

St. Paul's S.N.S.



S.E.N. Policy



Context:

St. Paul's SNS caters for children from 3rd Class to 6th Class. The school currently has 21 mainstream class teachers, 2 special class teachers, 14 Special Education teachers and 6 Special Needs Assistants. 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 term special educational needs is broad and includes children who have difficulty acquiring literacy and/or numeracy skills, children who have English as an additional language (EAL) and children who have diagnosed disabilities. Our SEN team encompass what were previously termed Learning Support Teachers, Resource Teachers and teachers for children with English as an Additional Language (EAL). The policy is based on Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools (Department of Education & Skills).

Guiding Principles:

- All our children have a right to an education, which is appropriate to them as individuals. We want all our children to feel that they are a valued part of our school community.
- The resources provided to support pupils with special educational needs, will be used to facilitate the development of a truly inclusive school.
- Supports provided to pupils with special educational needs will be based on identified needs and be informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines.
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs.
- Pupils with the greatest levels of need will have access to the greatest level of support, and whenever possible, these pupils will be supported by teachers with relevant expertise who can provide continuity of support.

As far as possible, therefore, it is our aim to minimise the difficulties that children may experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Inclusion:

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy as set out in this document, aims to enable children with SEN, traveller children and children whose first language is not English, to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child to participate in them.

Three principles for inclusion

• Setting Suitable Learning Challenges

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. Staff at St. Pauls will use the 'Continuum of Support Process' as outlined below to identify educational needs. Identification of educational needs is central to setting suitable learning challenges for our SEN pupils. Using the continuum of support framework, our school will identify pupils' educational needs to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. It is important to look at



pupils needs in context, and to use our resources to support this (for example, learning environment checklist, teacher checklist for whole-class structures and supports).

Identification of Educational Needs through the Continuum of Support Process

Classroom Support	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by some or all of the following:</p> <ul style="list-style-type: none"> • Parental consultation • Teacher observation records • Teacher-designed measures/assessments • Basic needs checklist * • Learning environment checklist* • Pupil consultation - My Thoughts About School Checklist • Literacy and numeracy tests • Screening tests of language skills <p>A classroom support plan runs for an agreed period of time and is subject to review.</p>
School Support	<p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none"> • Teacher observation records • Teacher-designed measures/assessments • Parent and pupil interviews • Learning environment checklist * • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition.</p> <p>A school support plan operates for an agreed period of time and is subject to review.</p>
School Support Plus	<p>This level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as</p>



appropriate) and may include.

- Teacher observation and teacher-designed measures
- Parent and pupil interviews
- Functional assessment
- Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc

Data generated from this process is 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.

• **Meeting Children's Diverse Learning Needs**

We take into account the different backgrounds, experiences, interests and strengths that influence the way in which children learn when we plan our approaches to teaching and learning. In planning our support, the 'Planning Template' outlining the 6 point action plan below will be utilised.

Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs (Primary Guidelines, P19-20)

<p>Action 1: Identification of pupils with special educational needs</p>	<p>Review existing information on pupils' needs, using school-based data and any information from parents and external professionals. Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
<p>Action 2: Setting targets</p>	<p>Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support.</p>
<p>Action 3: Planning teaching methods and approaches</p>	<p>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.</p>
<p>Action 4: Organising early intervention and prevention programmes</p>	<p>Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.</p>
<p>Action 5: Organising and deploying special education teaching resources</p>	<p>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</p>



	<p>and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place.</p> <p>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.</p>
Action 6: Tracking, recording and reviewing progress	<p>Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:</p> <ul style="list-style-type: none">• At whole-school and classroom support level by all teachers• At the school support and school support plus levels by class teachers and special education teachers.

- **Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Children**

We recognise that a minority of children will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements. Our SEN policy envisages a whole school approach that takes into account the roles of the Board of Management, the principal, class teacher, special education teacher and the parents.

In attempting to achieve the above objectives the BoM, principal and staff will take all reasonable steps within the limits of the resources available to fulfil the requirements outlined in this policy document.

