



Scoil Mhuire Special Educational Needs Policy.

Introductory Statement/Rationale

Scoil Mhuire is a vertical school with boys to 1st class only, under the patronage of the Catholic Archbishop of Meath. Scoil Mhuire caters for pupils from Junior Infants to 6th Class. We also have a class for pupils with AS and 2 classes for pupils with MGLD

The purpose of this Special Educational Needs Policy is to provide practical guidance for teachers, SNAs parents/guardians of Scoil Mhuire on the provision of effective support to pupils experiencing difficulties in areas including social/emotional/ behavioural/ learning.

The original school policies on provision for pupils with Special Educational Needs (SEN) were devised in 2006. This new policy replaces the previous SEN policy and Learning Support Policy. It takes into account changes e.g. in SEN provision, the National Strategy for Literacy & Numeracy and school focus on the development of more in-class Team Teaching.

The rationale for this policy is to also ensure compliance with the Education Act (1998), the Education Welfare Act (2000), The Equal Status Act (2000), Disability Bill (2002), The E.P.S.E.N. Act (2004) and DES Circular 0013/2017.

Relationship to characteristic spirit of the school

Scoil Mhuire is an inclusive school which values all pupils irrespective of their learning needs and wants all pupils to feel that they are part of the school community. We particularly strive to cater for pupils with additional needs as their presence in the school enriches the entire school community. We do this through an ethos of inclusion and the promotion of the full and harmonious development of all pupils in keeping with the Catholic ethos of the school.

Aims

- To ensure all pupils gain access to a broad and balanced curriculum and have an opportunity to access to an appropriate education
- To set out the whole school approach to teaching and learning regarding pupils with special educational needs, to respond to the diversity of their needs
- To set out appropriate criteria for allocating resources to children with SEN
- Outlines the procedure for SSPs/SSPPs & the review of such – outlines the key personnel involved
- To set out the role of the BOM, principal, SEN co-ordinator, teachers and Special Needs Assistants
- To outline the procedures for the enrolment of pupils with Special Educational Needs (see Scoil Mhuire Enrolment Policy / AS class Enrolment Policy / MGLD class Enrolment Policy)
- To provide information to all staff about liaising with outside agencies such as with NEPS, NCSE, etc.
- To use all resources efficiently and equitably so that all pupils develop as learners, engage meaningfully with the curriculum and develop the skills and competencies necessary to lead an independent life
- To enable all pupils with special educational needs in the school to share with their peers as complete an educational experience as possible.
- To outline the importance of ongoing assessment and monitoring of the teaching and learning taking place in the school.

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.

Enrolment

Scoil Mhuire is an inclusive school, which strives to support all pupils under its care. Parents/guardians of pupils with diagnosed disabilities or learning needs are required to inform the school prior to enrolment of such need and are required to furnish the school with copies of any relevant reports – such as speech therapy/ psychological, etc. so that the pupil's needs can be adequately met. In certain situations the school may require a longer period of time than usual to equip ourselves with the appropriate resources to meet a pupil's needs before this pupil can begin in the school.

No pupil will be refused admission solely on the grounds that s/he has SEN except where the provision required is incompatible with resources available in our school. The school principal will liaise with the SENO for advice and guidance regarding the enrolment of pupils with SEN, if necessary.

Setting Suitable Learning Goals

We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. In order to do this, Scoil Mhuire will use the 'Continuum of Support Process' as outlined in Table 1 below to identify educational needs. Identifying learning needs is central to setting suitable learning goals for our SEN pupils. We use the Continuum of Support framework to identify academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. We believe it is important to look at a pupil's needs in context, and to use our resources to support this.

Table 1: Identification of Educational Needs through the Continuum of Support Process

<p>Classroom Support</p>	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> • Class teacher observation and records • Teacher-designed measures/assessments • Basic needs checklist * • Learning environment checklist* • Parental consultation • Pupil consultation - My Thoughts About School Checklist • Literacy and numeracy tests <p>A classroom support plan runs for an agreed period of time and is subject to review.</p>
<p>School Support</p>	<p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none"> • Class teacher & SEN/resource teacher; teacher observation/records • Teacher-designed measures/assessments • Parent and pupil interviews • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including 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>
<p>School Support Plus</p>	<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 for example, NEPS, CAMHS, Early Intervention Team</p> <ul style="list-style-type: none"> • 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.

Classroom Support :

Procedures for the early identification, screening and addressing of the special educational needs of certain children

Scoil Mhuire endeavours to identify pupils with special education needs as early as possible.

