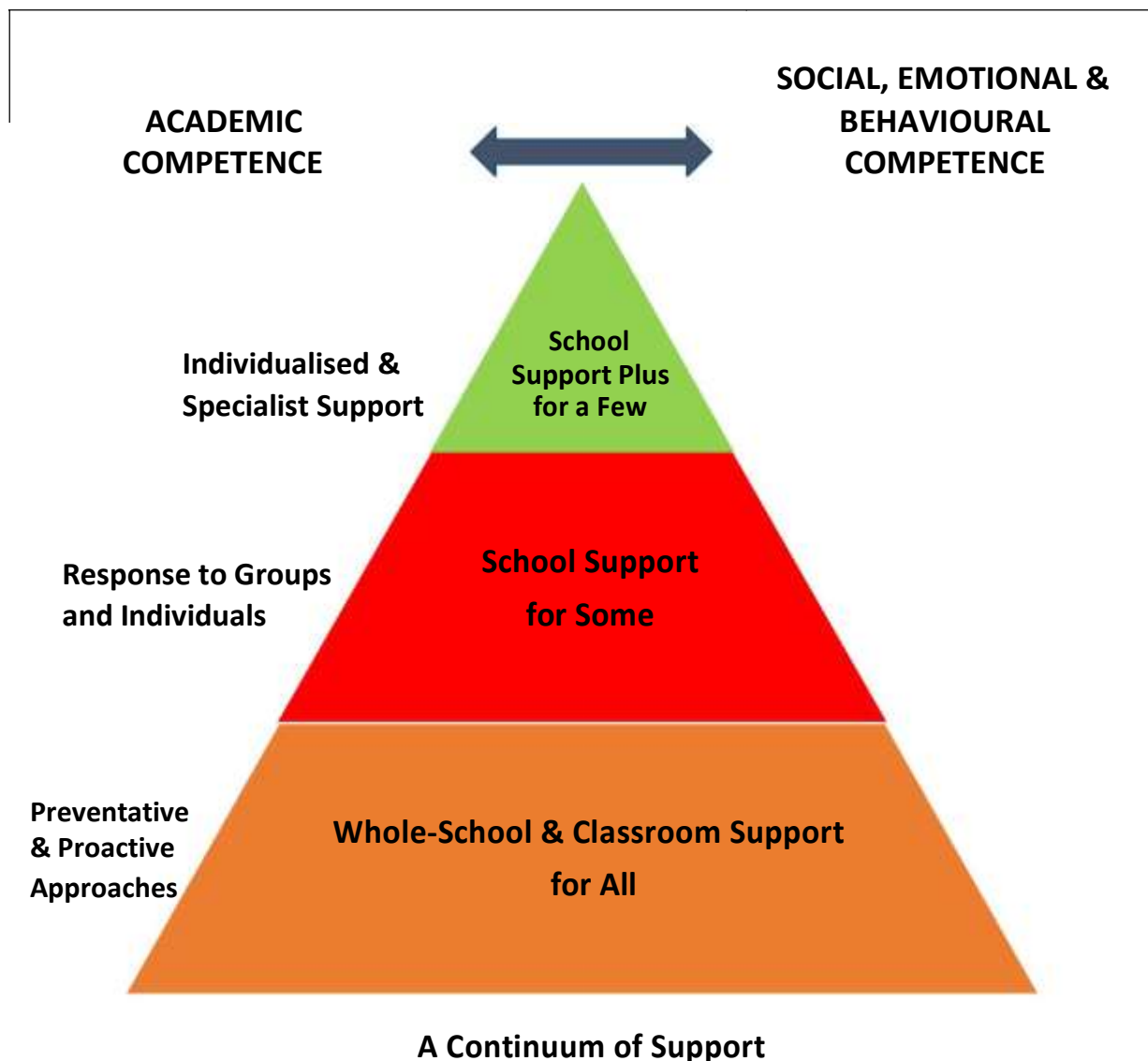
The learning support/resource teacher, resource teacher, if available, and the class teacher, in consultation with the relevant specialist or specialists should then draw up a learning programme that includes identification of any additional available resources that are considered necessary in order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