Board of Management:

The BoM will fulfil its statutory duties towards pupils with special educational needs. It will ensure that the provision required is an integral part of the school development plan. Members will be knowledgeable about the school's SEN provision – funding, equipment and personnel. The BoM:

- Oversees the development, implementation and review of school policy on support for children with extra needs.
- Provides adequate class accommodation and teaching resources.
- Provides a secure facility for storage of records.

Principal:

The principal has overall responsibility for the day-to-day management of provision. She will work closely with the SEN co-ordinator and will keep the BoM informed about the working of this policy. It will be the role of the principal to:

- Develop inclusive whole-school policies and monitor their implementation.
- Assign staff strategically to teaching roles, including special education roles.
- Co-ordinate teachers' work to ensure continuity of provision for all pupils.
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies.
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically.
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school



staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area.

- Liaising with and advising fellow teachers and contributing to in-service training of staff
- Liaising with and advising SNAs with regard to supporting children with special needs.
- Keeps teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Advises parents on procedures for availing of special needs services
- Selects children for psychological assessment in consultation with class and support teachers and with Hilary Power (NEPS)
- Liaises with external agencies such as NEPS to arrange assessments of children with SEN.
- Liaises with SENO regarding all aspects of special education provision.

Special Needs Co-ordinator:

The Special Needs Co-ordinator will be responsible for:

- Overseeing the day-to-day operation of the SEN policy.
- Co-ordinating provision for children with special educational needs.
- Organises the timetable for support teaching.
- Liaising with parents of children with special needs.
- Monitoring and evaluating SEN provision.
- Keeps a list of pupils who are receiving supplementary teaching.
- Facilitating planning for class teacher with support teacher.
- Supports the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support.
- Stores confidential information (Psychological Assessment Reports etc.) regarding SEN children and shares same with principal, class teachers, support teachers, SNAs, other agencies where appropriate.
- Oversees the drafting of classroom/school/school support plus plans.
- Arranges for exemptions from the study of Irish for pupils for whom this is appropriate.

The Role of the Class Teacher:

Effective teaching and learning is critically important for all pupils, and especially for those with special educational needs. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued. Mainstream class teachers have first-line responsibility for the education of all pupils in their classes. Accordingly, classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom. This will include adapting their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs. These include:

- Co-operative teaching and learning within mainstream classrooms
- Effective teaching and learning opportunities
- Collaborative problem-solving activities
- Heterogeneous group work
- Differentiation



- Interventions to promote social and emotional competence
- Encourage and foster partnership in order to achieve support at home and at school
- Consultation with parents regarding concerns or discuss progress
- Embedding Digital Technology in teaching, learning and assessment

Every pupil needs to be taught a broad and balanced curriculum that is appropriate to his/her developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies. 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

Teachers can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access.

The Role of the Special Education Teacher (S.E.T.):

Special education teachers should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported at classroom level, or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models.

Some pupils with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions should be based on careful identification of strengths and needs, including multi-disciplinary assessment when necessary.

The type of support offered depends on the child's individual needs and takes the form of:

- curriculum support
- life and/or social skills training
- physical training/gross motor development
- speech training/communication and/or language development
- behaviour modification programmes
- assistance with sensory modulation
- development of anger management strategies
- a combination of some/all of the above

Special education teachers, in consultation with class teachers, should plan their interventions carefully to address pupils' priority learning needs and to achieve the



targets identified in the relevant continuum of support plan. Short-term planning should reflect the support plan targets and should break down the development of skills and content into small incremental steps to address each pupil's specific needs on a fortnightly basis. Outcomes for pupils should be routinely assessed, recorded and used to review progress. These outcomes should also be used to inform the targets for the next phase of intervention.

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the special educational needs provision available in the school. Our school will consult with parents when developing and reviewing policies relating to the education of children with special educational needs. This helps to ensure that parents understand the school's approaches and better enables them to support their children in transitioning through the school.