- When a class teacher observes a pupil who is not reaching the expected milestones re academic, physical, social, behavioural or emotional development, he/she will discuss the difficulty with the Special Education Teacher assigned to the class. The parents are invited to a meeting with the class teacher to discuss the child's difficulty. Information is sought from the parents (Classroom Support Checklist) and screening/diagnostic testing is carried out where appropriate.
- A Classroom Support Plan is drawn up in consultation with the parents. This plan is reviewed regularly (at least twice yearly) and based on the outcome, the pupil's support can remain at Classroom Support, move to School Support or support can be withdrawn. When School Support is warranted, the SEN coordinator and class teacher will organise the type of support best suited to meet the pupil's needs (in-class, group or individual).
- When a pupil is experiencing considerable difficulty, it may be necessary to provide support at School Support Plus level immediately. In consultation with the parents, the child will be referred to outside agencies as appropriate (NEPS, CAMHS, Early Intervention Team, Speech & Language, Occupational Therapy)
- All pupils are screened at the end of Junior Infants for Literacy and Numeracy difficulties. *Malt 5* is used for Numeracy and a school designed checklist is used for Literacy. The *Belfield Infant Assessment Profile (BIAP)* is administered to children experiencing considerable difficulty. Children with EAL are tested using the *Primary School Assessment Kit (PSAK)*.
- The *Middle Infant Screening Test (MIST)* is administered to all pupils in Senior Infants in January. The *Drumcondra Early Literacy Test – Diagnostic Test* is administered to pupils with results under the critical score and others identified by class teachers. Intensive literacy support is provided in groups based on Priority Learning Needs.
- The *Drumcondra Early Literacy and Numeracy Tests – Screening* and *Drumcondra Early Literacy and Numeracy Test – Diagnostic* (if necessary) are administered to all pupils at the end of Senior Infants.

School Support :

Referral to Special Educational Needs Teacher

- Pupils with special educational needs will receive support based on their level of need. Assessment results, teacher recommendation and parental concerns will be taken into consideration when determining if supplementary teaching is required.
- Parent/guardians of pupils in Scoil Mhuire are informed when the need for diagnostic testing arises and are asked for written consent for supplementary teaching
- Parents have the right to refuse further diagnostic testing and supplementary support.

- The Diagnostic tests in use in the school are:

Belfield Infant Assessment Profile

Drumcondra Early Literacy Diagnostic test

Drumcondra Early Numeracy Diagnostic Test

Diagnostic Reading Analysis

These tests are administered and interpreted by the Special Education Teachers.

- Priority learning needs for the pupils are identified and a decision is made by the SEN coordinator and Special Education Teacher about the type of support which will best meet the needs. (In class support, withdrawal in a group or withdrawal individually)
- Children with similar priority learning needs may be grouped together.
- A School Support Plan is prepared for the pupil by the Special Education Teacher, in collaboration with the class teacher and pupils input where appropriate. Parents are invited to a meeting and given the opportunity to provide an input to the plan. They are given a copy of the plan.
- All School Support plans are reviewed in January and June by the Special Education Teachers in consultation with the class teacher. Parents are invited to a review meeting with the class teacher and the SET.
- Following the review, supplementary teaching can continue at the same level or be reduced to Classroom Support level. Where sufficient progress has been made, the Student Support File will be closed.
- If a pupil is not achieving targets set in the School Support Plan, he/she will be considered for referral for assessment with an outside agency – NEPS, Speech and Language, Occupational Therapy, Early Intervention, School Age Team

School Support Plus :

Prioritising pupils for professional assessments

The Principal and Special Education Needs Co-ordinator (SENCO) must factor in the needs of the entire cohort of pupils in the school when determining who to prioritise for assessment. There will be a number of factors to consider in this regard, including:

- Current level of academic, social and emotional need of individual pupils and their ability to access the curriculum.
- Suitability of current educational placement for such pupils and the need for professional recommendations to ensure pupils have access to the correct educational setting.
- Length of time since previous assessments and professional recommendations for review.
- Pupils transitioning to secondary school.

Principal and SENCO may consult with NEPS and other agencies, (subject to parental consent) in arriving at who to prioritise for assessments.

Special Education Teachers and class teachers will refer pupils they are concerned about, to Speech and Language and Occupational Therapy services. Parents are consulted and complete a consent form.

When an assessment from the Child and Adolescent Mental Health Services (CAMHS) is considered to be necessary, parents are requested to ask their GP to refer their child to CAMHS.

Roles and Responsibilities

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 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 pupils with extra needs
- Ensures there is adequate class accommodation and staff to provide for SEN in Scoil Mhuire

Principal – Brendan Naughton

The principal, Brendan Naughton has overall responsibility for the day-to-day management of provision. He will work closely with the SEN Co-ordinator & Special Education Team and will keep the BOM informed about the workings of this policy. He will encourage members of staff to participate in CPD training to help them meet the objectives of this policy. He will liaise with the SENO & NEPS psychologist with regard to support and is responsible for appointing staff.

It will be the role of the principal in collaboration with the SEN co-ordinator to:

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching and SNA roles, including special education roles
- 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
- Deploy teachers based on need of child and relevant expertise
- 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
- Arranges for exemptions from the study of Irish for pupils for whom this is appropriate

Special Needs Coordinator

The SEN co-ordinator will also liaise with the SENO & NEPS psychologist with regard to support when necessary

The Special Needs Coordinator in our school will be responsible for:

- Overseeing the day to day operation of the SEN policy
- Coordinating provision for children with special educational needs
- 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
- Liaising with parents of children with special needs
- Monitoring and evaluating SEN provision
- Providing a secure facility for storage of records

- Storing confidential information (Psychological Assessment Reports, etc.) regarding SEN pupils and shares same with principal, class teachers, support teachers, SNAs, other agencies where appropriate
- Maintaining the SET folder to include details of provision for pupils in receipt of support
- Organisation of SET meetings
- Purchasing and organising of SEN resources in consultation with SETs
- In conjunction with members of the SEN team, oversee the drafting of IEPs, school support plans and classroom support plans

Responsibilities of Staff

All staff are fully aware of the content of this policy and of the procedures below. Appropriate in-service is made available through Laois Education Centre, NCSE, NEPS, etc. and may be provided to staff at the discretion of the principal either on site or in another educational setting off site.

