



## ***Knocknagree National School***

# **Special Education Needs Policy**

### **Introduction:**

This policy on Special Education Needs (SEN) was formulated by the Principal & staff of Knocknagree N.S. in line with DES Circular 0013/2017 (*Circular to the Management Authorities of all Mainstream Primary Schools; Special Education Teaching Allocation*).

Knocknagree N.S is a mainstream, co-educational primary school under the patronage of the Diocese of Kerry. The school currently has the following provisions to cater for pupils with special educational needs:

- One Special Education Teacher (SET)– shared.
- Three Special Needs Assistants(SNA)- one full time ( job-share), one part- time- 9:00- 2:00 every day

### **Rationale:**

The purpose of this SEN policy is to:

- Provide practical guidance to staff, parents and other interested parties about our SEN procedures and practices.
- Outline the framework for addressing additional needs in our school.
- Comply with legislation (Education Act 1998, Equal Status Act, 2000).
- Fulfil DES Circular 0013/2017 and the 2017 Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools.

### **Aims of SEN Support:**

Our school is committed to helping our pupils to achieve their full potential. The provision of a quality system of SEN support teaching is integral to this commitment. Through the implementation of our SEN policy we aim to:

- *Support the inclusion of children with SEN in our school.*
- *Develop positive attitudes about school and learning in our children.*
- *Ensure that the Staged Approach/Continuum of Support is implemented (see below).*
- *Optimise the teaching and learning process in order to enable children with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school (Guidelines for Schools, p15).*

- *Enable children to participate in the full curriculum.*
- *Support appropriate differentiation in the classroom.*
- *Support children's development both socially and emotionally.*
- *Enable children to understand themselves as learners.*
- *Involve parents in supporting their children.*
- *Promote collaboration among teachers in the implementation of whole-school policies on SEN for our pupils.*
- *Promote early intervention programmes designed to enhance learning and prevent/reduce difficulties in learning.*

### **Principles of SEN Support:**

The provision of SEN support in our school is based on the following principles:

- Quality of teaching.
- Effective whole-school policies.
- Direction of resources towards children in greatest need.
- Implementation of a staged approach to support provision at Class Support/School Support/School Support Plus levels.
- Provision of the model(s) of intervention appropriate for the child, including the withdrawal model, in-class support model, individual or group work, etc.

### **Roles and Responsibilities:**

The role of supporting learning is a collaborative responsibility shared by all the school community: The Board of Management, Principal, Class Teachers, SET, SNA, Parents/Guardians, Pupils and External Bodies and Agencies.

#### ***Board of Management***

The role of the Board of Management is to:

- Oversee the development, implementation and review of the SEN policy.
- Ensure adequate classroom accommodation and teaching resources are provided for the Special Education Teacher.
- Provide a secure facility for storage of records in relation to pupils in receipt of SEN support indefinitely.
- Budget for ongoing continuous professional development (CPD) for staff to increase their knowledge and skills in the area of SEN.

#### ***Principal***

The role of the Principal is to:

- Assume overall responsibility for the development and implementation of the school's policy on SEN in co-operation with the Board of Management, Class Teachers, Parents/ Guardians and Pupils.
- Monitor the implementation of the SEN policy on an ongoing basis.
- Monitor the selection of pupils for supplementary teaching.

- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with special educational and additional needs so that these pupils can be provided with the support they need.
- Co-ordinate the whole-school standardised testing at each class level with the support of the SET.
- Liaise with the SET to identify, support and monitor children with additional needs.
- Collaborate with the SET in creating a timetable for additional support.
- Meet with parents regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their progress.
- Encourage CPD for the staff to increase their knowledge and skills in the area of SEN.
- Inform teachers about the external assessment services that are available and the procedures to be followed for initial referrals.
- Liaise with external agencies about the provision for pupils with additional needs.
- Liaise with the NEPS psychologist, the SET and Class Teachers to prioritise children for psychological assessments (NEPS).
- It is considered best practise for the principal to meet with the SET regularly to review progress and implementation of the policy.

### ***Class Teacher***

The Class Teacher has primary responsibility for the teaching and learning of all pupils in his/her class, including those selected for additional support.

In supporting the development and implementation of the SEN policy, the Class Teacher should:

- Implement teaching programmes which optimise the learning of all pupils and, to the greatest extent possible, prevent the emergence of learning difficulties.
- Create a positive learning environment within the classroom.
- Differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class.
- Administer and correct standardised tests of achievement in literacy and numeracy, following the school's guidelines.
- Discuss outcomes of standardised testing with the SET to assist in the selection of children for supplementary teaching.
- Meet with parents regarding any concerns about their child and update them regarding their progress.
- Gather information and assess children presenting with needs to inform teaching and learning using the Continuum of Support.
- Collaborate with the SET to open a Student Support File(SSF) once additional needs have been identified and require classroom support.
- Collaborate with the SET to develop classroom support plans for children in receipt of classroom support before school support is implemented.
- Collaborate with the SET to develop Student Support File(SSF) for each pupil in receipt of school support or school support plus.