The Role of the Special Needs Assistant (SNA)

The role of the SNA will be to carry out duties based on the care needs of the child. The tasks associated with these duties can be of a primary or secondary nature (Circular 0030/2014). The primary care support tasks may include:

- Administration of medicine.
- Assistance with toileting and general hygiene.
- Assistance with mobility and orientation.
- Assisting teachers to provide supervision in the class, playground and school grounds, and at recreation, assembly and dispersal times.
- Assisting children with play as appropriate.
- Provision of non-nursing care needs associated with specific medical conditions.
- Care needs requiring frequent interventions including withdrawal of a child from a classroom when essential.
- Assistance with moving and lifting of children, operation of hoists and equipment.
- Assistance with severe communication difficulties including enabling curriculum access for children with physical disabilities or sensory needs and those with significant and identified social and emotional difficulties.

The secondary care support tasks may include:

- Preparation and tidying of workspaces and classrooms or assisting a child who is not physically able to perform such tasks, to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson to another.
- Assistance with the development of Personal Pupil Plans (PPP) for children with Special Educational Needs, with a particular focus on developing a care plan to meet the care needs of the child concerned and the review of such plans.
- Assistance with maintaining a journal and care monitoring system for children.
- Assistance to attend or participate in out of school activities: walks, school tours.
- Assistance with enabling a child to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of appropriate personnel.
- Attending meetings with Parents, Special Educational Needs Co-ordinator, NEPS or school staff meetings with the agreement and guidance of Class Teacher/Principal.

Role of External Bodies and Agencies:



St. Paul's SNS liaises with external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the National Council for Special Education (NCSE), the Health Service Executive (HSE), Early intervention Teams, School Age Teams, Tusla, Visiting Teachers for children with visual impairment, Visiting Teachers for children with hearing loss and the Inspectorate.

We acknowledge that the needs of many children span both health and education services. We therefore liaise with and contribute to health-led assessment and delivery of interventions and facilitate meetings between parents and various support services. We also endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support.

Assistance for children with E.B.D./ S.L.D. Classes integrating into mainstream

The Principal will liaise between staff in E.B.D. and S.L.D. Classes and mainstream class teachers to allow the integration of these children into mainstream for a period of time each day/week as appropriate. Some of the children will be able to make this transition for a period of time each day or week or perhaps for a curricular area while some may not. We will try to facilitate as many children to make this transition as is possible when we feel they are ready for it. She will assist class teachers and support teachers in setting targets and in managing behaviours and will decide on discontinuation of integration with parents if issues arise.

Parental Involvement

Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs. Parental engagement is enhanced when parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in regular reviews of progress. The Continuum of Support process and use of the Student Support File provide valuable opportunities to engage with parents and to build a collaborative approach to identifying and responding to the needs of pupils with special educational needs. There may also be opportunities for parents to work collaboratively with the school through initiatives such as paired reading or the Read at Home initiative.

The Parents/Guardians of the pupils of St. Pauls can prepare for and support the work of the school by:

- Supervising, assisting with, showing interest in and signing homework.
- Reading and telling stories to their child/children.
- Listening to and giving supportive feedback on oral reading.
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers.
- Signing and returning consent forms to the school regarding withdrawal for support teaching.
- Talking positively about school and school work.
- Keeping the class teacher informed of any home factors which may be affecting their child's progress.
- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning.
- Helping children to develop their organisational skills.
- Helping children to look after school books and other resources which are loaned to the children for use at home.
- Supporting programmes and initiatives implemented by the school.

Enrolment:



The school aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The Ed. For Persons with Disabilities Act 2004 states that 'A child is entitled to attend the school which is most suited to his or her overall needs'.

Parents are required to notify the school of their child's special needs in advance of enrolment through the Home School liaison teacher or directly to the school Principal. The Principal will request a copy of the child's medical or psychological report. No child will be refused admission solely on the grounds that s/he has SEN except where the provision required is incompatible with that available in our school.