Class Teacher

The classroom teacher is responsible for educating all pupils in his/her class, including any pupil with a special educational need. Section 22 (1) of the Education Act 1998 states the primacy of the teacher in the education and personal development of pupils in school. 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
- Collaborative problem-solving activities
- Group work
- Differentiation
- Interventions to promote social and emotional competence and wellbeing
- Embedding Information and communications technology (ICT) 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 homework to suit the child's ability
- 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.

Special Educational Team

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 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 is supported at classroom level initially with additional teaching delivered through in-class or withdrawal support models if required.

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 assessments if necessary.

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

- curriculum support
- social and emotional support – such as self-esteem building or developing anger management strategies
- English as an Additional Language 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 regulation
- a combination of some/all of the above

The Special Education Teacher has a responsibility to comply with the Continuum of Support model – See Appendix 3.

The role of SET teacher is as follows:

- Communicating with the class teacher regularly about the pupil in terms of their academic achievement/behaviour/social or emotional well-being, etc.
- Assist teachers in the planning and implementation of Classroom Support Plans if required.
- Provide guidance/support to the Class Teachers in such areas as individual pupil assessments and programme planning, as well as approaches to language development, reading, writing and mathematics for pupils experiencing difficulties
- Develop a School Support Plan or School Support Plus Plan/IEP for each pupil who is selected for supplementary teaching in consultation with the Class Teacher, parents/guardians and the SNA where appropriate.
- Develop weekly plans for each individual or group of pupils in receipt of Special Education Teaching. (Appendix 2)

- Review progress regularly and complete Continuum of Support Reviews twice yearly
- Contribute to the development of policy on SEN at whole school level
- Contribute at school level to decision making regarding the purchase of SEN books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the Special Education Teacher rooms
- Liaise with external agencies such as Psychologists, Visiting Teacher Service, Speech Therapists, etc. regarding the provision for pupils with special needs
- Meet as a SET team regularly to monitor and review workload

Special Needs Assistants

Special needs assistants (SNAs) play an important role in assisting the teacher to support students with special educational needs. The role of the SNA may be:

- To support pupils with care needs- feeding, toileting and self care
- To facilitate periods of time-out for pupils where appropriate
- To support children during yard time
- To encourage and support pupils to be as independent as possible.
- To foster co-operative learning and facilitate development of friendships
- To assist pupils with their organisational skills and help them to be prepared for lessons
- To assist teachers in the preparation of resources for SEN students
- To assist the pupils assigned to them in accessing as much of the curriculum as possible.
- To help pupils carry out assigned tasks.
- To help pupils learn and adopt new skills.
- To praise, support and encourage pupils and to be a positive influence in the class.

Parents/Guardians

Good parental engagement is a critical factor in enhancing outcomes for pupils with Special Educational Needs. Scoil Mhuire recognises the importance of parental involvement in their child's learning. Parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and 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 SEN.

Parents/Guardians of the pupils of Scoil Mhuire 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.
- Using opportunities to develop maths awareness in the environment
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers.
- 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.

Where possible, the views of parents/guardians will be sought at all stages of assessment and provision of SEN.

Facilities/Resources

Scoil Mhuire is a well-resourced school

- It is a two-storey building with a lift for disabled access. There are wheelchair accessible toilets on both floors
- 2 Sensory Rooms (Quiet and Active)
- 9 Special Education Teacher rooms
- A meeting room –is used for visiting NEPS and other assessments
- All pupils have access to the Library/Computer Room /GP Hall
- A list of resources pertaining to SEN Literacy is located in Room 4 . Numeracy and EAL resources are located in Room 15
- All classrooms are equipped with Interactive Whiteboards

Early Intervention

As part of our early intervention prevention programme it is school policy to provide intensive in-class literacy/numeracy support to Junior and Senior Infants using Ready Set Go Maths and Literacy Lift Off programmes. A Station Teaching model is used to provide this support.

Support is also provided for First/Second class with/Literacy Lift Off and Mata sa Rang programmes.

We believe it is very important to identify and assess children with SEN as early as possible so that effective interventions can be put in place. The following Screening and Diagnostic Tests are used

Junior Infants : BIAP administered to targeted children in Term 2 and 3

PSAK test for Junior Infants / Senior Infants / 1st class administered in Term 2

Senior Infants: MIST administered to all children in Term 2. Pupils who score below the cut-off level are supported through small group withdrawal

Drumcondra Test of Early Literacy and Numeracy (Screening) administered to all pupils in Senior Infants in May

Drumcondra Test of Early Literacy and Numeracy (Diagnostic) administered to all pupils scoring below the critical level, during the month of June.