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

## Appendix 2.

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

**The Continuum of Support suggests the following levels of support:**



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

### Appendix 3.

#### Personal Pupil Plan (PPP)

<b>Personal Pupil Plan for _____</b> SNA support is vital in all of the areas ticked	
<b>1. Primary Care Needs SNA Tasks (as per Circular 30/2014):</b>	√
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.	
<b>2. Secondary Care Associated Tasks (SNA Tasks) (as per Circular 30/2014):</b>	
Preparation & tidying of workspaces & classrooms or assisting a pupil who is not physically able to perform such tasks to prepare & tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another. To assist with cleaning of materials.	
Assistance with the development of Personal Pupil Plans for pupils with special educational needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned & the review of such plans.	
Assist teachers & / or Principal in maintaining a journal & care monitoring system for pupils including details of attendance & care needs. Assist in preparation of school files & materials relating to care & assistance required in class by students with special needs.	
Planning for activities & classes where there may be additional care requirements associated with particular activities, liaising with Class Teachers & other Teachers such as the Resource Teacher & School Principal, attending meetings with Parents, SENO, NEPS Psychologists, or school staff meetings with the agreement & guidance of class Teacher/Principal.	
Assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of qualified personnel,	



including class teachers or support teachers.	
Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff.	
<b><u>3. Other Vital SNA Tasks:</u></b>	
Preventing the child from harming self	
Preventing the child from harming other children	
Preventing the child from harming staff	
Preventing the child from destroying property	
Careful supervision of the child to prevent the child from climbing / squeezing into tight spaces etc...	
Supervising the child who is a flight risk	
Accompanying the child to and from Learning Support / Resource	
Removing the child from whole school activities, if the child becomes distressed / overwhelmed	
Removing the child from the classroom when meltdowns occur	
Assisting the class teacher to raise the alarm if dangerous situations occur (children cannot be left alone)	
Assisting the class teacher to comfort other children who are injured / frightened by explosive behaviour	

## Appendix 4.

### Transition from Primary School to Post-Primary School

Taken from the 2017 Guidelines:

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

The National Council for Curriculum and Assessment (NCCA) has developed a suite of materials to support the reporting and transfer of pupil information from primary to post- primary schools. The materials are presented under the umbrella title of Education Passport and are available at [www.ncca.ie/transfer](http://www.ncca.ie/transfer). They include:

- 6th Class Report Card
- My Profile sheet (for children)
- My Child's Profile sheet (for parents)
- A Special Educational Needs Summary Form is included to support the sharing of information for children with identified learning needs.

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

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

## Appendix 5.

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

<b>Table 1: Identification of Educational Needs through the Continuum of Support Process</b>	
<b>Classroom Support</b>	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> <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>School Support</b>	<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>• Formal observation of behaviour including ABC charts, frequency measures</li> <li>• Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties</li> </ul> <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition.</p> <p>A School Support Plan operates for an agreed period of time and is subject to review.</p>
<b>School information assessment</b>	<p>This level of the Continuum is informed by a detailed, systematic approach to gathering and assessment using a broad range of formal and informal tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> <li>• Teacher observation and teacher-designed measures</li> <li>• Parent and pupil interviews</li> <li>• Functional assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
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\*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

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

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

<b>School Support Plus</b>				
<b>Pupil Name</b>	<b>Class</b>	<b>Description of SEN</b>	<b>Nature of Supports</b> Literacy, numeracy, social, emotional, behavioural, life-skills	<b>Focus of Support</b> In-class, withdrawal in small groups or individual, school yard

<sup>5</sup> Schools may hold information on pupils and level of support on a class basis, as an integral part of classroom planning.

## Appendix 7.

Educational Planning (2017 Guidelines).