Special Facilities:

St. Pauls is a two storey building with wheelchair access and lifts to the first floor. It is a new building with bright modern classrooms. There are good facilities for Special Education. There are two SET teachers in each resource room to withdraw children as necessary. The Special Classes (S.L.D. and E.B.D.) Classes have good facilities also. There are disabled toilets available on the ground and first floors.

Resources:

St. Pauls is a well-resourced school, which constantly monitors and updates its resources. I.T. provision is good and has been upgraded when moving to our new school. Interactive Panels are installed in all mainstream classrooms and also in the two special classes. Wireless internet connectivity is very good in all teaching areas and 105 ipads are available to be used by classes and SET in a timetabled setting.

Whole School Strategies to minimise learning difficulties

Our strategies for preventing learning difficulties include:

1. Promotion of Literacy:

- Guided Reading from third to sixth classes on a termly basis.
- Print rich environment.
- Shared/paired reading.
- "Twinkl" – digital Learning online based programme purchased for all classes.
- Using interactive panels to access online content to support literacy
- DEAR time, Book Week, Book Fair, Reading buddies, visiting authors.
- Access to Literacy apps on school ipads
- Comprehension strategies taught using digital books.
- Teachers following an agreed timetable to ensure all aspects of the literacy curriculum are followed.
- Implementation of Primary Language Curriculum.
- Duo Lingo School Account.
- Literacy Summer Camp.

2. Early Intervention

We believe it is very important to identify and assess children with special needs as early as possible so that effective interventions can be put in place. Screening tests are administered in Third class – the NNRIT is administered to all 3rd classes plus other newly enrolled children in October each year following a settling in period. We also administer diagnostic reading tests to a selected number of pupils based on our own assessment of needs and also in conjunction with meetings with their second class teachers in St. Johns Junior School (or the advice child's previous school). The classroom teachers and the SET team from St. Johns give us details of supports given and lists of children to follow



up on which is extremely useful. We try to assist the junior classes as early as possible to have the best provision for all the children needing support and ongoing consultation/collaboration between the classroom teachers and S.E.T. assists in achieving this goal. Teacher observation is undoubtedly really important in enabling us to target children for intervention and this is really important when children join us either from the junior school or indeed any other school.

3. Developing Listening Skills:

Promoting a classroom environment where children listen to others, do not interrupt the speaker and wait their turn; Circle time, Listening games/activities; Listening Programmes; Listening to music.

4. Observation and/or assessment:

Observation Methods in use- personal checklists, record sheets, Shared observation, listening to reading, General correction of homework.

Recording Observation-Checklists, Personal records, reading records, paired reading, Teachers own observation.

Share concerns with: - Last year's/ next year's teacher, similar level teacher, parents, special education teacher, SEN co-ordinator

Stages of Assessment and Provision

Access to the school's broad and balanced curriculum is achieved for most children by differentiation of class work by the class teacher. When a class teacher or special education teacher, identifies a child with SEN the class teacher/SET consults with the SEN coordinator and provides interventions that are ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum. The first line of responsibility for the progress of all pupils in the class lies with the class teacher. However, as most of our support is in-class the stages are less defined than in situations where support is delivered by withdrawal.

Stage 1

Class teachers initially discuss their concerns with the child's parents.

The triggers for this intervention could be:

- The child makes little or no progress even when teaching approaches are directed at an identified area of weakness
- The child shows signs of difficulty in developing literacy and numeracy skills, which result in poor attainment
- Persistent emotional or behavioural difficulties which do not respond to behaviour management techniques used by the school
- Has sensory or physical difficulties
- Has communication and/ or relationship difficulties

The class teacher completes a Stage One form and monitors the Record of Differentiated Support for a period of time. This will be reflected in a Classroom Support plan which will be drawn up for the child. If this strategy does not work then the teacher will continue to the next stage, School Support.



Teachers inform Parents that their child's needs would be better served in a small group/individual capacity with a support teacher either in class or withdrawal. Parents will need to sign their consent.