End of Year Procedures

Drumcondra Primary Reading Test and Sigma T Maths test are administered to all children from 1st – 6th classes

The following pupils are identified for Literacy Diagnostic testing

- Pupils who score below the 12th percentile or do not reach the cut-off score in 1st class
- Pupils in receipt of SET teaching
- Pupils identified by class teachers where percentile does not match expectations (higher or lower)

Diagnostic Reading Analysis, PM Benchmark Reading Level and Jackson Phonics are used as appropriate

Beginning of Year Plan

The SEN coordinator compiles an annual list of pupils with SEN using the Provision Plan for Children with Special Needs as recommended by the *Guidelines for Primary Schools – Supporting Pupils with Special Educational Needs in Mainstream Schools*

Planning

Classroom, School and School Support Plans

All Classroom Support Plans, School Support Plans and School Support Plus plans will be drafted in compliance with Circular 0013/0017 (Special Education Teaching Allocation and the Guidelines for Primary Schools)

Parents, teachers and other relevant external personnel collaborate in developing the above documents. Pupils may be involved in setting targets and providing information about skills and possible interventions

Meetings with parents are held in

- Sept/October Drafting the plan
- January/Feb Review and Draft new plan if required
- June Review

This Classroom Support Plan / School Support Plan / School Support Plus Plan includes:

- The nature and degree of the child's abilities and skills and the degree of the child's special needs
- The present level of performance
- Priority learning needs
- Services to be provided
- SMART targets
- Strategies to be employed
- Resources
- Personal involved in the implementation of the plan

Implementation Date

The implementation of this policy will commence in January 2021.

It will be reviewed and, if necessary, amended at the end of every second school year, or as circumstances may warrant.

Communication

This policy will be available for staff on the teacher shared network and available for all parents on the school website www.scoilmhuietullamore.ie

Communication in relation to the provision of special educational needs in Scoil Mhuire is ongoing with:

- Parents/ Guardians
- Special Educational Needs Officer
- Speech and Language Therapists
- Occupational Therapists
- Psychologists – Educational or Clinical
- Social Workers
- Visiting Teachers Service
- National Education Welfare Officer
- Play Therapists

Success Criteria

- Teachers have a clear understanding of the Continuum of support and are using it to support pupils
- Positive inclusion practices are evident throughout the school
- Parental involvement in supporting their child's learning needs is enhanced
- More effective communication between school personnel in relation to pupils progress, is evident

Monitoring

The school will evaluate the effectiveness of Special Needs Provision through monitoring standards achieved by the pupils on the Continuum of Support, the views of parents, staff feedback

Monitoring progress of the pupils in this school will be accomplished by:

- Ongoing structured observation and assessment of the language, literacy and numeracy skills of the pupils in the infant classes to facilitate early identification of possible learning difficulties by the class teacher.
- Formal and informal testing and observation of work by the class teacher.
- Standardised testing by classroom and learning-support teacher.
- Record keeping (Student Support File)
- Non-academic progress of pupils in this school will be reviewed informally, for example under the headings of improvements in the pupil's self-esteem; school attendance; attitude to learning; attitude to school and general behaviour.

Policies which Support SEN Provision

- Anti-bullying Policy
- SNA Policy
- Assessment Policy
- Child Protection Policy
- EAL Policy
- Enrolment Policy

Appendix 1:

Special Education Schedule Scoil Mhuire	
September	<ul style="list-style-type: none"> • S.E.T. Meetings re: organisation of teaching hours, timetabling, in class support and planning • Collaborative meetings - class and S.E.T. teachers re: <ul style="list-style-type: none"> In class support, Literacy stations (Senior Infants/ 1st class), Ready Set Maths (Junior Infants/Senior Infants) EAL support Supplementary teaching • Diagnostic testing and assessment by S.E.T. teachers for new children or children who were absent in June. • Drafting Classroom Support Plans/ School Support Plans/School Support Plus • Meeting with N.E.P.S. Psychologist
October	<ul style="list-style-type: none"> • Meeting parents re: Classroom Support Plans/School Support Plans/School Support Plus
November	<ul style="list-style-type: none"> • NNRIT administered to children in 2nd and 5th classes
December	<ul style="list-style-type: none"> • Assessment and Diagnostic Testing by S.E.T. teachers
January	<ul style="list-style-type: none"> • Middle Infants Screening Test (MIST) – Senior Infants Use the results to identify children who will need supplementary support • Review of School Support Plans/School Support Plus • Draft new School Support Plans/School Support Plus • SET team meeting to review workload and formulate timetable for Jan-June
March	<ul style="list-style-type: none"> • PSAK testing for EAL children
May	<ul style="list-style-type: none"> • Drumcondra Primary Reading Test administered to all children from 1st – 6th class • Drumcondra Test of Early Literacy and Numeracy (Screening) administered to Senior Infants • SIGMA-T Testing – First to Sixth Class
June	<ul style="list-style-type: none"> • Drumcondra Test of Early Literacy and Numeracy (Diagnostic) administered to Senior Infants who did not reach the critical score on the Screening tests • Diagnostic Reading Analysis administered to the following pupils: <ul style="list-style-type: none"> Pupils who scored below the 12th percentile on DPRT

