

Support Policy for Special Needs Pupils

	Date
Staff Consultation	
Parental Consultation	
Ratified by BoM	

<p>Signed: _____</p> <p>Chairperson, BoM</p> <p>Date: _____</p>

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Introductory Statement

San Carlo is a coeducational Junior School located in Confey, Leixlip, Co. Kildare. The principal aim of all stakeholders in the school is to optimise the teaching and learning process thereby helping each child to achieve his/her individual potential.

Through working together it is hoped to enable pupils with additional educational needs to acquire adequate levels of proficiency in both literacy and numeracy appropriate to the child's own level of ability. This is achieved through the implementation of a whole school policy that targets and supports the learning needs of all pupils through the Continuum of Support. Consultation with the class teacher, parents, pupils and Special Education teachers, will ensure that pupils requiring the highest level of support will receive it.

Central to this process of special educational support is the enhancement of classroom based learning and includes, as appropriate, supplementary teaching by the Special Education Teachers.

Aims of SEN Support.

This policy aims to outline our procedures and practices on how we:

- Identify additional needs that our pupils may have
- Allocate resources to effectively meet the needs of children
- Divide the roles and responsibilities among our school community in relation to the pupils with additional needs
- Track, monitor, review and report on the progress of children with additional needs
- Communicate information between the SET team, Principal, staff and parents/guardians

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, pupils, class teachers and SETs) 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 identified levels of need will have access to the greatest level of support within the capability of the school. Pupils will be supported by teachers with relevant expertise or teachers in the process of up skilling who will aim to provide continuity of support (adequate Special Education Teacher allocation permitting).

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

1.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 Special Education Needs 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, differentiation by the class teacher and by either modifying activities or by providing support that will help the child to participate in them.

Three principles for inclusion

a)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. (See also More Able Children policy/Gifted Children policy, Appendix 4) In order to do this, San Carlo JNS will use the 'Continuum of Support Process' as outlined in Table 1 below to identify educational needs.

b) **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.

c) **It is important to look at a 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 – for these and further examples please see Continuum of Support Guidelines for Teachers compiled by the National Educational Psychological Service).

2.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.

3.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. Our SEN policy envisages a whole school approach that takes into account the roles of the Board of Management, the principal, Special Education Needs Coordinator, class teacher, special education teacher and the parents.

4. Effective learning programmes are based on the following principles:

- Quality of teaching. "Research has consistently shown that the quality of teaching is the most critical factor in enhancing pupils' learning and educational experiences" (2017 Guidelines: p. 27).
- Effective whole-school policies
- Direction of resources towards pupils in greatest need
- Implementation of a staged approach to support provision at Class Support / School Support / School Support Plus
- Provision of the Model of intervention appropriate for the pupil and the difficulty they are experiencing.
- **In-Class Support Model:**
 - (1) Station teaching
 - (2) Team Teaching
 - (3) Peer tutoring etc...
- **Withdrawal Model:**
 - (1) **1:1 interventions** (vital when e.g. difficulties are very significant; when pupil needs do not match to form a small group)
 - (2) **Small group interventions** - where decided upon by class teacher, SET teacher and parents.
- Parental involvement
- Collaboration between Teachers
- Maintenance of Support Plans by Class Teachers and Support Teachers at Class Support / School Support / School Support Plus
- Thorough Assessment procedures
- Regular contact with SEN pupils
- Manageable caseloads / timetables
- Provision of intensive early intervention
- Support from Outside Agencies
- Continuing Professional Development (CPD)

Continuum of Support

Identifying Pupils with a Additional Needs

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

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

The following diagram is a synopsis of the Continuum of Support.

Table 1: 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:</p> <ul style="list-style-type: none"> • Parental consultation • Teacher observation records • Teacher-designed measures/assessments • Basic needs checklist * NEPS Guidelines for Teachers • Learning environment checklist* NEPS Guidelines for Teachers • 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"> • Class Teacher observation records • Class Teacher-designed measures/assessments • Parent and pupil interviews (class teacher) • 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 (to be outlined) <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 appropriate) and may include:</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 <p>Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</p>
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Planning Template to Guide the organisation of Additional Teaching Supports for Pupils with Special Educational Needs (Primary Guidelines, P19-20)

Action 1: Identification of pupils with special educational needs	<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>
Action 2: Setting targets	<p>Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support.</p>
Action 3: Planning teaching methods and approaches	<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.</p>
Action 4: Organising early intervention and prevention programmes	<p>Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.</p>

Action 5: Organising and deploying special education teaching resources	<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 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.

Roles and Responsibilities

The role of supporting learning is a collaborative responsibility shared by all of the school community:- The Board of Management; Principal Teacher; SEN Coordinator; Class Teachers; Support Teachers; SNAs; Parents; Pupils and External Bodies & Agencies. It is important that everyone contributes to the implementation of our school policy and plan on SEN Provision.

Role of the Board of Management.