Stage Two

In cases where the Record of Differentiated Support indicates that progress has not been made, or if the results of tests (Drumcondra Primary Reading Test, Sigma T, NNRIT.) and teacher observation indicate this to be the case, intervention in the form of a support teacher will be accessed. Again, class teachers will discuss their concerns with the child's parents. A School Support Plan will be drawn up for the child by the class and support teacher in conjunction with the parents. The action taken will be as follows:

- The class teacher and support teacher will differentiate the curriculum in specific areas with achievable goals to be implemented by the class teacher and support teacher.
- The programme will be reviewed and updated every term or at least twice a year.
- While every effort will be made to allow the SEN group/individual to remain included in class, there may be a need to work part of the programme in a SEN room with the support teacher. This withdrawal will be time limited and for specific purposes e.g Speech/Language assistance, Fine Motor Skills, Social Skills, Behavioural programme etc.
- Where progress is such that the child is no longer giving cause for concern, the child will revert to the usual differentiated curriculum available to all children. If this occurs parents will be consulted. If the child doesn't make the progress that is deemed necessary, then the child may be given a new support plan at this level or may be moved to the next stage – School Support Plus. This is done in consultation with the parents.

Stage Three

The support or class teacher will perform diagnostic tests on these children (at School Support) usually at the beginning and end of the school year. These tests will include the Neale Analysis Reading Test/Diagnostic Reading Analysis, YARC, Non Reading Intelligence test, Dyslexia Screening Test etc.

When it has been identified that a child is still struggling and performing well below the levels expected, despite School Action the class teacher with the support teacher and SEN coordinator, in consultation with the child's parents, may consider the following actions:

1. A psychological assessment will be arranged (see Education for Persons with Disability Act 2004) for severe issues.
2. Other outside agencies may need to be contacted, who will advise on a range of provision including School Support Plus targets and strategies.
3. The triggers for extra intervention could be that, despite receiving an individualised programme the child:
 - Makes little or no progress over a long period of time
 - Continues to work at Primary Curriculum levels substantially below that of children of a similar age
 - Continues to have serious literacy and numeracy difficulties
 - Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning, or that of other children, despite an appropriate behaviour management programme and School Support Plus plan.
 - Has sensory and/or physical needs, and requires additional specialist equipment or regular visits from an advisory service



- Has an ongoing communication or relationship difficulty that prevents social development, and act as a barrier to learning.
- 4. If it is felt by the psychologist that a child has care needs, a special needs assistant may be applied for.
- 5. In circumstances where a child uses specialised equipment, consultants will be required to demonstrate how the equipment is to be used to the SNA and either the class or support teacher.
- 6. If the psychologist recommends an exemption from Irish, the SEN coordinator will see to this under guidance from the Department of Ed. And Skills and consultation with the Principal.

School Support Plus Plan

Based on Psychologist's report, tests, Record of Differentiation and School Support Plus Plan the class teacher with the support teacher, SNA (if assigned), parents and representatives of outside agencies (if necessary) formulate a School Support Plus Plan.

These School Support Plus Plans which employ a small – steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded targets, we ensure that the child experiences success.

This plan includes:

- the nature and degree of the child's abilities and skills
- the degree of the child's special needs,
- the present level of performance,
- services to be provided,
- services for transition to 2nd level school where appropriate,
- the goals, which the child is to achieve over a period of half a year.

The strategies set out in the School Support Plus Plan will, as far as possible, be implemented in the normal classroom setting but may involve additional withdrawal time.

The management of the School Support Plus Plan strategies will be the responsibility of the class teacher, support teacher and the Principal.

REVIEW of School Support Plus Plan

The SEN coordinator will ensure that the review is conducted at the end of October and February. The class teacher consults with the support teacher, the child (and SNA if appointed). They agree on the expected outcomes of the School Support Plus Plan. A draft copy is formulated and sent home to the child's parents. The parents are invited to attend a meeting to discuss or make recommendations to the draft review if they so wish. Again, outside agencies may play a part in formulating the final copy. The review will be recorded on the School Support Plus Plan Review form.