### **Educational planning**

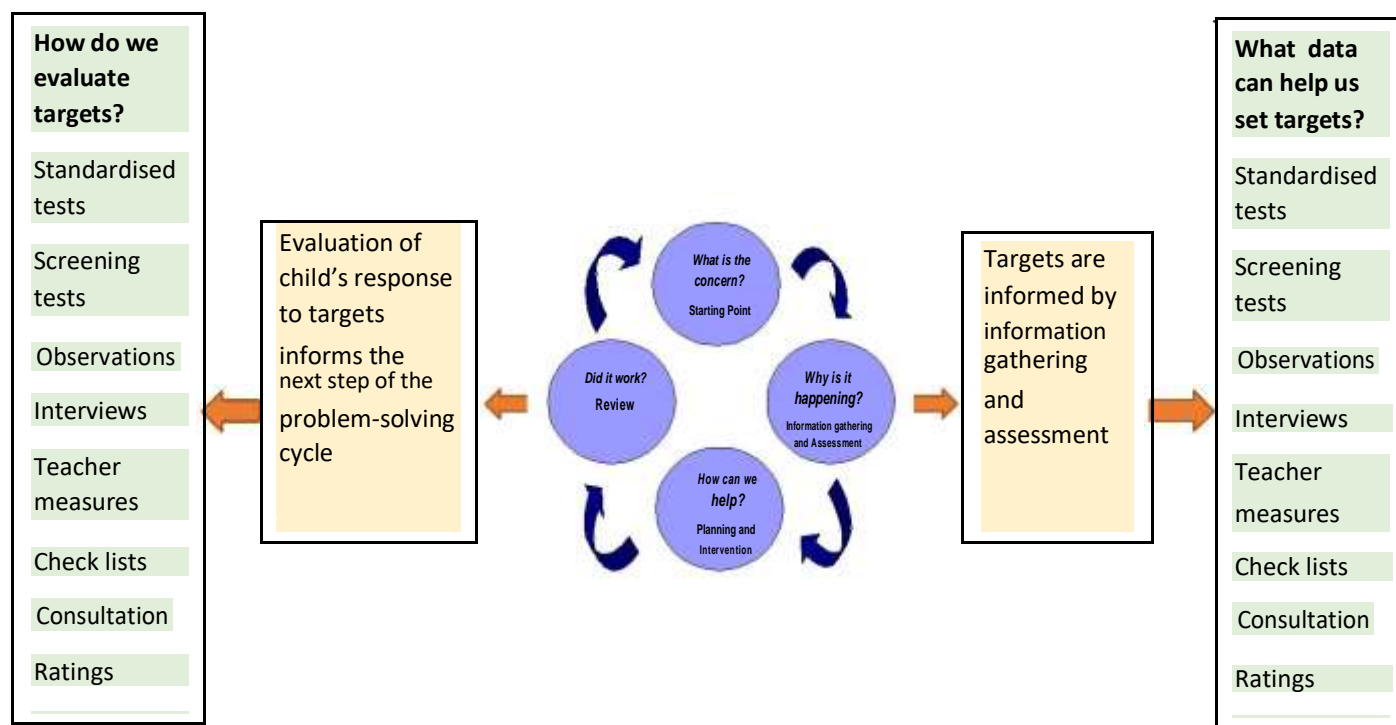
Provision for pupils with special educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process. The process involves the class teacher, special education teachers, parents, the pupil and relevant professionals. Interventions should draw on evidence-informed practice and the professional knowledge and experience of teachers. These interventions should reflect the priority learning needs of pupils, as well as building on their strengths and interests. Support plans should set out the agreed targets, the resources required, the strategies for implementation and a time-frame for review.

### **Student Support File**

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

## Appendix 8.

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



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

**Specific  
Measurable  
Achievable  
Relevant  
Time Limited**



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

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

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

*Anne will use her PECS to request an activity break*

## Appendix 9.

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

Table 2: Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs	
<b>Action 1: Identification of pupils with special educational needs</b>	<p>Review existing information on pupils' needs, using school-based data, and any information from parents and external professionals.</p> <p>Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify <b>all</b> pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>



**Action 2: Setting targets**

**Action 3:**

**Planning teaching methods and approaches**

**Action 4:**

**Organising early-intervention and prevention programmes**

**Action 5: Organising and deploying special education teaching resources**

**Action 6:**

**Tracking, recording and reviewing progress**

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.

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