	<p>Pupils who were in receipt of supplementary teaching Pupils identified by class teachers, who scored higher or lower than expected.</p> <ul style="list-style-type: none">• MALT administered to all Junior Infants• PM Benchmarking for Junior and Senior Infants• After review of plans, Students Support Files are updated and stored in SEN Co-ordinator's room
--	--

Reference Section

- Circulars 13/17, 77/07, 02/05, 01/05, 13/04, 09/04, 24/03, 08/03, 07/02, 12/96
- Guidelines on the Individual Education Plan Process, NCSE, 2006 www.ncse.ie
- Special Educational Needs – A Continuum of Support, Guidelines for Teachers, NEPS, 2007
- Special Educational Needs – A Continuum of Support, Resource Pack for Teachers, NEPS, 2007
- Special Education Support Service – www.sess.ie
- National Disability Authority – www.nda.ie
- Information for Parents: Working together to make a difference. The National Educational Psychological Service, Frederick Court, 24-27 North Frederick Street, Dublin 1
- Learning - Support Guidelines: 2000, Government Publications.
- Exceptionally Able Students: Draft Guidelines for Teachers, NCCA, 2007
- Management Board Members Handbook Revised Edition 2007, CPSMA
- Effective Interventions for Struggling Readers – Good Practice Guide – NEPS 2012

Appendix 2

Weekly Planning

Name:

Week Beginning:

Teacher:

Attendance	Mon	Tue	Wed	Thur	Fri

Codes

- 1- Achieved by very few/ just beginning to achieve
- 2- Achieved by some / achieved at some level
- 3- Achieved by all / fully achieved
- 0- Not achieved/ not done

Objectives	Code	Strategies

Resources

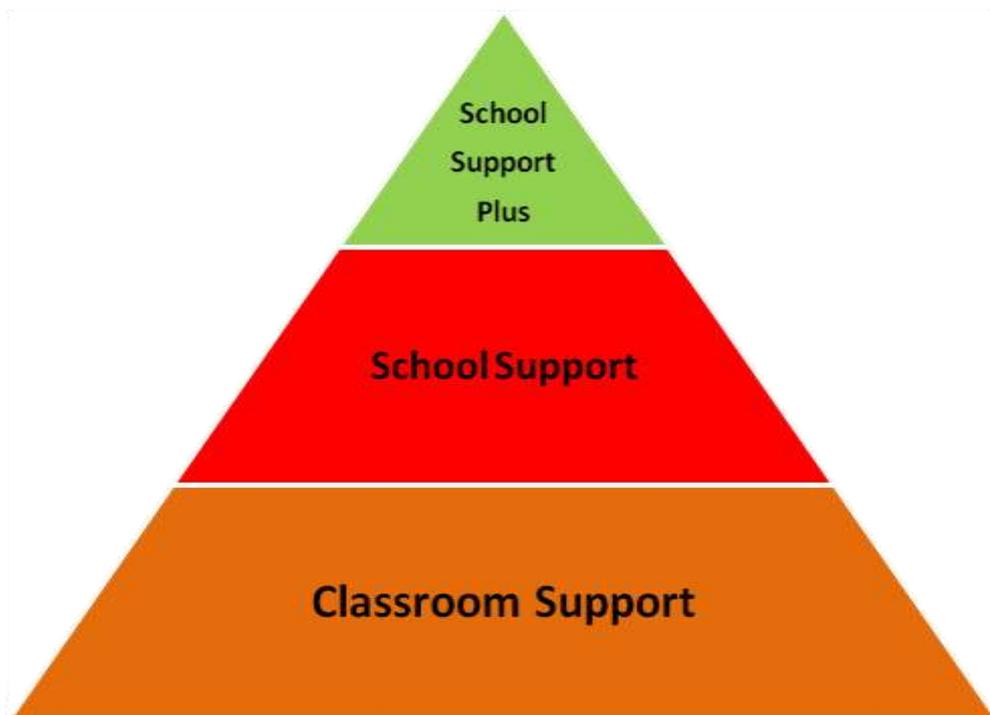
Differentiation

Review / Assessment

Appendix 3

Scoil Mhuire Tullamore

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



A Continuum of Support

Classroom Support Checklist

(Essential references: SEN: A Continuum of Support: Resource Pack for Teachers, pages 15 to 17)

Name:	Age:	Class:	Today's Date:
General Information	Checked Yes/No	Comments	
1. Parents 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 consultation with outside professionals?			
Action needed?			
Actions agreed with parents and relevant staff?			
Signed: Parent(s): _____ Teacher(s): _____			

Classroom Support Plan/Review

(Essential references: SEN- A Continuum of Support: Guidelines for Teachers, pages 11 to 19);

Name:

Age:

Class:

Today's Date:

Student's Strengths/Progress Made:

Concerns/Continued Concerns:

Possible Reasons(We think it may be happening because...):(Essential references: SEN- A Continuum of Support: Resource Pack for Teachers (pages 2 to 16); BESD: A Continuum of Support: Guidelines for Teachers (pages 64-69))

Targets we want to achieve:

Strategies we will use: (SEN- A Continuum of Support- Guidelines for Teachers p14; BESD: A Continuum of Support-Guidelines for Teachers (pages 110-122))

Signed:

Parent(s): _____

Teacher(s): _____

Review date and outcomes (targets met and unmet):

Outcome of Review:

New Classroom Support Plan to be agreed	<input type="checkbox"/>	Classroom Support Plan no longer necessary	<input type="checkbox"/>	School Support Plan to be initiated	<input type="checkbox"/>	Request consultation with other professional e.g. NEPS psychologist or S & L Therapist	<input type="checkbox"/>
--	--------------------------	---	--------------------------	--	--------------------------	---	--------------------------

School Support Checklist

(Essential references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 18 to 20; BESD: A Continuum of Support, p 71)

Name:	Age:	Class:	Today's Date:
General Information	Checked Yes/No	Comments	
1. Parents 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?			
Action needed			

School Support Plan

(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' pp. 22-30; 'BESD: A Continuum of Support – Guidelines for Teachers' pp.71-74)

Student's Name:	Age:	Start Date:
Lead Teacher:	Class:	Review Date:
Student's Strengths & Interests:		
Priority Concerns:		
Possible Reasons: <i>(Essential references: 'SEN: A Continuum of Support – Resource Pack for Teachers' pp. 18-21; 'BESD: A Continuum of Support – Guidelines for Teachers' pp. 80-108)</i>		
Current level of performance:		
Targets we want to achieve:		
Strategies we will use: <i>(SEN- A Continuum of Support- Guidelines for Teachers p23; BESD: A Continuum of Support-Guidelines for Teachers (pages 111-139)</i>		
Staff Involved & Resources Needed:		

Signed:

Parent(s):

Teacher(s):

School Support Review Record

(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' p. 30; 'BESD: A Continuum of Support – Guidelines for Teachers' p. 49)

Student's Name:

Age:

Class:

**Present
for Review:**

**Review
Date:**

What has been most successful and why?

What has been least successful and why?

What are the student's current needs?

Actions recommended - what, how, who, when?

Student's comment:

Parent/Guardian's comment:

Signed:

Parent(s): _____

Teacher(s): _____

Outcome of Review:

New School Support Plan to be agreed	<input type="checkbox"/>	Revert to Classroom Support Process	<input type="checkbox"/>	School Support Plus Process to be initiated	<input type="checkbox"/>	Request consultation with other professionals e.g. NEPS psychologist or S&L therapist	<input type="checkbox"/>
---	--------------------------	--	--------------------------	--	--------------------------	--	--------------------------

School Support Plus Planning Sheet

(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' pp. 32-46; 'BESD: A Continuum of Support – Guidelines for Teachers' pp.50-62; pp.75-77)

Name:	Age:	Class:	Today's Date:
Progress to date/Strengths: The nature and degree of the student's abilities, skills and talents			
Areas for Improvement/presenting difficulties: The nature and degree of the student's special educational needs and how those needs affect his/her progress			
Present level of educational performance of the student			
Summary of Special Educational Needs of the student			
Special Educational Provision: The special education and related support services to be provided to the child			
Further Information			
Signed: Parent(s): _____ _____ Teacher(s): _____			
Outcome of Review:			

School Support Plus – Individual Education Plan (IEP)

*(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' pp. 32-46;
'BESD: A Continuum of Support – Guidelines for Teachers' pp.50-62; pp.75-77)*

Student's Name:	Age:	Start Date:
Lead Teacher:	Class:	Review Date:

Priorities/Long Term Goals:

Short-term targets and strategies:

Target 1:	Strategies:
Target 2:	Strategies:
Target 3:	Strategies:
Target 4:	Strategies:

Signed:

Parent(s):

_____ -

Teacher(s):

School Support Plus – Individual Education Plan (IEP) Review

(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' pp. 32-46; 'BESD: A Continuum of Support – Guidelines for Teachers' pp.50-62; pp.75-77)

Student's Name:	Age:	Class:
Present for Review:		Review Date:
Progress to date/Strengths: The nature and degree of the student's abilities, skills and talents		
Areas for Improvement/presenting difficulties: The nature and degree of the student's special educational needs and how those needs affect his/her progress		
Present level of educational performance of the student		
Summary of Special Educational Needs of the student		
Special Educational Provision: The special education and related support services to be provided to the child		
Further Information		
Signed: Parent(s): _____ - _____		
Teacher(s): _____		
Outcome of Review:		

Continuum of Support Student File: Guidelines

Rationale for the use of the Continuum of Support Student File:

- The Continuum of Support Student File allows the school to **track the student's pathway** through the Continuum of Support – right from the start of the Classroom Support process, and onwards, if necessary, through to the School Support and School Support Plus levels.
- The Continuum of Support Student File allows the school to **document progress and need over time**
- The Continuum of Support Student File ensures **continuity of support** for a student
- The Continuum of Support Student File may **encourage parental collaboration** and **parental engagement** in the student's learning
- The Continuum of Support Student File assists schools in providing an **appropriate level of support to students**, in line with their level of need

Continuum of Support Student File: Classroom Support

Classroom support is the most common and typically the first response to emerging needs. The **starting point** for the Classroom Support process is when a teacher and parent(s)/guardian(s) **share concerns** regarding a student's learning and/or social development in school.

At this point some simple classroom interventions will have already been tried - such as differentiation, adjustments to the learning environment and/or adjustments to teaching style. Concerns, however, will have remained about:

- student skills and/or behaviour that appear to be falling in below the typical range for his/her age and appear to be impacting on the student's learning and/or socialisation
- the student's response to the simple classroom interventions that have been already tried

These concerns will have suggested that this student has distinct and individual needs that will require a Classroom Support Plan.

Concerns are **recorded**, as well as the student's strengths and interests. This step in the process may be informed by the data gathered when completing some/all of the Classroom Support Checklist.

Ideas are discussed with regard to **strategies/interventions** to address the student's needs within the classroom.

A Classroom Support Plan is drawn up and signed by the class teacher and parent(s)/guardian(s) and implemented for an agreed time span.

The plan is reviewed on an on-going basis.

The Classroom Support Plan, together with reviews, checklists used and other related documents (such as a record of consultation with the NEPS psychologist) will be kept within the **Continuum of Support Student File** – a file specifically for that particular student - allowing the school to track the student's progress and need over time.

Master copies of some of these documents are available to download from <http://www.education.ie/en/Schools-Colleges/Services/Educational-Psychologist-NEPS-/NEPS-Model-of-Service.html>, in the folder entitled '**Classroom Support Documents**'.

While the initial needs of most pupils may be met through classroom-based interventions, a small number of students 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 students to whom this applies will be new to the school. It may also apply, however, to some students following an event which impacts significantly on them in schools.

Further information about completing the Classroom Support Plan is available in the following NEPS publications available in hard copy in your school or to download from the website of the Department of Education and Skills (<http://www.education.ie/en/Schools-Colleges/Services/Educational-Psychologist-NEPS-/NEPS-Model-of-Service.html>).

- Special Educational Needs: A Continuum of Support: Guidelines for Teachers (pp. 11-19)
- Special Educational Needs: A Continuum of Support: Resource Pack for Teachers (pp. 2-17)
- Behavioural, Emotional & Social Difficulties: A Continuum of Support – Guidelines for Teachers (pp.38-42; 65-70)

Continuum of Support Student File: School Support

While most children's initial needs will be met through classroom based interventions, in some cases interventions at Classroom Support level are not sufficient to fully meet the student's special educational needs. A **School Support Plan** may be needed. The decision to initiate a School Support Plan is usually taken as a result of the review of a

Classroom Support Plan, by the class teacher and parent(s)/guardian(s), in collaboration with support teacher(s) in the school.

The class teacher, parent(s)/guardian(s), and support teacher **share** and **record** on-going concerns regarding the student's progress in school, as well as noting the student's strengths and interests.

The class teacher needs to involve the learning support/resource teacher(s) in the problem-solving process at this point.

The School Support Plan will be informed by a more systematic gathering of information about the student, including diagnostic assessment and observation of the student's learning and/or behavioural/emotional/social skills. This step in the process may be informed by data gathered when completing the School Support Checklist.

The School Support Plan/ Individual Pupil Learning Profile (IPLP) is **drawn up** and **signed** by the class teacher, support teacher(s) and parent(s)/guardian(s) and implemented for an agreed time span.

The plan is **reviewed** on an on-going basis.

The School Support Plan, together with reviews, checklists used and other related documents (such as a record of consultation with the NEPS psychologist), will add to the body of information that is already contained within the **Continuum of Support Student File** – a file specifically for that particular student - allowing the school to continue to track the student's progress and needs over time. Master copies of some of these documents are available to download from <http://www.education.ie/en/Schools-Colleges/Services/Educational-Psychologist-NEPS-/NEPS-Model-of-Service.html>, in the folder entitled '**School Support Documents**'.

Further information about completing the School Support Plan is available in the following NEPS publications available in hard copy in your school or to download from the website of the Department of Education and Skills (<http://www.education.ie/en/Schools-Colleges/Services/Educational-Psychologist-NEPS-/NEPS-Model-of-Service.html>).

- Special Educational Needs: A Continuum of Support: Guidelines for Teachers (pp. 21-30)
- Special Educational Needs: A Continuum of Support: Resource Pack for Teachers (pp. 18-23)
- Behavioural, Emotional & Social Difficulties: A Continuum of Support – Guidelines for Teachers (pp.43-49; 71-74)

Continuum of Support Student File: School Support Plus

The School Support Plus process will be initiated if, in reviewing the School Support Plan, it is agreed that the student is not making adequate progress. This process will generally involve external professionals and support services in a more detailed problem solving process to help the student. It is expected that the students who are receiving support at the level of School Support Plus, will be those with greatest need.

Students needing support at this level will have their needs and interventions detailed and monitored in a School Support Plus Plan/Individual Education Plan (IEP). A review of work already done at the levels of Classroom Support and School Support, and contained within the students Continuum of Support Student File, will provide important information for a student’s School Support Plus Plan/ IEP.

The School Support Plus Plan /IEP, together with reports from other professionals, consultation records and other relevant documents, will add to the body of information that is already contained within the **Continuum of Support Student File** – allowing the school to continue to track the student’s progress and needs over time. Master copies of relevant documents are available to download from <http://www.education.ie/en/Schools-Colleges/Services/Educational-Psychologist-NEPS-/NEPS-Model-of-Service.html>, in the folder entitled ‘School Support Plus Documents’.