Where progress is unsatisfactory it may be decided that the child continues to receive additional supports. Where progress is satisfactory, and where the child is consistently achieving targets over the stated time, a decision will be made to revert to School Support.

The review in June will be to formulate a School Support Plus Plan, which will be part of the plan for the next teacher in September. It will be carried out as outlined above.

School Support Plus Plans for children moving to 2nd level will be referred to at the consultation meetings with the 2nd level representative.



Record of Differentiated Support in class

(A list of pupils at all stages similar to template below is maintained for all children supported at all 3 stages)

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

(A) Classroom Support				
Pupil Name	Class	Description of SEN	Nature of Supports Literacy, numeracy, social, emotional, behavioural, life-skills	Focus of Support In-class, withdrawal in small groups or individual, school yard
(B) School Support				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support
(C) School Support Plus				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support

Complaints

If parents have a complaint about the Special Ed. provision made, then they should in the first instance make an appointment to speak to the SEN coordinator and/or the principal.

The complaint will be investigated and dealt with as early as possible. If the matter is not resolved to the parents' satisfaction, then the matter proceeds to the B.O.M.

Monitoring and Reviewing

Pupils' progress in relation to achieving their targets will be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work,



observation) that allow pupils to demonstrate their progress. This will lead to the establishment of specific targets to be achieved within a defined timeframe as outlined below.

Monitor
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process. It includes a Support Review Record to guide teach
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In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review will include some of the following measures: attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for pupils with special educational needs.

The BoM will ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy by monitoring:

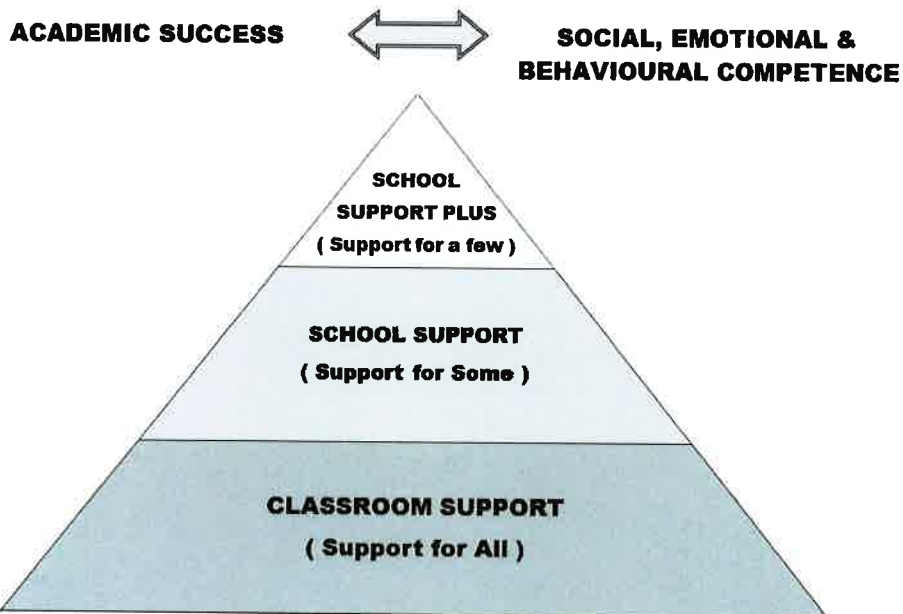
- the standards obtained by children with special needs
- the number of children at each of the three stages.
- The level and pattern of help (i.e. average time allocated and the balance of in-class and withdrawal support)
- Views of parents
- Staff views on in-service
- Children's views

Appendix 1.



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

A Continuum of Support



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



SUPPORT PLAN

School Support Or School Support Plus

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	
CLASS TEACHER		CLASS/YEAR	
SPECIAL EDUCATION TEACHER			
START DATE OF PLAN			
REVIEW DATE OF PLAN			

STUDENT'S STRENGTHS & INTERESTS



CONCERNS

Literacy	•	
Numeracy	•	
Social		
Motor		

PRIORITY CONCERNS

NATURE OF CONCERN/CURRENT LEVEL OF PERFORMANCE

Examples:

Behaviour

Drumcondra Reading Results

Drumcondra Maths Results

Area of Difficulty Identified

TARGETS FOR THE STUDENT

TERM ONE	OCTOBER	ONGOING	EMERGING	ACHIEVED
1.				
2.				
3.				
4.				