The Board of Management shall:

- Oversee the development, implementation and review of the SEN policy (a report is to be given prior to every B.O.M. meeting to enable informed discussion)
- Ensure that satisfactory classroom accommodation is provided for the Support Teachers (this is happening at present)
- Ensure that teaching resources are provided for the Support Teachers when requested

- Provide adequate funds for the purchase of SEN materials. **Note: the LSRT grant was cut several years ago and has not been replaced.**
- Provide secure facilities for the storage of records relating to pupils in receipt of SEN (the B.O.M. has given funding for the provision of lockable filing cabinets in all classrooms and for the purchase of lockable cabinets for the secure storage of Standardised Test Results and any other documents relating to personal information on pupils- see Data Protection Policy).

Role of the Principal Teacher

“The principal teacher has overall responsibility for the school’s learning-support programme and for the operation of services for children with special educational needs”. (Learning Support Guidelines, p.38). The Education Act (1998) and the EPSEN Act (2004) have all reiterated this responsibility, along with Circular 13/17 and the accompanying Guidelines.

The Principal Teacher is required to:

- Assume overall responsibility for the development and implementation of the school’s policies on special needs in co-operation with the SET Co-ordinator and SETs.
- Work with teachers and Parents in the development of the school plan on learning-support and special needs.
- Monitor the implementation of the school plan on SEN and special needs on an ongoing basis.
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with very low achievement.
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.
- Keep teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Help teachers to increase their knowledge and skills in the area of learning-support. Encourage and facilitate staff members to attend CPD courses.
- Liaise regularly with the Support Teachers, “In order to support the implementation of school policy on learning support as outlined in the school plan, the principal teacher should arrange a meeting with the Learning-Support Teacher at least once each school term to discuss the implementation of the school plan on learning support” (Learning Support Guidelines, p. 40).
- Arrange classroom accommodation for SETs.
- Arrange for the provision of SEN funding and resources when requested
- Ensure that pupils who have been allocated SEN provision receive it.
- Organise the funding and provision of appropriate assessment tests.
- Oversee the completion of application forms for outside agencies such as NCSE; NEPS; CAMHS etc...
- Assume direct responsibility for co-ordinating SEN and special needs services.

- Maintain a list of pupils who are receiving supplementary teaching and / or special educational services.
- Help co-ordinate the caseloads / work schedules of the SETs.
- Oversee and organise the implementation of a tracking system at whole-school level to monitor the progress of children with learning difficulties.
- Advise Parents on procedures for availing of special needs services.
- Liaise with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs.
- Meet with class teacher of pupils requiring SNA support to establish the level of support required. This should happen at the beginning of the first term and be reviewed at end of each term to facilitate any adjustments that need to be made. If any urgent need arises the teacher may ask for a meeting with the Principal and SET teacher.
- Co-ordinate and organise SNAs' work and timetabling.
- 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.

Role of the Class Teacher

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

"A particular responsibility of the class teacher is to create a classroom environment in which learning difficulties can be prevented or at least alleviated"(Learning-Support Guidelines, p. 42).

This can be achieved by:

- Grouping pupils for instruction
- Providing lower-achieving pupils with strategies for reading, spelling and problem solving
- Adapting learning materials for lower-achieving pupils and higher achieving pupils (through differentiation)
- Liaising closely with their Parents.
- "Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued... classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom... adapt their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern" (2017 Guidelines: p.12).
- "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" (2017 Guidelines: p.13).

"To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons.

This can be achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of pupils' interests
- Matching tasks to pupils' abilities and needs
- Adapting and utilising resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly" (2017 Guidelines: p.13).
- "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" (2017 Guidelines: p.13).

With regard to teaching pupils with low achievement, the following general approaches and methods are recommended:

- Modifying presentation and questioning techniques to maximise the involvement of pupils with low achievement in class activities
- Placing an emphasis on oral language development across the curriculum
- Providing pupils with extra tutoring in the key basic skills of literacy and numeracy
- Setting learning targets at an appropriate level
- Providing learning activities and materials which are suitably challenging but which also ensure success and progress
- Carrying out error analyses of a pupil's work to pinpoint specific areas of difficulty, for particular attention in subsequent lessons
- Setting up 'buddy systems' in class (high achievers collaboratively working with low achievers) if the teacher deems this action appropriate

Identification of Learning Difficulties:

- The Class Teacher plays an important role in the initial identification of pupils who may have general or specific learning disabilities.
- In supporting the development and implementation of the school SEN Policy, the Class Teacher will administer and score appropriate screening measures, and discuss the outcomes with the Support Teacher(s).
- The Class Teacher will liaise closely with Parents and elicit relevant information from them regarding e.g. hearing / vision checks.
- All teachers will inform the Principal of any meetings held outside of annual designated P/T meeting.
- The class teacher shall inform the Principal and SEN co-ordinator when a pupil has been referred to an outside agency for assessment.
- The class teacher shall inform the Principal and SEN co-ordinator when other professionals are visiting the school in relation to a pupil.