Further information about completing the School Support Plus Plan is available in the following NEPS publications available in hard copy in your school or to download from the website of the Department of Education and Skills (<http://www.education.ie/en/Schools-Colleges/Services/Educational-Psychologist-NEPS-/NEPS-Model-of-Service.html>).

- Special Educational Needs: A Continuum of Support: Guidelines for Teachers (pp. 32-46)
- Special Educational Needs: A Continuum of Support: Resource Pack for Teachers (pp. 24-25)
- Behavioural, Emotional & Social Difficulties: A Continuum of Support – Guidelines for Teachers (pp.50-62 and pp. 80-139)

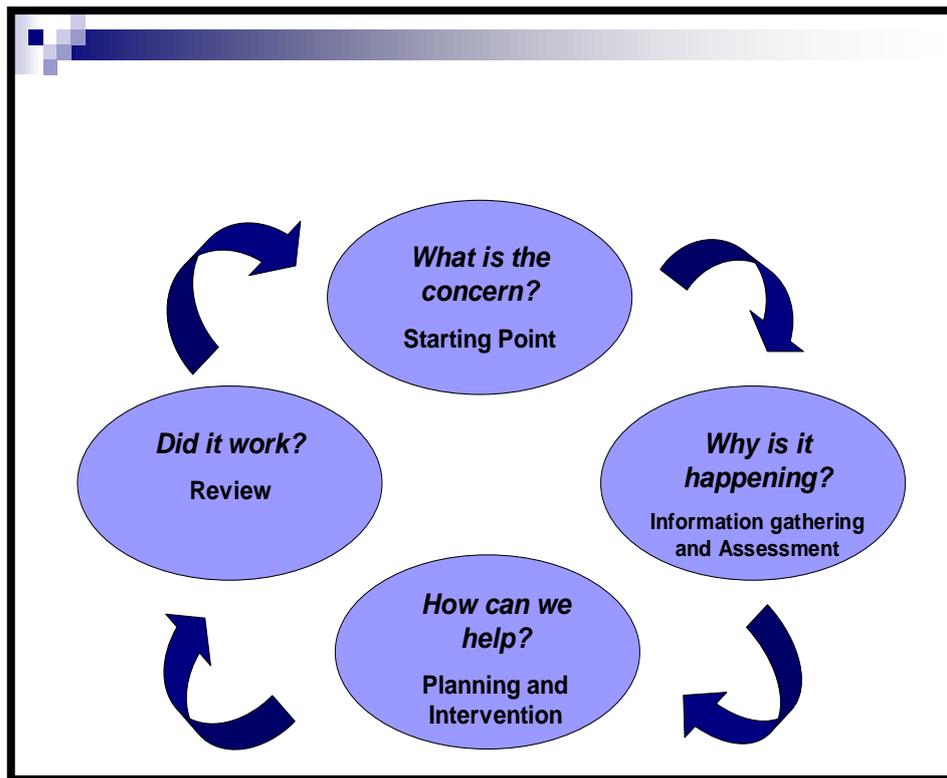
The NCSE Guidelines on the IEP process provide examples of best practice for planning and review purposes within the School Support Plus process (www.ncse.ie).

The following documents may be helpful to schools when a Continuum of Support Student File has been initiated for any student:

<p>Special Educational Needs: A Continuum of Support: Guidelines for Teachers</p>	

<p>Special Educational Needs: A Continuum of Support: Resource Pack for Teachers</p>	
<p>Behavioural, Emotional & Social Difficulties: A Continuum of Support – Guidelines for Teachers</p>	
<p>Guidelines on the IEP Process (www.ncse.ie).</p>	

The problem-solving process which guides the thinking and action process across the Continuum of Support may be illustrated as follows:



A **consultation** with the NEPS psychologist about a student may be requested, regardless of a student's Continuum of Support level. If, in collaboration with the NEPS psychologist, it is decided to proceed with a consultation, the school will be required to complete a 'Request for Involvement Form' which may be obtained from the NEPS psychologist. This form should be returned together with relevant supporting documentation from the Continuum of Support Student File (e.g. Classroom Support Plan(s), School Support Plan(s), Checklists etc.) to the NEPS psychologist in advance of the consultation.

Reference Section

- Circulars 13/17, 77/07, 02/05, 01/05, 13/04, 09/04, 24/03, 08/03, 07/02, 12/96
- Guidelines on the Individual Education Plan Process, NCSE, 2006 www.ncse.ie
- Special Educational Needs – A Continuum of Support, Guidelines for Teachers, NEPS, 2007
- Special Educational Needs – A Continuum of Support, Resource Pack for Teachers, NEPS, 2007
- Special Education Support Service – www.sess.ie
- National Disability Authority – www.nda.ie

- Information for Parents: Working together to make a difference. The National Educational Psychological Service, Frederick Court, 24-27 North Frederick Street, Dublin 1
- Learning - Support Guidelines: 2000, Government Publications.
- Exceptionally Able Students: Draft Guidelines for Teachers, NCCA, 2007
- Management Board Members Handbook Revised Edition 2007, CPSMA
- Effective Interventions for Struggling Readers – Good Practice Guide – NEPS 2012