TERM TWO

FEBRUARY

ONGOING

EMERGING

ACHIEVED

1.



- 2.
- 3.
- 4.

STRATEGIES TO HELP THE STUDENT ACHIEVE THE TARGETS



STAFF INVOLVED AND RESOURCES NEEDED

SIGNATURE OF PARENT(S)/ GUARDIAN(S)

Date:

SIGNATURE OF PARENT(S)/ GUARDIAN(S)

Date:

SIGNATURE OF TEACHER

Date:

SIGNATURE OF TEACHER

Date:

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

SUPPORT REVIEW RECORD

School Support Or School Support Plus

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

For help, see *SEN: A Continuum of Support - Guidelines for Teachers; BESD: A Continuum of Support – Guidelines for Teachers; A Continuum of Support for Post-Primary Schools, Resource pack for Teachers; Student Support Teams in Post-Primary Schools.*



STUDENT'S NAME :		CLASS/ YEAR
NAMES OF THOSE PRESENT AT REVIEW		DATE OF REVIEW
HAS THE PLAN BEEN SUCCESSFUL?		
ANY NEW INFORMATION OR NEWLY IDENTIFIED NEEDS		
RECOMMENDED FUTURE ACTIONS – <i>WHAT, HOW, WHO, WHEN?</i>		
ANY COMMENTS FROM THE STUDENT?		
ANY COMMENTS FROM THE PARENT(S)/GUARDIAN(S)?		
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.

Appendix 2:
Target-setting as part of the problem-solving-framework



How do we evaluate targets?
 Standardised tests
 Screening tests
 Observations
 Interviews
 Teacher measures
 Check lists
 Consultation
 Ratings

Evaluation of child's response to targets informs the next step of the problem-solving cycle



Targets are written as desired skills which are:
 Specific
 Measurable
 Achievable
 Relevant
 Time Limited

What data can help us set targets?
 Standardised
 Screening
 Observations
 Interviews
 Teacher measures
 Check lists
 Consultation
 Ratings

Targets are informed by information gathering and assessment


Targets should be expressed 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 3:

Support Checklist		
Name:	Age:	Class:
General Information:	Date Checked:	Comments:
1. Parent(s)/Guardian(s) 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?		

Appendix 4

 Learning Environment Checklist –			
Environment / Physical conditions		<i>Tick the area where action could be taken to make a difference for the pupil:</i>	
	Layout of room & furniture		Adequate working space for students & teacher
	Good decor / lots of displays etc?		Ease of movement in room
	Temperature		Lighting
	Noise level		Seating (<i>Facing board - neighbouring pupil compatibility - height for writing</i>)
	Appropriate resources/ equipment organised and readily available for all pupils?		
Social factors / Relationships			
	Classroom procedures & rules are made clear and understood by all pupils and consistently applied		
	Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures)		
	Changes between tasks are managed smoothly and effectively		
	Pupils know what to do next without asking		
	The class is generally on task		
	A variety of different actions (academic & behaviour) are frequently noticed and praised		
	A variety of praise and rewards are used		
	Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress		
	Any disruptive or off-task behaviour is effectively managed		
	Good communication and feedback between teacher and each pupil about progress is maintained		
Teaching & Learning - Methods, Materials & Procedures			
	<i>The extent to which:</i>		
	Tasks set are appropriate for the pupil s level of understanding and skills		
	Learning goals are clearly defined and shared with the pupil.		
	Opportunities are provided for the pupil to engage in activities in which s/he can be successful.		
	Steps in learning goals are small enough to ensure progress.		
	Activity content / tasks are of interest to the pupil		
	Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate.		