Classroom Support / Stage 1 (for which the Class Teacher is responsible)

Classroom Support begins when a Class Teacher identifies a child with Special Education Needs and provides additional interventions at class level to meet these needs

Support Plans:

- The Staged Approach requires Class Teachers to construct a simple, individual plan of support, to implement the plan and review its success regularly, before referring the child for Stage 2 interventions. The Class Teacher will open a Support Plan for the pupil at Stage 1 / Classroom Support level of interventions, including targets, interventions and progress.
- A key role of successful support is a high level of consultation and co-operation between the Class Teacher and the Special Education Teacher. Central to this consultation is the development, implementation and review of Support Plans. This consultation will be achieved through formal timetabling at least once per instructional term, and through informal consultation as the need arises.
- Log actions in the Support Plan.
- For each pupil who is in receipt of supplementary teaching at School Support / School Support Plus, the Class Teacher will collaborate with the Support Teacher in the development of a Support Plan by identifying appropriate learning targets and by organising classroom activities to achieve those targets.
- For each pupil who is in receipt of supplementary teaching, the Class Teacher will adjust the class programme in line with the agreed learning targets and activities in the pupil's Support Plan and maintain a record of the pupil's progress towards achieving those learning targets.
- A Classroom Support Plan will be devised for pupils at all stages of the continuum.

Communicating with Parents:

- Make Parents aware of concerns about their child's progress as soon as possible.
- Outline the support that is available to pupils who experience low achievement and / or learning difficulties (Classroom Support / School Support or School Support Plus).
- Inform Parents should a meeting with the Support Teacher(s) and / or the Class Teacher be required following diagnostic assessments
- Collaborate with Parents and Support Teachers on the formation of a Support Plan.
- Indicate to Parents how the pupil's class programme will be modified in order to achieve the agreed learning targets in the pupil's Support Plan.
- Be aware that parental permissions for school-based tests / assessments is sought when the child enrolls in our school.

Role of The Special Education Needs Coordinator

The Special Education Needs Coordinator undertakes the following duties, delegated to her by the Principal Teacher:

Policy:

- In cooperation with the Principal, the SEN Coordinator will help to formulate and update the school's SEN policy.
- Collaborate with the Principal Teacher and meet with him / her at least once each school year to discuss issues relating to the development and implementation of the school plan on SEN, and to the provision of SEN.

Selection:

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

Assessment:

- Overseeing the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.
- Co-ordinating the administration by Class Teachers/SETs of this screening programme to identify pupils with very low achievement and / or learning difficulties in English and Mathematics
- Consulting with Class Teachers on the identification of pupils who may need diagnostic assessment, taking into account the pupils' scores on an appropriate standardised screening measure, agreed criteria for identifying pupils, teachers' own views of the pupils' difficulties and needs and Support Teacher caseload.
- Co-ordinating comprehensive diagnostic assessment for each pupil who has been identified as experiencing low achievement and / or learning difficulties.
- Keeping teachers informed about external assessment services that are available and the procedures to be followed for initial referrals, when requested.
- Researching current assessments for primary schools.
- Maintaining assessment tests.
- Ordering standardised assessment scripts each year.
- Distributing standardised assessment scripts to SETs each year.
- Maintaining the results of standardised assessment each year and share the results with the Principal Teacher.
- Advising Class Teachers about baseline and screening assessments in September each year, when requested.

Support Plans:

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

Co-ordination Activities:

- Maintaining a list of pupils who are receiving supplementary teaching at each stage of support - Classroom Support / School Support / School Support Plus.
- Advising Parents on procedures for availing of special needs services when requested.
- Advising Class Teachers on procedures for availing of special needs services when requested.

- Liaising with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs when requested
- Supporting the Principal Teacher to implement a tracking system at whole-school level to monitor the progress of children with learning difficulties.
- Advising the Principal Teacher about pupils who have been allocated SEN provision, when requested.
- Co-operate with the completion of application forms for outside agencies such as NCSE; NEPS; CAMHS etc..., in collaboration with Class Teachers and the Principal Teacher, as required.
- Advising on "effective timetabling practices that ensures continuity" (Circular 13/17).
- Advising on Transition of SEN pupils to the Senior School.

Role of the Special Educational Teacher (SET)

Special Education Teacher activities should include both teaching and non-teaching duties. According to the Learning-Support Guidelines (2000): "The particular balance that the Learning-Support Teacher achieves between supplementary teaching and consultative activities will depend on the specific circumstances of the school" (p. 32).

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

- Providing supplementary teaching commensurate with the child's particular and individual needs.
- Researching the pupil's learning difficulty / SEN, to become au fait with this impediment to learning. Being "familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs" (2017 Guidelines p.13).
- Implementing suitable recommendations from outside agencies, wherever possible, and liaise with outside agencies pertinent to the children on their caseload.
- Developing a Support Plan for each pupil who is selected for supplementary teaching, in consultation with Class Teachers and Parents. "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" (2017 Guidelines p.14).
- Maintaining an Attendance Record and Progress Record, or equivalent, for each individual or group of pupils in receipt of support.
- Providing supplementary teaching in English and / or Mathematics to pupils who experience low achievement and / or learning difficulties at School Support / School Support Plus (as per Selection Criteria).
- Delivering intensive early intervention programmes, caseload and selection criteria permitting.
- Assisting the implementation of whole-school procedures for the selection of pupils for supplementary teaching.