- Meet with SET, Parents/Guardians and other staff members to identify priority learning goals for each pupil in receipt of school support plus and who require an Individual Education Plan (IEP).
- Regularly meet with SET, relevant staff and parents to review SSFs.
- Where applicable, collaborate with the SET regarding teaching aims and activities for team teaching.
- Adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session.
- Co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN within the class(es) to which they are assigned.
- Liaise with and seek advice from the SET.
- Identify and respond to students with special educational and additional needs, including differentiating the curriculum as appropriate. These responses will be informed and assisted in collaboration with colleagues, parents/guardians and others such as the school's NEPS psychologist, and the local Special Educational Needs Organiser (SENO).

**Note:** A key role of successful SEN support is a very high level of consultation and co-operation between the Class Teacher and the SET. Central to this consultation is the development, implementation and review of Support Plans/ Individual Educational Plans etc.

### ***Special Education Teacher (SET)***

The SET should:

- Familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of need.
- Assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention.
- Collaboratively develop and review Individual and Group Support Files for each pupil selected for school support teaching with Class Teachers and other staff.
- Meet with Class Teachers, Parents/Guardians and other staff members to identify priority learning goals for each pupil in receipt of school support plus.
- Meet twice a year with Class Teachers, relevant staff and parents to review Support Files.
- Update and maintain planning and progress records for each individual or group of pupils in receipt of school support.
- Provide supplementary teaching for literacy and numeracy on a withdrawal and in class support basis.

- Co-ordinate the whole-school standardised testing at each class level with the support of the Principal.
- Co-ordinate the screening of pupils for additional support, using the results of standardised tests.
- Administer and interpret diagnostic tests and inform Class Teachers and Parents of the outcomes.
- Meet with parents regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their progress.
- Co-ordinate class groups and offer advice and support to Class Teachers regarding pupils on their caseload.
- Discuss the needs and progress of children on their caseload at planning meetings.
- Provide necessary information to a SEN pupil's receiving school once a transfer letter has been received.
- Liaise with external agencies about the provision for pupils with additional needs.
- Communicate with the principal in relation to SEN matters on an on-going basis.
- Oversee the tracking system of test results.
- Maintain lists of pupils who are receiving additional support.

### ***Special Needs Assistance (SNA)***

The duties of the SNA carried out according to the guidelines for Special Needs Assistants

from the Department of Education and Skills and under the direction of the Principal/Class

Teachers, the SNA will meet the care needs of the SEN pupils to which they have been

assigned (Circular 10/76).

The SNA should:

- Support the needs of pupils in effectively accessing the curriculum.
- Contribute to the quality of care and welfare of the pupils.
- Support learning and teaching in the classroom.
- Attend, where possible, training courses/workshops provided by the BOM.
- Attend IEP meetings and/or meetings with relevant professionals, when necessary.

- Ensure the safety of the SEN pupils in the schoolyard, and be present for the duration of the yard breaks along with the teachers on duty.
- Maintain a record of support provided to their SEN pupil.
- Accompany SEN pupil to supplementary lessons when appropriate.

### ***Parents/ Guardians***

Collaboration and sharing of relevant information between home and school are essential elements of our SEN policy. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning.

Parents/Guardians should:

- Share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage.
- Support the work of the school and keep the Class Teacher informed of the progress and challenges they observe in their child's learning.
- Attend meetings arranged by the Class Teacher or SET.
- Support the targets outlined in their child's support plans and engage in all suggested home-based activities.
- Inform the Post-Primary School of their child's needs, at the transition stage.

### ***Pupils***

Pupils who are in receipt of supplementary teaching should, as appropriate:

- Be given the opportunity to contribute to the setting of the medium and short-term learning targets.
- Become familiar with the targets that have been set for them.
- 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.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.

### ***External Bodies and Agencies***

Our school liaises with external professionals such as:

- NEPS Psychologists
- Special Education Needs Organisers (SENO)
- National Council for Special Education (NCSE) Support Service
- HSE (Health Service Executive)
- Early Intervention Teams

- Tusla
- Inspectorate.

We acknowledge that the needs of many children span both health and education services. We therefore:

- Liaise with and contribute to health-led assessments.
- Support the delivery of interventions.
- Facilitate meetings between parents and various support services.
- Endeavour to incorporate relevant recommendations from health professionals in developing Support Plans at each level of the Continuum of Support.