	A variety of teaching approaches used.
	Opportunities are provided for a variety of pupil responses-oral/ practical/ written.
	Opportunities are provided for pupil involvement in decision making and recording.
	Opportunities are provided for pupil to generalise/transfer learning from one situation to another.
	Regular monitoring and recording of progress occurs

Classroom Activity

Routines established for:

	entering class		leaving class
	giving out resources		gathering resources
	asking for help		gaining whole class attention

Rules / Rewards / Consequences

Rules are:

	few in number		decided upon in consultation with pupils		displayed
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Rewards and consequences are:

	named		linked to behaviour
	rewards are rewarding to class		Rewards are achievable
	sanctions are understood and fair		sanctions are imposed consistently

School Environment

Tick which area needs change:

	Playground/ yard →		layout		equipment		Supervision		rules
	Movement: effective routines for →		movement around school		lining up				corridors
	Break/lunchtimes →		clear simple rules		rewards and consequences clear				activities available
	Staff support →				staff discuss difficulties				
	Policy →				behaviour policy exists				policy is understood and agreed by staff

			range of rewards for good class, yard, school behaviour		range of sanctions in place
			range of strategies used for managing behaviour		behaviour is assessed and monitored

Summary of concerns:

Actions required:

Appendix 5



St Paul's SNS, Marley's Lane, Drogheda

My Thoughts About School

Name:	Class: Teacher:	Date:
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The things I like best at school are:

The things I don't like about school are:

The things that I am good at are:

The things I find hard are:

I am happy in class when:

I am happy during break and lunch times when:

My friends are:

I need help with:

Teachers in school can help me by:

My teacher would describe me as:

My parents would describe me as:

Appendix 6

Basic Needs Checklist

Pupils Name:	SET:	Class:	Date:
✓ Headings under which to consider a pupil's basic needs			
		Physiological needs e.g. does the child have adequate food, warmth, housing etc?	
		Safety needs e.g. does the child need physical or psychological protection?	
		Belonging needs e.g. does the pupil have close family and friends, feel part of his / her class.	
		Esteem needs: e.g. does the child receive respect, positive feedback from others and respect others and self?	
Possible actions suggested to the teacher on the basis of the questions above:			

Appendix 7

Tests Available:

- (1) Diagnostic Reading Analysis
- (2) YARC
- (3) Salford Sentence Reading Test
- (4) Dyslexia Screening test
- (5) Dyscalculia Screening Test

- (6) MALT – Maths assessment
- (7) Maths Tracker (CD Rom)
- (8) NNRIT
- (9) Drumcondra Primary Reading Tests (Literacy screening tests)
- (10) Sigma T (Maths screening tests)
- (11) CAT 3 (Cognitive ability Test Level 3) Paper based version.
- (12) WIAT 111 (Teacher Edition)

Resource Materials:

- (1) Sounds Abound
- (2) Sound Linkage
- (3) Alpha-Omega (phonics programme CD)
- (4) Lifeboats Series – phonics.
- (5) PAT programme
- (6) Newell Literacy Programme
- (7) TTRS – Touch Type Read Spell. Licence from Louth County Council.
- (8) Acceleread programme.
- (9) SNIP Literacy programme
- (10) Toe by Toe
- (11) Stride Ahead
- (12) Talkabout for Children
- (13) Learning to become Socially Talented Children
- (14) Retracking Behaviour Programme
- (15) Weaving Wellbeing Programme
- (16) Springboard Connect Reading Programme
- (17) Auditory Processing Activities
- (18) Jump Ahead Motor Skills Programme
- (19) Anger Management Games for Children
- (20) The Incredible 5 Point Scale
- (21) The Selective Mutism Manual
- (22) The Decider – Skills Management
- (23) Zones of Regulation Programme

Ratification and Communication

Ratified by Board of Management:

Date: 01/02/2023

Signed by Chairperson:

John Conlon pp.
Fr. John Conlon

Signed by Principal:

A. Carthy
Áine Carthy