- Contributing to the development of policy on SEN at the whole school level .

Providing advice to the Class Teacher (if requested) about pupils who are experiencing learning difficulties in such areas as:

- Individual pupil assessment
- Programme planning
- Curriculum differentiation
- Approaches to language development
- Approaches to reading
- Approaches to spelling
- Approaches to writing
- Approaches to Mathematics
- Behaviour difficulties
- Meeting with Class Teachers of each pupil who is in receipt of School Support / School Support Plus, to discuss targets and ways in which attainment of the targets can be supported throughout the school day (Classroom Support Plan)

Meeting with Parents of each pupil in her caseload who is in receipt of support to

- Review the pupil's attainment of agreed targets
- Discuss the next instructional term
- Revise the pupil's Support Plan.

Contributing at the school level to decision making regarding the purchase of learning resources, books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the Support Teacher's room.

Liaising with external agencies such as speech and language therapists etc..

Implementing school policy on preventing learning difficulties, screening pupils for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching, where it is deemed necessary.

In addition to providing supplementary teaching to pupils, the Support Teacher is involved in administering a range of formal and informal assessments and in maintaining records of the outcomes of those assessments.

The Support Teachers shall:

- Conduct an initial diagnostic assessment of each pupil who has been identified as having low achievement and / or a learning difficulty, based on results of an appropriate screening measure and record the findings of the assessment in the pupil's Support Plan.
- Monitor the ongoing progress of each pupil in receipt of supplementary teaching in relation to the attainment of agreed learning targets and short-term objectives that arise from them, and record these observations.
- Review the progress of each pupil at the end of an instructional term and record it on the pupil's Support Plan.
- Log actions in the Support Plan.

Role of the Special Needs Assistant (SNAs)

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

1. Primary Care Needs SNA Tasks: An SNA's role is to carry out duties based on the Primary Care Needs of the pupil (Circular 30/2014).

These may include:

- Assistance with feeding: Where a pupil with special needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time.
- Administration of medicine: Where a pupil requires adult assistance to administer medicine and where the extent of assistance required would overly disrupt normal teaching time.
- Assistance with toileting and general hygiene: Where a child with special needs cannot independently self-toilet, and until such time as they are able to do so.
- Assistance with mobility and orientation: On an ongoing basis including assisting a pupil or pupils to access the school, or to help a pupil to avoid hazards in or surrounding the school. (Every effort must be made by the school to provide opportunities for independence e.g. the removal of hazards).
- Assisting teachers to provide supervision in the class, playground and school grounds: At recreation, assembly, and dispersal times including assistance with arriving and departing from school for pupils with special needs where the school has made a robust case that existing teaching resources cannot facilitate such supervision.
- Non-nursing care needs associated with specific medical conditions: Such as frequent epileptic seizures or for pupils who have fragile health.
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential: This may be for safety or personal care reasons, or where a pupil may be required to leave the class for medical reasons or due to distress on a frequent basis.
- Assistance with moving and lifting of pupils, operation of hoists and equipment.
- Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc... The tasks noted above are the primary care support tasks for which access to SNA support is provided.

2. Secondary Care Associated Tasks (SNA Tasks): The following tasks are the type of secondary care associated tasks which SNAs will often perform, but only once they have been allocated on the basis of the primary care support tasks listed above. The indicative list of secondary associated tasks listed below is not definitive and is reflective of the tasks detailed in Circulars 08/02 and 71/2011. The associated support tasks which may be carried out include:

- Preparation and tidying of workspaces and classrooms or assisting a pupil 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 activity to another. To assist with cleaning of materials.
- Assistance with the development of Personal Pupil Plans for pupils with Special Educational Needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans.
- Assist Teachers and / or Principal in maintaining a journal and care monitoring system for pupils including details of attendance and care needs. Assist in preparation of school files and materials relating to care and assistance required in class by students with special needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with Class Teachers and other Teachers such as the Resource Teacher and School Principal, attending meetings with Parents, SENO, NEPS Psychologists, or school staff meetings with the agreement and guidance of Class Teacher/Principal.

Role of Parents

“Parents through their unique knowledge of their own child, have much to contribute to their child’s learning programmes” (Learning-Support Guidelines, p.52). "Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs" (2017 Guidelines: p. 23).

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

- Providing a home environment in which there are opportunities for adults and children to participate together in language, literacy and mathematical activities in the early years before formal schooling begins.
- Supporting the work of the school by participating with their child in such activities as Book sharing and/or reading stories
- Storytelling - Paired reading (listening to and giving supportive feedback on oral reading)
- Discussions about school and other activities to build vocabulary and thinking skills
- Writing lists and short accounts about children’s experiences
- Counting and measuring and other activities involving number
- Visits to the zoo, museum, library etc... to broaden the range of their child’s experiences
- Teaching independence skills e.g. opening/closing coat, bag, lunch box
- Using Information and Communications Technology (ICTs), where available, to support learning in English and / or Mathematics
- Talking positively about school and school work.
- Availing of real-life situations to discuss the importance of language, literacy and mathematics.
- Modelling involvement in language, literacy and mathematical activities at home by engaging in and talking about these activities.
- Working on agreed Targets at home.