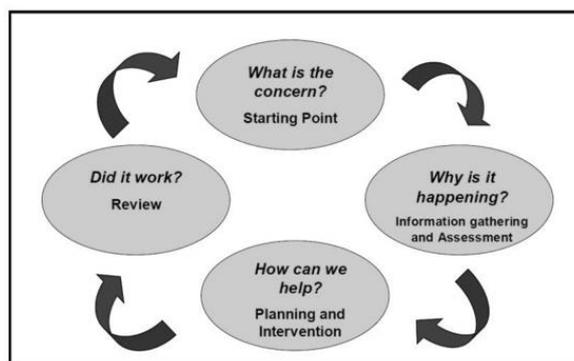
### **Identifying and Supporting Pupils with Additional Needs:**

#### ***Continuum of Support Framework***

We use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

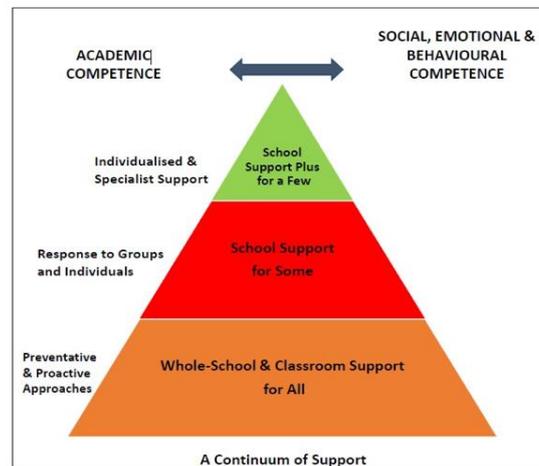
This problem-solving process is illustrated as follows:



Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs

associated with physical, sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way.

The Continuum of Support suggests the following levels of support:



### **Stage 1. Classroom Support**

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who 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 Class Teacher and Parents, with support from the Special Education Teacher when necessary, 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.

### **Stage 2. School Support**

In some cases, interventions at classroom support level are not enough to fully meet the pupil's special educational needs. School Support may, therefore, be required. The Class Teacher needs to involve the Special Education Teacher 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.

### **Stage 3. School Support Plus**

If a pupil's additional 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, 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.

We gather information to identify needs and support children with additional needs by using stages explained here:

[https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps\\_special\\_needs\\_guidelines.pdf](https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf)

**Note:** While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school. However, it may also apply for some pupils following an event which impacts significantly on them in school.

### ***Information Gathering and Assessment***

Assessment is part of what a Class Teacher does on a daily basis for all children. Some methods include self-assessment, questioning, teacher observation, portfolios of work and teacher-designed tasks and tests. The information gathered enables the teacher to plan learning experiences based on the appropriate objectives from the curriculum.

In order to identify pupils who may require supplementary teaching, screening; including standardised testing, is carried out in all classes annually and further diagnostic testing may need to take place. The information gathered from these formal assessments is then used to inform decisions for support and pupil's support plans.

### **Assessment and Screening Tests**

In our school we carry out the following assessment procedures:

|                       |   |
|-----------------------|---|
| Junior Infants        | <ul style="list-style-type: none"><li>• Observation</li><li>• Checklists</li></ul>                |
| Senior Infants        | <ul style="list-style-type: none"><li>• Observation</li><li>• Checklists</li><li>• Mist</li></ul> |
| 1 <sup>st</sup> Class | <ul style="list-style-type: none"><li>• Observation</li><li>• Checklists</li></ul>                |

|                       |   |
|-----------------------|---|
|                       | <ul style="list-style-type: none"> <li>• Sigma T</li> <li>• New Drumcondra primary Reading and spelling</li> <li>• NNRIT</li> </ul>   |
| 2 <sup>nd</sup> Class | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklists</li> <li>• Sigma T</li> <li>• New Drumcondra primary Reading and spelling</li> </ul>                             |
| 3 <sup>rd</sup> Class | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklists</li> <li>• Sigma T</li> <li>• New Drumcondra primary Reading and spelling</li> <li>• NRIT</li> <li>•</li> </ul>  |
| 4 <sup>th</sup> Class | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklists</li> <li>• Sigma T</li> <li>• New Drumcondra primary Reading and spelling</li> </ul>                             |
| 5 <sup>th</sup> Class | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklists</li> <li>• Sigma T</li> <li>• New Drumcondra primary Reading and spelling</li> <li>• NNRIT</li> <li>•</li> </ul> |
| 6 <sup>th</sup> Class | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklists</li> <li>• Sigma T</li> <li>• New Drumcondra primary Reading and spelling</li> </ul>                             |

As a school, we also carry out a range of other assessments when necessary.

We continually review the assessment and screening tests that we use in order to balance the needs of our pupils and the need to provide information for appropriate support. Therefore, we may deviate from the above list prior to the review date.

## **Inventory of Test Materials**

### **1. Screening Tests**

In our school the following screening tests are available for administration:

- WRAT ( wide range achievement test 5<sup>th</sup> edition)
- Middle Infant Screening Test (MIST)
- Busy at Maths Assessment Books (All Class Levels)
- New Drumcondra primary reading test
- Micra- T
- Sigma -T
- NEPS Checklists
- TEST 2R
- New Non-Reading Intelligence Test (NNRIT)
- Drumcondra English Profiles
- Drumcondra Test of Early Numeracy
- Starlight English Programme Assessments.