- Parents should keep the Class Teacher informed of the progress that they observe in their child's learning. They should also let the school know of any learning difficulties that they observe in their child at home.
- Completing questionnaires seeking information to help teachers better understand/know their child.

If, following diagnostic assessment, the child has been identified as requiring supplementary teaching, the Parents should attend a meeting with the Support Teacher to discuss:

- The results of the assessment
- The learning targets in the child's Support Plan
- The ways in which attainment of the targets can be supported at home.

Where a child is in receipt of supplementary teaching from a Special Education Teacher, the Parents should:

- Discuss their child's progress with the Support Teacher at the end of each instructional term, and, in cases where supplementary teaching is to be continued, discuss the revised learning targets and activities in their child's Support Plan.
- If parents require a meeting outside of such occasions they should contact the office for an appointment.
- At the discontinuation of supplementary teaching, discuss with their child's teachers how the child's future learning needs can continue to be met at school and at home.

Role of Pupils

"Good engagement and participation in their own education has many associated benefits for pupils. This is particularly important for pupils with special educational needs and can help enhance their academic and social and emotional outcomes" (2017 Guidelines: p. 24).

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

- Outline his / her interests, aspirations, strengths.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.
- Contribute to the Support Plan.
- Become familiar with the medium and short-term learning targets that have been set for them and they should be given the opportunity to contribute to the setting of such targets.
- Develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning.

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

Parents are required to notify the school of their child's special needs in advance of enrolment so that appropriate supports may be put in place. For this purpose the Board of

Management may request a copy of the child's medical or psychological report. No child will be refused admission solely on the grounds that she/he has Special Education Needs. On the enrolment form parents are asked to consent to general and standardised assessments and individualised assessments that may be deemed necessary.

Resources

San Carlo J.N.S. is a well-resourced school, which constantly monitors and updates its resources. I.T. provision is good and is updated regularly.

Whole School Strategies to minimise learning difficulties

Early intervention and prevention programmes help mitigate the development of learning, social and emotional difficulties. Our strategies include:

- Developing pre-reading, pre-writing and pre-number strategies
- Developing listening skills where pupils learn to listen to others, wait their turn, participate in listening games and activities
- Early Intervention to identify and assess possible learning needs
- Monitor progress through the use of observation and assessment methods such as checklists, reading records and teacher's own personal observations
- Whole school promotion of Reading for Pleasure
- Comprehension Strategies
- Genre Writing
- Guided Reading (where decided upon with the class teacher)
- Print rich environment ,
- Shared/paired reading ,
- Story time, Library time, DEAR time, Book Week, Book Fair, Word games, Class library, visiting authors
- Access to Literacy apps on school tablets and at home
- Share concerns with: - Last year's/ next year's teacher, similar level teacher, parents, L/S teacher, SEN co-ordinator

Meeting of Needs and Allocation of Resources

Access to the school's broad and balanced curriculum is achieved for most children by differentiation of class work by the class teacher.

Selection Criteria for Providing Pupils with Additional Teaching Support:

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, **those with the highest level of need should have access to the greatest level of support.** We consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development, motor skills and

application to learning. The following criteria will be used in deciding the allocation of resources:

- Pupils who were previously in receipt of supplementary teaching from a resource or learning support teacher and who continue to experience significant learning difficulties.
- Standardised tests can be used to screen and identify pupils' performance in reading and mathematics. Those pupils performing below the 10th percentile should be prioritised for support in literacy and numeracy.
- Pupils who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES, 2010). This will be evidenced through school-based assessment of attainment, and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. Schools should also take into account needs set out in professional reports, where available. (School Support Plus/Stage 3)
- Pupils identified as having mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties. Pupils who have specific learning disabilities.
- Pupils who have additional literacy or language learning needs including those pupils who need additional English Additional language Support.
- Gifted pupils (those scoring above the 95th percentile in Standardised Assessments and or have been diagnosed by an Educational Psychologist as having a "superior IQ"). Interventions will be made, in the first instance, by the class teacher. The class teacher will have opened a Support Plan and recorded the interventions.

Allocating Additional Teaching Supports:

The 6 Steps from Circular 02/05.

(1) **Step 1** Circular 02/05, p. 7. A list of every pupil in the school, who has been highlighted as being in need of support, will be compiled.

(2) **Step 2** Circular 02/05, p. 7. This list will be examined in consultation with Circular 02/05, and each child will be allocated support, as appropriate, under the terms of the Staged Approach.

(3) **Step 3** Circular 02/05, p. 7. A list of members of the teaching staff will be compiled.

(4) **Step 4** Circular 02/05, p. 8. A member of staff will be allocated to support the learning of each pupil identified, taking into account: the Staged Approach; the needs of the pupils; the expertise and experience of the teacher; and practical considerations.

(5) **Step 5** Circular 02/05, p. 8. Pupils with similar needs may be grouped for support.

(6) **Step 6** Circular 02/05, p. 8. A tracking and recording system **will be established. All teachers will actively monitor the progress of their pupils**

Stage One – Classroom Support (also dealt with in the Role of the Teacher)

When a class teacher identifies a child with Special Education Needs, the class teacher consults with the SEN coordinator and/or the SET working with their class and provides interventions at class level that are ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum.

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
- Has attention and focusing difficulties
- 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. **If this strategy does not work then the teacher will continue to Stage Two.**

Teachers inform Parents that their child's needs will require additional support from an SET. Parents will need to give their consent to this arrangement.

Stage Two – School Support

In cases where the log of actions indicates that progress has not been made, or if the results of commercial tests 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. 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.
- If there are others in the class with similar difficulties in one or more of the specific areas, then a group educational plan will be implemented.
- These programmes will be reviewed and updated every term.
- 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 or class teacher. This withdrawal will be time limited and for specific purposes only.
- 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 in his/her own classroom.

Stage Three – School Support Plus (Support for pupils with external reports)

The triggers for Stage 3 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 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
- 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
- Has a report from an outside agency.

To support the SEN pupil at Stage 3 on the Continuum of Support the following actions may be considered (following consultation between the Class Teacher, the support teacher and SEN coordinators and the child's parents)

1. Parents may be advised to seek an assessment of their child's needs.
2. Other outside agencies may be contacted for advice
3. If it is felt by a psychologist or Occupational Therapist that a child has care needs, a Special Needs Assistant may be applied for.
4. In circumstances where a child uses specialised equipment, consultants will be required to demonstrate how the equipment is to be used to at least two SNAs and either the class or support teacher. The SEN co-ordinator should also be present.
5. The use of specialised yard equipment may also need to be demonstrated to these staff members. Courses will be provided on an ongoing basis to train staff in the relevant areas.
6. If the psychologist recommends an exemption from Irish the Principal will see to this under guidance from the Department of Education And Skills.

School Support Plus Plan (Stage 3)

Based on Psychologist's report, tests and class records, 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 SSP Plans, which employ a small-steps approach, feature significantly in the SEN 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,
- the goals which the child will strive to achieve over a period.

The strategies set out in the School Support Plus Plan will, as far as possible, be implemented in the normal classroom setting however, it is recognised that the child may need to be worked with in the quiet setting of the SET's room.

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

Review of School Support Plus Plan

The review will be recorded on the School Support Plus Plan Review form. (Attached, Appendix 5)

Tracking, Recording and Reviewing Progress

Provision for pupils with special education needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs, identification of needs, target- setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process.

The Student Support File

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

- Cover sheet with pupil's details
- A timeline of actions
- Record of support received
- Standardised/Diagnostic test scores
- Support Plans
- Checklists.

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: Classroom Support, School Support and School Support Plus.
- The level and pattern of help (i.e. average time allocated and the balance of in-class and withdrawal support)
- Views of parents
- Visits from specialist teachers
- Staff views on in-service

Timetabling

When drawing up timetables it is important to remember that:

- timetables should be constantly reviewed

- children should not miss the same subject each time they are withdrawn (unless they have an exemption from Irish)
- if a pupil is unavailable for their supplementary session due to special circumstances, the SET will attempt to reschedule the session with the co-operation of the class teacher
- Interruptions to classes/classrooms will be kept to a minimum.

Health and Safety

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

Supervision and Child Protection

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

Data Protection/Confidentiality

Data Protection Guidelines and confidentiality must be respected at all times.

This policy will be reviewed every three years.

Signed : Catherine Allis, Chairperson B.O.M. **Date:** 03.10.2018

Signed: Catherine Diggins, Principal. **Date:** 03.10.2018

Appendices:

1. Test Materials used
2. Student Support File

- Student Support File, Log of Actions
- Support Plan
- Support Review Record
- 3. Target Setting as part of the problem solving framework
- 4. Support Checklist
- 5. Exceptional Ability and Giftedness policy
- 6. School Support Plus Planning/Review Sheet

Test Materials List

Circular 32/2018 – Standardised Tests, if used before end of First Class, should be administered in small groups only.

Screening Tests

- Belfield Infant Assessment Profile (B.I.A.P.) – FOR SOME
- Middle Infant Screening Test (M.I.S.T.)
- Non-Verbal Reasoning Tests (NVRT)
- Verbal Reasoning Tests
- Sigma – T (Numeracy)
- Drumcondra Primary Reading Test Revised
- Drumcondra Test of Early Literacy
- SPAR Group Reading Test
- Schonell Reading Test
- Schonell Spelling Test
- Daniels and Diack Spelling Test
- British Picture Vocabulary Scale (BPVS)

Diagnostic Tests

In San Carlo J.N.S. the following tests are available for administration:

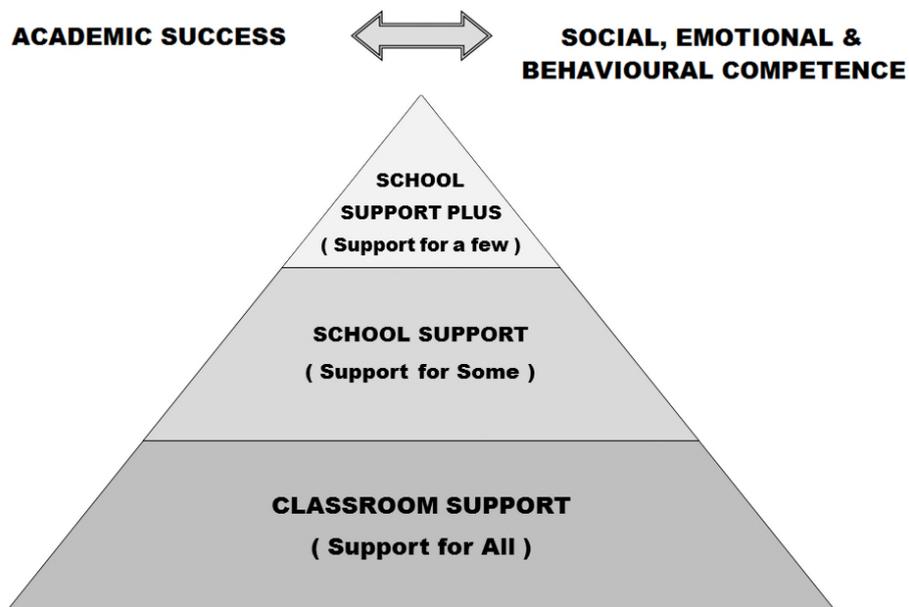
- Jackson Phonics Test
- Rain Sentence Reading
- Dolch Lists
- Quest Literacy and Numeracy Test
- Basic Number Diagnostic Test – Bill Gillhain
- Maths Tracker 1-3 Diagnostic (C.D.)
- Yarc (York Assessment of Reading for Comprehension)
- Aston Index

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 concern. We gather information, we put together a plan and we review it.

Student Support File, Log of Actions

Date	Actions

SUPPORT PLAN*

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

To be completed by the Teacher(s)

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

Student's Name:		Age:	
Lead Teacher:		Class/Year:	
Start Date of Plan:			
Review Date of Plan:			
Student's Strengths and Interests:			
Priority Concerns:			
Possible Reasons for Concerns :			
Targets for the Student:			
Strategies to help the Student Achieve the Targets:			
Staff Involved and Resources Needed:			
Signature of Parent(s)/ Guardian(s):			
Signature of Teacher:			

SUPPORT REVIEW RECORD*

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

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

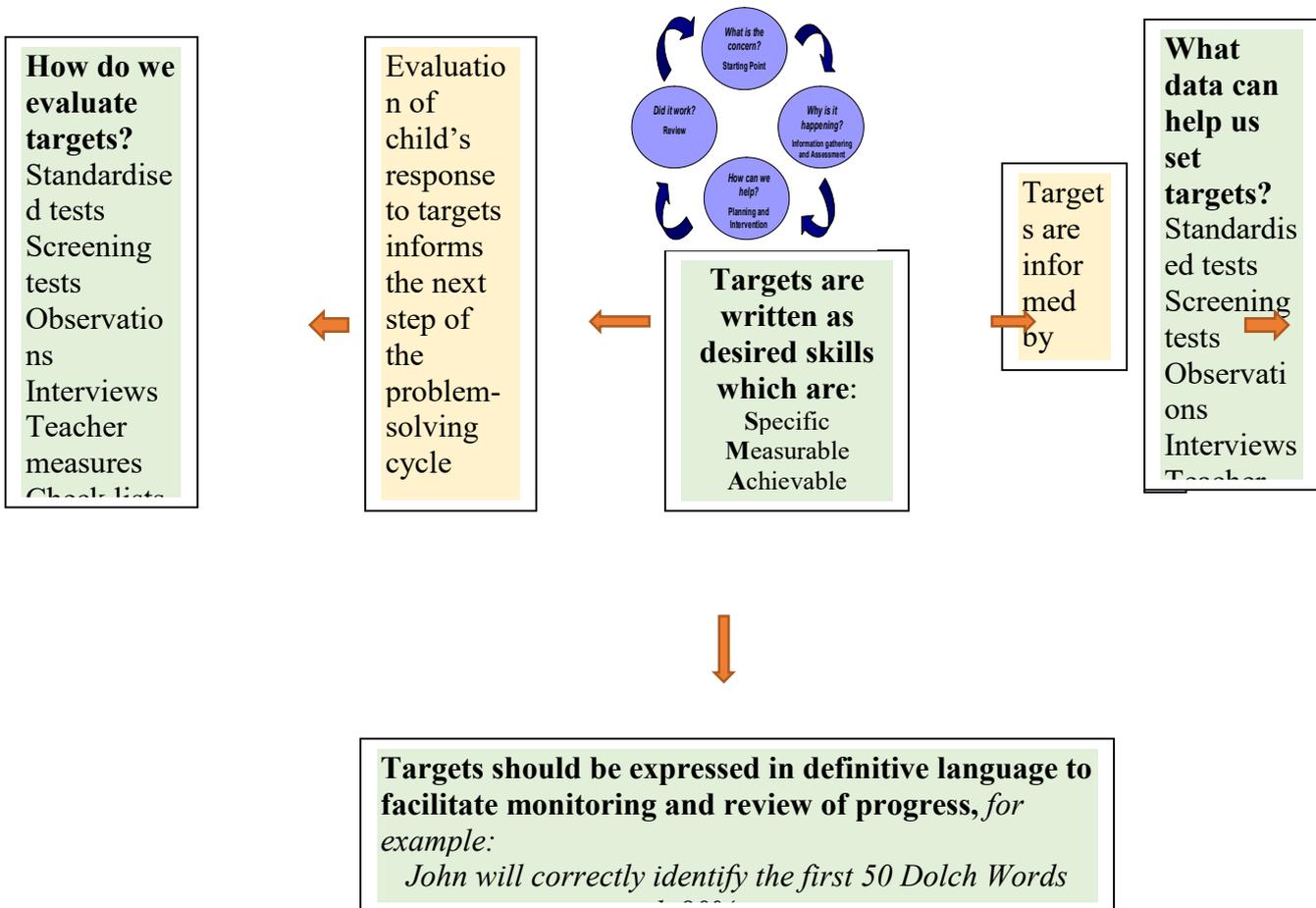
For help, see 'SEN: A Continuum of Support - Guidelines for Teachers', 'BESD: A Continuum of Support – Guidelines for Teachers', 'A Continuum of Support for Post-Primary Schools, Resource pack for Teachers', 'Student Support Teams in Post-Primary Schools'.