### **2. Diagnostic Tests**

In our school the following diagnostic tests are available for administration:

- Test 2R
- WRAT ( wide range achievement test 5<sup>th</sup> edition)
- NEALE Analysis
- Drumcondra test of Early Numeracy-Diagnostic

## ***Prevention and Early Intervention***

### **Prevention Strategies**

As a means of preventing the occurrence of learning difficulties as far as possible, the following strategies are being implemented:

- The development and implementation of agreed whole school approaches to language development, e.g. phonological awareness, and to the teaching of other aspects of English.
  - The development and implementation of agreed whole school approaches to the teaching of aspects of Maths, e.g. our whole school approach to the Language of Tables and Subtraction.
  - Promotion of parental understanding and involvement through their attendance at formal and informal Parent-Teacher Meetings, and through the provision of end of year school report.
  - Differentiation of the curriculum by the Class Teacher and adapting the learning environment to cater for individual strengths and needs.
  - 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.
  - Class-based early intervention by the Class Teacher focusing on the provision of additional individualised support, as and when required.
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- Provision of additional support in language development and any relevant early literacy and mathematical skills for pupils who need it. (In- class support or withdrawal).
  - Support for children experiencing social/emotional difficulties and problems with concentration.
  - Promotion of literacy e.g. Print-rich environment, DEAR (Drop Everything and Read) and Buddy Reading.
  - Careful development of phonological awareness, rhyming skills and oral language skills, before formal reading of words and books.
  - Implementation of a Shared Reading Programme.
  - Literacy Station Teaching/Team Teaching/Aistear.
  - Promotion of Numeracy E.g. Ready Set Go Maths and a hands-on approach.
  - The use of concrete materials as much as possible and as appropriate.
  - Provision of Assistive Technology as appropriate.

### **Early Intervention Strategies**

Early intervention programmes may be provided by the Class Teacher and/or the Special Education Teacher, in accordance with the Staged Approach (NEPS Continuum). Collaboration and consultation between the Class Teachers and the SET, should identify children who may be in need of early intervention. Teacher observation and professional opinion will be given due consideration in the selection of children for early intervention programmes at Classroom Support/School Support level.

Early intervention programmes will include:

- Active learning programme for all Junior and Senior Infant children with specific emphasis on oral language development, underpinned by the principles of the Aistear programme and the new Language Curriculum.
- Early intervention literacy and language support programme in Junior Infants and Senior Infants.
- Withdrawal of children to the SEN room, in-class support, team teaching, group work and individual support will be provided, as appropriate and if it is in a child's best interest.

### *Allocating Additional Teaching Support*

Once pupils' needs have been identified, the Special Education Teacher is deployed to address these needs as required. We deploy the SET in a variety of ways in order to effectively meet pupils' needs. We aim to strike a balance between in-class support, group and individual support while ensuring that the needs of children with additional needs are met inclusively.

Importantly, the level and type of support reflect the specific targets of individual pupils as set out in their support plans and are informed by careful monitoring and review of progress. In this way, following a period of intervention, some pupils may no longer require additional teaching supports; some may require the same level, while others may require more intensive supports.

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with **the highest level of need should have access to the greatest level of support**.

We consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching.

In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development, motor skills and application to learning.

We 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.

### **Selection Process for Allocating Additional Teaching Support**

\*Note- When allocating additional teaching support, pupils on stage 3 school support plus are high priority. Then we continue down our list to allocate additional teaching support to pupils on stage 2 school support as seen in the diagram below.

|  |   |   |
|--|---|---|
| <p style="text-align: center;"><b>Stage 3</b><br/><b>School Support Plus</b></p> | <p>1. Children with identified complex needs by an external professional such as a</p> <ul style="list-style-type: none"> <li>• Physical Disability</li> <li>• Hearing Impairment</li> <li>• Visual Impairment</li> <li>• Emotional Disturbance</li> <li>• Moderate General Learning Disability</li> <li>• Severe/Profound General Learning Disability</li> <li>• Autistic Spectrum Disorder</li> <li>• Assessed Syndrome</li> <li>• Specific Speech and Language Disorder/Impairment.</li> </ul> | <p style="text-align: center;"><b>Individual Education Plans</b></p> <p><b>Type of Support</b></p> <ul style="list-style-type: none"> <li>• In-Class Support</li> <li>• Team-Teaching</li> <li>• Group Withdrawal</li> <li>• Individual Withdrawal</li> </ul> <p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>• SET</li> <li>• Class Teacher</li> <li>• Outside Agencies</li> </ul> <p><b>Note:</b> Type of support is dependent on the child's needs.</p> |
|--|---|---|

|                                   |  |   |   |
|-----------------------------------|--|---|---|
| <b>Stage 2<br/>School Support</b> | <p>2. Prevention and Early Intervention Programs (Aistear &amp; Station Teaching).</p> <p>3. EAL children will be supported based on their level of proficiency.</p> <p>4. Children identified as needing additional support following Literacy/ Numeracy Standardised Tests.</p> <p>5. Children with an identified need assessed by External Professionals who are not on or below the 10th percentile in Literacy/ Numeracy such as:</p> <ul style="list-style-type: none"> <li>• Borderline Mild General Learning Disability</li> <li>• Mild General Learning Disability</li> <li>• Specific Learning Disability</li> <li>• Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder.</li> </ul> <p>6. Children who have not made adequate progress after interventions at Stage 1.</p> | <b>Group or Individual Profile and Learning</b> | <p><b>Type of Support</b></p> <ul style="list-style-type: none"> <li>• In-Class Support</li> <li>• Team-Teaching</li> <li>• Group Withdrawal</li> <li>• Individual Withdrawal</li> </ul> <p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>• SET</li> <li>• Class Teacher</li> </ul> |
|-----------------------------------|--|---|---|

### **Timetabling**

When drawing up the SEN timetable it is important to remember that:

- All staff need to be as flexible as possible.
- The SEN timetable should be continually reviewed throughout the year and amended for the different terms if the need arises.
- Children should not miss the same subject each time they are withdrawn.
- If a pupil is unavailable for their supplementary session due to special circumstances, the Special Education Teacher will attempt to reschedule the session with the co-operation of another teacher.
- Interruptions to classes/classrooms/SEN timetable should be kept to a minimum.

### **Attendance**

An attendance record of children who are withdrawn to the SEN room will be kept by the Special Education Teacher.

### **Record Keeping-Tracking, Recording and Reviewing Progress**

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.

#### ***Student Support Files***

We use a Student Support File to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates us in documenting progress and needs over time and assists us in providing an appropriate level of support to pupils, in line with their level of need. Our Student Support File is based on the NEPS template and is stored on the SET's laptop. All support files should include:

- Consent form to attend supplementary teaching signed by parent/ guardian
- Cover sheet with pupil's details
- A timeline of actions
- Record of support received
- Standardised/ Diagnostic test scores
- Support plans (See below)
- Checklists.

The SET in collaboration with the Class Teacher should open a Student Support File once a child is placed on Stage 1 –Classroom Support on the continuum. This is stored digitally on the SET's laptop and a paper copy is stored in the Class Teacher's filing cabinet.

If a child has any reports these are stored in the locked filing cabinet in the SEN Room. It is the responsibility of the SET and Class Teacher to ensure the reports are read and the recommendations are being implemented.

## ***Support Plans***

We use three different support plans for the three stages of support on the Continuum of Support.

### **Stage 1 – Classroom Support**

A Support Plan at stage 1 is a simple plan which is drawn up by the Class Teacher in collaboration with the SET which outlines the pupil's additional educational needs and the actions, including individualised teaching and management approaches, which will be taken to meet the pupil's needs. The plan may also include home-based actions to be taken by the pupil's parents to support their child's development. The Classroom Support Plan should include a review date. This could be at the end of a school term.

### **Stage 2 – School Support**

A Support Plan at stage 2 is a plan drawn up by the Class Teacher and the SET. It will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan should, for the most part, be implemented within the normal classroom setting and complimented by focused school based intervention programmes. Depending on the nature of the needs and on the school context, additional teaching might be within a small group or individual or a combination of both either in class or on a withdrawal basis. Home-based actions may also be included. After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken.

### **Stage 3 – School Support Plus**

A Support Plan at stage 3 is a plan drawn up by the Class Teacher and SET, in consultation with the Child's Parents/Guardians, Professionals external to the school and (if appropriate) the Child based on the information gathered. It will set out:

- The nature and degree of the pupil's abilities, skills and talents
- The nature and degree of the pupil's special educational needs and how those needs affect his/her educational development
- The present level of educational performance of the pupil
- The special educational needs of the pupil
- The special education and related support services to be provided to the pupil to enable the pupil to benefit from including:

- Strategies for supporting the pupil's progress and inclusion in the classroom setting
- Individual and/or small group/special class interventions/programmes
- Specific methodologies/programmes to be implemented
- Specific equipment/materials and/or IT supports, if required to support learning and access to the curriculum
- Support required from a Special Needs Assistant (SNA), if appropriate
- The goals which the pupil is to achieve over a period not exceeding 12 months
- The pupil's priority learning needs, long and short term targets to be achieved, the monitoring and review arrangements to be put in place.

## **Review Meetings**

### *Staff Review Meetings*

At the beginning of each term a planning meeting between Class Teachers, Principal and SET will take place.

The SEN timetable has been organised so that each Friday time is allocated to planning. This slot allows the SET time to plan team teaching with class teachers and review any support plans if needs be throughout the school year.

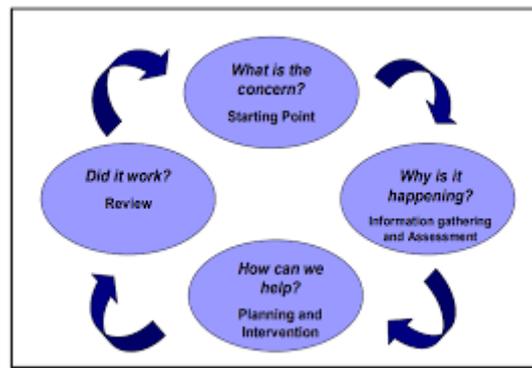
### *Review Meetings with Parents/ Guardians*

Twice a year the SET, Class Teacher, Principal and Parent(s)/ Guardians meet to discuss progress, review support plans and outline the targets going forward for the term ahead. These meetings are usually held in October and February. The SNA will attend these review meetings also if needed.

At the October meeting a discussion is held on whether to continue or discontinue supplementary teaching for the year ahead.

The SET also meets with the parents on Parent/Teacher Meeting Day to discuss progress to date. These meetings are usually held in November/ December each year.

### School Support Cycle



#### **Referral to out of School Agencies:**

- The SET, Class Teacher and Principal co-ordinate the referral of pupils to outside agencies, e.g. Educational Psychologist, HSE Early Intervention Programme etc.
- The Principal, SET and Class Teacher meet with the parents to discuss the need for the referral and to seek consent.
- The Class Teacher completes the necessary referral form in consultation with the appropriate school personnel.
- When required the external professional visits the school to meet with the pupil, parents, Principal, Class Teacher and the SET as appropriate.
- If deemed necessary, a NEPS assessment is conducted.
- This is followed by a return visit at which findings are discussed, recommendations are considered and an appropriate response is agreed.
- Where concern arises regarding the manner of speed of the follow-through post assessment, such concern is pursued by the Principal with the out of school agency concerned.

#### **Resources:**

- Resources for the provision of SEN include a variety of textbooks, library books, ancillary materials and oral language development resources. A variety of testing materials are also in use which include standardised, diagnostic,

screening, reading experience, reading attainment, phonological awareness and Maths attainment.

- Following consultation between the SET, Principal and Class Teacher, funding for materials may be provided through the Board of Management / Department of Education.
- SEN resources will be primarily used in the SEN Room. These resources may be made available to Class Teachers following consultation with the SET.

## **Storage of SEN Records:**

### ***Individual SEN Files***

It is the responsibility of the SET and Class Teachers to update and manage the files of the children on Classroom Support, School Support and School Support Plus.

The following should be stored:

- Psychological Report
- Reports from outside agencies
- Copy of referrals made to outside agencies
- Copy of reports from outside agencies
- Record of SEN meetings with parents, outside agencies and inter- school meetings
- Record of SEN correspondence between parents, outside agencies and school staff.

The Support Files are stored and locked in the child's file in the filing cabinet in the SEN room. Digital copies are on the password protected SET laptop which is stored in a locked filing cabinet overnight.

Once the child has completed their education within the school the files are moved and stored in the locked Office indefinitely.

### ***Whole Class SEN Files***

Whole class SEN records are stored in a locked filing cabinet in the SEN room and a copy is in the Class Teacher's filing cabinet. It is the responsibility of the SET to manage and update these.

The following should be stored in these SEN folders:

- Whole School Overview

- Whole class test results (SIGMA – T, Drumcondra primary reading and spelling test, NNRIT, Busy At Maths assessment)

These files are kept in the school indefinitely.

### **Health and Safety Issues:**

Every staff member and pupil is entitled to a safe, secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each pupil with SEN. When a place is offered to a child with SEN, every effort will be made to ensure that the supports to which the child is entitled are in place as soon as possible. Staff members will be informed of any potential risks and, where necessary, individual plans will be drawn up and implemented.

### **Supervision/Child Protection:**

- Where pupils receive support on a one-to-one basis, the SET is responsible for ensuring that both themselves and the pupil are visible through the glass panel in the door.
- Where there is no glass panel, the door of the room should remain open.
- Where pupils are withdrawn for support, the SET should collect and return children to their classrooms.
- Where a child has access to an SNA, they may withdraw the child from the class if a plan is in place with the class teacher.

### **Transfer to Secondary School:**

The following procedures assist a smooth transition for pupils with special educational needs to post primary education:

- Meetings between parents and relevant parties from the post-primary school.
- Meetings between Class Teacher, SET and/or Principals and the relevant parties from the post-primary school.
- Sharing of reports, documents and any other significant information between schools, following parental consent.
- In-class lessons based on the transition to the new school e.g. SPHE.
- One-on-one teaching with the SET based on the transition.
- Visits to the new school with the parents.

- A specific education plan may be prepared to cover the transition period if deemed necessary for a specific child.
- Information is transferred to other schools when the pupil transfers on a need-to-know basis (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).

**Staff CPD:**

Staff will be informed of any upcoming training in the area of SEN held by the local Education Centre or by any outside agencies. Staff will be encouraged to attend if they are in a position to do so.

**Success Criteria:**

The school wide implementation of this policy will result in:

- Inclusion of pupils with special needs into the school
- Pupils with SEN being identified and assessed
- The implementation of the Staged Approach to SEN
- The provision of extra support/supplementary teaching where appropriate
- Increased communication and collaboration
- The positive progress of pupils with SEN
- Feedback from teaching staff, special needs assistant, pupils, psychologists and parents.

**Review and Implementation:**

This policy will be implemented from September 2022. It will be reviewed in 2024 by the Principal and staff of Knocknagree N.S. or earlier if deemed necessary.

**Adopted by the Board of Management**

**Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ **(Chairperson of the Board of Management)**

Review Date: \_\_\_\_\_

**Appendix 1**

**School Support Plan Templates**

Classroom Support Plan

| <i>Class:</i>                                | <i>Name:</i> | <i>DOB:</i> | <i>Date:</i> | <i>Proposed Review Date:</i> |
|--|--------------|-------------|--------------|------------------------------|
| <i>Our concerns are:</i>                     |              |             |              |                              |
| <i>We think it may be happening because:</i> |              |             |              |                              |
| <i>Some strategies we will adapt are:</i>    |              |             |              |                              |

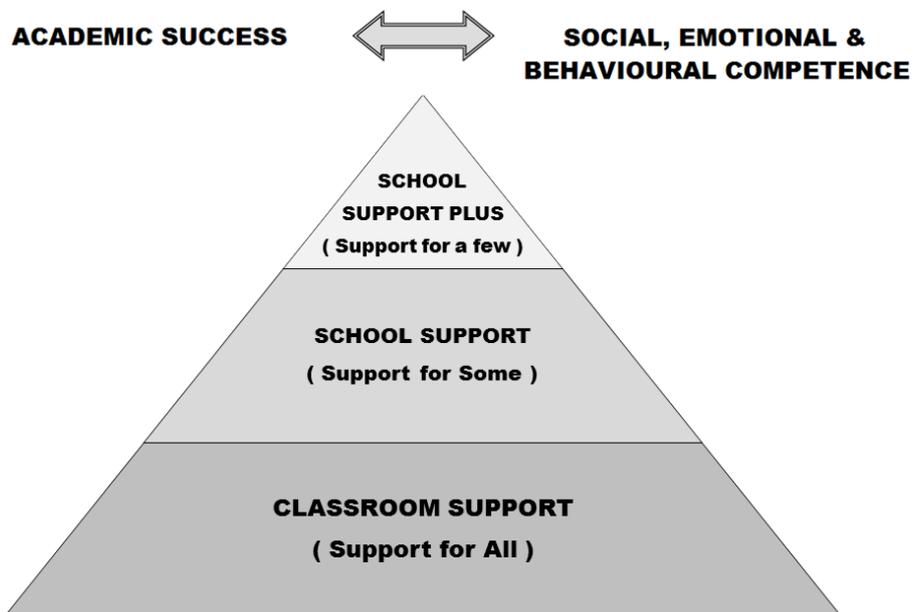
|  |  |
|--|--|
|  |  |
| <i>We will know things have improved when:</i> |  |
|  |  |
| <i>We will review:</i>                         |  |
| <i>Signed:</i>                                 |  |
|  |  |

**Knocknagree N.S.**

|                             |  |
|-----------------------------|--|
| <b>STUDENT SUPPORT FILE</b> |  |
| <b>Name of Student</b>      |  |
| <b>Date of Birth</b>        |  |

|                  |  |
|------------------|--|
| 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.*



|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

| <b>Support Checklist</b>   |                     |                 |
|--|---------------------|-----------------|
| <b>Name:</b>   |                     |                 |
| <b>General Information</b>   | <b>Date Checked</b> | <b>Comments</b> |
| 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> |                     |                 |

**SUPPORT PLAN\***

*School Support (Support for SOME)  
School Support Plus (Support for A FEW)*

**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   |  |
| Special Ed. Teacher                                       |  | Class |  |
| Start date of plan  |  |       |  |
| Review date of plan                                       |  |       |  |
| <u>Student's strengths and interests</u>                  |  |       |  |
| <u>Priority concerns</u>                                  |  |       |  |
| <u>Possible reasons for concerns</u>                      |  |       |  |
| <u>Targets for the student</u>                            |  |       |  |
| <u>Strategies to help the student achieve the targets</u> |  |       |  |
| <u>Staff involved and resources needed</u>                |  |       |  |
| 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\*

School Support (Support for SOME)

**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           |
| 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)  |                 |

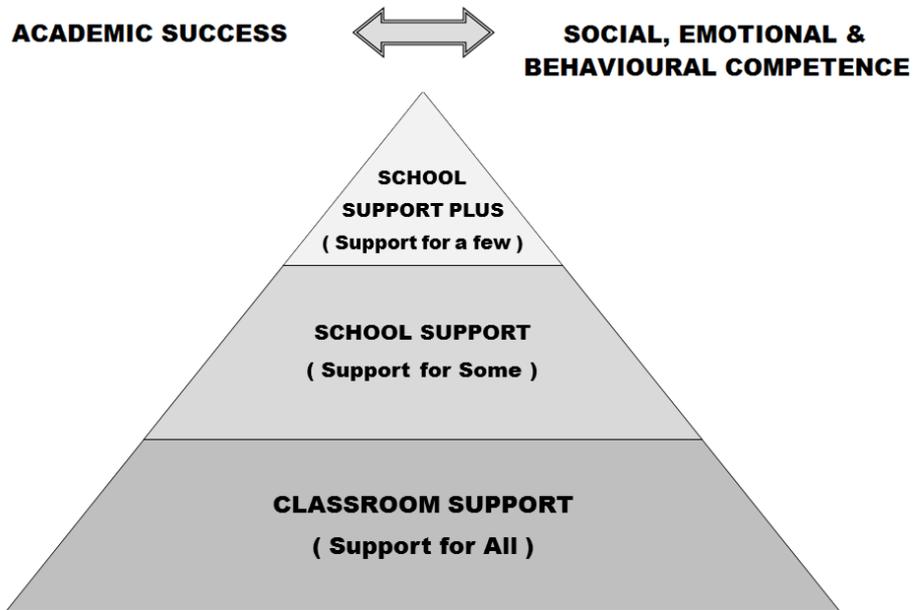
| Outcome of review (tick as appropriate)  |  |
|--|--|
| <input type="checkbox"/> Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support | <input type="checkbox"/> Progress to next level of support- Support for Some/ School Support OR Support for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

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

**Knocknagree National  
School**

| <b>STUDENT SUPPORT PLUS FILE</b> |  |
|----------------------------------|--|
| <b>Name of Student</b>           |  |
| <b>Date of Birth</b>             |  |
| <b>School</b>                    |  |
| <b>Date File Opened</b>          |  |
| <b>Date File Closed</b>          |  |

**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.*



|  |  |
|--|--|
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|  |  |
|  |  |

| <b>Support Checklist</b>   |                     |                 |
|--|---------------------|-----------------|
| <b>Name:</b>   | <b>Age:</b>         | <b>Class:</b>   |
| <b>General Information</b>   | <b>Date Checked</b> | <b>Comments</b> |
| 17. Parents/ Guardians Consulted   |                     |                 |
| 18. Information from previous school/preschool gathered  |                     |                 |
| 19. Hearing  |                     |                 |
| 20. Vision   |                     |                 |
| 21. Medical Needs  |                     |                 |
| 22. Basic Needs Checklist completed  |                     |                 |
| 23. Assessment of learning- screening  |                     |                 |
| 24. Observation of learning style/approach to learning   |                     |                 |
| 25. Observation of behaviour   |                     |                 |
| 26. Interview with pupil   |                     |                 |
| 27. Classroom work differentiated?   |                     |                 |
| 28. Learning environment adapted?  |                     |                 |
| 29. Yard/school environments adapted?  |                     |                 |
| 30. Informal or formal consultation/advice with outside professionals?   |                     |                 |
| 31. Advice given by learning support/resource teacher or other school staff?   |                     |                 |
| 32. 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> |                     |                 |

**SUPPORT PLUS PLAN\****School Support Plus (Support for A FEW)***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   |  |
| Special Ed. Teacher                                       |  | Class |  |
| Start date of plan  |  |       |  |
| Review date of plan                                       |  |       |  |
| <u>Student's strengths and interests</u>                  |  |       |  |
| <u>Priority concerns/Long term goals</u>                  |  |       |  |
| <u>Progress to Date</u>                                   |  |       |  |
| <u>Possible reasons for concerns</u>                      |  |       |  |
| <u>Targets for the student</u>                            |  |       |  |
| <u>Strategies to help the student achieve the targets</u> |  |       |  |
| •   |  |       |  |
| <u>Staff involved and resources needed</u>                |  |       |  |
| <u>Signature of parent(s)/ guardian(s)</u>                |  |       |  |
| <u>Signature of teacher</u>                               |  |       |  |
| <u>Proposed Review Date</u>                               |  |       |  |

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

## SUPPORT PLUS REVIEW RECORD\*

*School Support (Support for SOME)*

**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           |  |
| 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)  |                 |  |

| <b>Outcome of review (tick as appropriate)</b> |   |   |
|--|---|---|
|  | 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.

School Support PLUS

IEP Planning sheet

NAME:

CLASS:

DATE:

|   |  |
|---|--|
| <p><b>Progress to Date/Strengths</b><br/>(the nature and degree of child's abilities, skills and talents)</p>   |  |
| <p><b>Areas for Improving/Presenting difficulties</b><br/>(the nature and degree of child's special educational needs and how these needs affect his/her talents)</p> |  |
| <p><b>The present level of educational performance of the child</b></p>   |  |
| <p><b>Summary of special educational needs of the child</b></p>   |  |
| <p><b>Special education provision</b><br/>(The special educational and support services to be provided to the child)</p>  |  |
| <p><b>Further in information</b></p>  |  |