Student's Name:	Class/ Year:	
Names of those present at review:	Date of Review:	
What areas of the plan have been most successful and why?		
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?		
Have the student's needs changed since the start of the plan? If so, how?		
Recommended future actions – what, how, who, when?		
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):			
	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support		Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
	Continue at Current Level of Support		Request consultation with other professionals

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

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



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?		
Action needed		

Appendix 4

Exceptional Ability & Giftedness Policy

Definition and Background:

'An able child is one that achieves or has the ability to achieve at a level significantly in advance of their peer group. This may be in all areas of the curriculum or in a limited range'. (Eyre, 1999)

- Children who are considered gifted may have been assessed by a psychologist and found to have a high level of intelligence (an IQ score of 130+, 98th Percentile)
- Giftedness is recognised as a 'disability' or special education condition in the Education Act (1998).

School Ethos:

We, the teaching staff at San Carlo J.N.S. have agreed to cater for those pupils who are exceptionally able in **academic** areas (i.e. the top 2% of the school population).

Those pupils who show exceptional talent in **non-academic** areas e.g. psychomotor ability, mechanical aptitude, visual and performing arts ability, will be given information regarding the relevant outside agencies.

Procedure for identification of pupils with Exceptional Ability

Criteria for Assessment:

1. A range of strategies may be used to identify exceptionally able pupils:

- Annual standardised tests
- Psychological Assessments
- Teacher observation
- Parental requests
- Referral by other individuals, schools or organisations.

2. From first class onwards, pupils who score on or above the 98th percentile in the Drumcondra **and** Sigma tests will then do individualised tests to gain a more definitive guide of their ability.

3. Where a teacher observes children displaying exceptional ability in a specific academic area, then further assessment may be carried out to establish giftedness. Where it is a non-academic area, the parent will be informed of outside agencies more suited to the development of the pupil's giftedness.

Catering for Pupils with Exceptional Ability:

Pupils who meet the criteria for exceptionally able (IQ of 130+) will be catered for within the classroom based on a differentiated programme of work **or**, if deemed possible by the Principal and the SET

Coordinator, may be offered extension classes on a withdrawal basis, subject to the approval of the pupil and their parents. These classes will form part of each SET's timetable where feasible.

Responsibility and Management:

1. The class teacher is responsible for differentiation within the classroom, including acquisition and distribution of teaching resources for differentiation.
2. The SET team will be responsible for the assessment stage of this process, organisation of extension classes including timetabling (where applicable), acquisition and distribution of information regarding referral and assessment by outside agencies.
3. The Principal will liaise with parents, SETs and class teachers throughout the process.
4. According to guidelines for professional development, costs will be paid by thing BoM to teaching staff who attend in-service training and courses about giftedness.

This policy is subject to review following the issue of NCCA Guidelines or at least every 3 years.

Ratified by the Board of Management on 03.10.2018

Signed: Catherine Allis, Chairperson B.O.M. **Date** 03.10.2018

Signed: Catherine Diggins, Principal **Date** 03.10.2018

SUPPORT REVIEW RECORD*

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

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

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

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

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

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

Appendix 5

IEP Planning/Review Sheet

Name of Student: _____ **Class:** _____

Progress to Date/ Strengths:

(The nature and degree of the child’s abilities, skills and talents)

Areas for Improvement/Presenting Difficulties:

(The nature and degree of the child’s special educational needs and how those needs affect his/her progress)

(The present level of educational performance of the child)

Summary of Special Educational Needs:

(The special educational needs of the child)

Special Educational Provision:

(The special education and related support services to be provided to the child)

Further Information: