

Courtnacuddy N.S./SN Naomh Phadraig

SEN policy

Introductory Statement

This draft Policy on SEN Provision in Courtnacuddy NS, was formulated during 2018, taking cognisance of directives contained in the 1998 Education Act; the Learning-Support Guidelines (2000); the Education for Persons with Special Educational Needs Act (EPSEN) 2004; and recent DES Circulars, especially 13/17 and 02/05.

School Information

Courtnacuddy NS is a mainstream primary school that caters for boys and girls from junior infants to 6th class.

Rationale

The purpose of this policy is to:

- provide practical guidance to staff, parents and other interested parties about our SEN procedures and practices.
- outline the framework for addressing additional needs in our school.
- comply with legislation (Education Act 1998, Equal Status Act, 2000)
- fulfil DES circular 0013/17 -Circular to the Management Authorities of all Mainstream Primary Schools; Special Education Teaching Allocation, and new 2017 Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools).

School Profile

Courtnacuddy NS has one full time SET (Special Education Teachers) and one shared SET post, and one full-time SNA (Special Needs Assistant).

Circular 13/2017 (p.6 and p.23) described how each school will be profiled.

1. Baseline component 20% of the total number of LSRTs nationally in 2016/17, distributed proportionately between all schools in the country;
2. Educational profile:
 - a) Complex Needs 50%;
 - b) Standardised Test results 23%;
 - c) Social context: Disadvantage 3.5%
 - d) Gender 3.5%

Aims of the Policy

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

- identify additional needs that our pupils may have
- allocate resources to effectively meet the needs of children with additional needs
- divide the roles and responsibilities among our school community in relation to 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
- support the inclusion of SEN pupils in primary schools.
- ensure that the Staged Approach / NEPS Continuum of Support is implemented.

- “optimise the teaching and learning process in order to enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school” (Learning-Support Guidelines [LSG]: p. 15).
- provide supplementary teaching and additional support in English and / or Mathematics
- enable pupils to participate in the full curriculum
- encourage differentiation in the classroom
- develop positive self-esteem and positive attitudes about school and learning in pupils
- support attainment, and behavioural, social and emotional functioning
- enable pupils to monitor their own learning and become independent learners
- involve parents in supporting their children through effective parent-support programmes
- promote collaboration among teachers in the implementation of whole-school policies on learning support for pupils
- establish early intervention programmes designed to enhance learning and to prevent / reduce difficulties in learning
- guard the self-esteem and self-image of the learner.

Principles

"The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process" (Circular 13/17: p. 16).

Effective learning programmes are based on the following principles:

- Quality of teaching. "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
 - Parental involvement
 - Collaboration between Teachers
 - Maintenance of Support Plans by Class Teachers and Support Teachers at Class Support / School Support / School Support Plus
 - Thorough Assessment procedures
 - Regular contact with SEN pupils
 - Manageable caseloads / timetables
 - Prevention of failure
 - Provision of intensive early intervention
 - Support from Outside Agencies
 - Continuing Professional Development (CPD)
 - 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:
 - a) Station teaching / Team Teaching / Peer tutoring etc.
 - Withdrawal Model:
 - a) 1:1 interventions (vital when e.g. difficulties are very significant; when pupil needs do not match to form a small group)
 - b) Small group interventions

Roles and Responsibilities

The role of supporting learning is a collaborative responsibility shared by all of the school community: The Board of Management; Principal Teacher; Class Teachers; Support Teachers; Special Class Teachers; SNAs; Parents; Pupils and External Bodies & Agencies.

It is important that everyone contributes to the implementation of our school plan on SEN Provision.

Board of Management:

The BOM should:

- Oversee the development, implementation and review of school policy on SEN
- Ensure that adequate classroom accommodation, secure storage space and effective teaching resources are provided.
- Provide adequate funds for the purchase of SEN materials.

Principal:

The *Learning Support Guidelines (2000, P.39)* outlined the principal has overall responsibility for SEN procedures and practices in the school. The new allocation model states the principal's leadership role is central and includes but is not limited to the following;

The school principals role may include but is not limited to:

- Implement and monitor the school's SEN policy on an on-going basis.
- Assign staff strategically to teaching roles, including SET roles
- Co-ordinate teachers' work to ensure continuity of provision for all pupils
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area
- Assign responsibility for coordinating additional support to an identified teacher (i.e. SENCO)
- Communicate with the SENO (Special Education Needs Organiser)
- Oversee a whole school assessment and screening programme
- Allocate time within the school timetable for the SET team to plan and consult with teachers and parents
- Inform staff about external agencies and provide information on continuing professional development in the area of SET
- Co-ordinate and organise the workload and timetabling of the SNAs

Class Teacher:

Class teachers have primary responsibility for the teaching and learning of **all** pupils in his/her class, including those selected for additional support.

"Mainstream class teachers have firstline 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.

"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).

Class teachers role may include but is not limited to:

- implement teaching programmes which optimise the learning of all pupils and, to the greatest extent possible, prevent the emergence of learning difficulties
- familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of need
- create a positive learning environment within the classroom
- differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class
- administer and correct standardised tests of achievement in literacy and numeracy, following the school's guidelines
- discuss outcomes of standardised testing with SET teachers to assist in the selection of children for supplementary teaching
- meet with parents regarding any concerns about their child and update them regarding their progress

- gather information and assess children presenting with needs to inform teaching and learning using the Continuum of Support
- develop classroom support plans for children in receipt of Classroom Support
- collaborate with staff to develop Individual Profile and Learning Programmes (IPLP) or Group Profile and Learning Programmes (GPLP) for each pupil in receipt of School Support
- meet with Special Education Teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support Plus and who require an Individual Education Plan
- collaborate with Special Education Teachers and relevant staff to develop an Individual Education Plan (IEP) for each pupil in receipt of School Support Plus
- meet regularly with Special Education Teachers, relevant staff and parents to review IEP
- where applicable, collaborate with the SET team regarding teaching aims and activities for team teaching
- adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session
- co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN within the class(es) to which they are assigned
- liaise with and seek advice from their SET teachers

Special Education Teacher (SET)

The SET teachers duties may include but is not limited to:

- familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of need
- assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention
- liaise with all SET members and class teachers to identify, support and monitor children with additional needs
- collaboratively develop Individual Profile and Learning Programmes (IPLP) for each pupil selected for school support teaching with class teachers and other staff
- meet with class Teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support Plus and who require an Individual Education Plan (IEP)
- collaborate with class teachers and relevant staff to develop an Individual Education Plan for each pupil in receipt of School Support Plus
- regularly meet with class teachers, relevant staff to review IEPs
- meet twice a year with class teachers, relevant staff and parents to review IEP
- collaborate with the principal in creating timetables for additional support
- maintain a list of pupils who are receiving supplementary teaching at each stage of support - Classroom Support / School Support / School Support Plus.
- ensure application forms for outside agencies such as NCSE; NEPS; CAMHS etc. are completed and records kept, in collaboration with class teachers and the principal, as required.
- update and maintain planning and progress records for each individual or group of pupils in receipt of school support
- provide supplementary teaching for literacy and numeracy on a withdrawal and in-class support basis
- support whole-school procedures for screening
- administer and interpret diagnostic tests and inform class teachers and parents of the outcomes
- meet with parents regarding any concerns about their child and update them regarding their progress

- co-ordinate class groups and offer advice and support to class teachers regarding pupils on their caseload
- discuss the needs and progress of children on their caseload at planning meetings
- provide necessary information to a SEN pupil's receiving school once a transfer letter has been received
- communicate with the principal in relation to SEN matters on an on-going basis
- co-ordinate early intervention initiatives e.g. Literacy LiftOff and conduct review of the same.
- co-ordinate team-teaching calendar in collaboration with class teachers.
- regularly meet with class teachers to discuss the needs of the pupils in their class
- maintain a record of these meetings and decisions made
- advise the class teacher, where needed, of possible interventions to meet the needs of their pupils
- support the class teacher in the writing of classroom support plans
- communicate with the principal regarding any concerns raised by class teachers.

Special Needs Assistants:

The duties of the SNA (according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/class teachers), are comprised of meeting the care needs of the SEN pupils to which they have been assigned. (Circular 10/76).

Primary care needs duties may include:

- assistance with feeding
- administration of medicine
- toileting and general hygiene
- mobility and orientation
- supervision
- communication
- non-nursing care needs.

Secondary care needs duties may include:

- preparation and tidying of workspaces and classrooms or assisting a pupil to do so
- assistance with the development of PPPs (Personal Pupil Plans) for SEN pupils
- assistance with maintaining a care journal and care monitoring system
- planning for activities where there may be additional care requirements

The SNA should

- support the needs of pupils in effectively accessing the curriculum
- contribute to the quality of care and welfare of the pupils
- support learning and teaching in the classroom
- attend, where possible, training courses/workshops provided by the BOM
- attend IEP meetings and/or meetings with relevant professionals, when necessary
- ensure the safety of the SEN pupils in the schoolyard, and be present for the duration of the yard breaks along with the teachers on duty
- maintain a record of support provided to their SEN pupil
- accompany SEN pupil to supplementary lessons when appropriate

The nature of the incapacity of the child to participate in normal class work and be independent of the direct supervision of the assistant would be the determining factor in relation to general classroom assistance. If, after a period of working alongside him/her, the child becomes more confident, willing and able to participate in the mainstream class, then the role of the SNA will become more and more similar to that of a classroom assistant.

Parents/Guardians:

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

"Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs" (2017 Guidelines: p. 23).

Parents/Guardians should:

- provide 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.
- support the work of the school by participating with their child in such activities as:
 - a) Book sharing / reading stories
 - b) Storytelling
 - c) Paired reading (listening to and giving supportive feedback on oral reading)
 - d) Discussions about school and other activities to build vocabulary and thinking skills
 - e) Writing lists and short accounts about children's experiences
 - f) Counting and measuring and other activities involving number
 - g) Visits to the zoo, museum, library, etc. to broaden the range of their child's experiences 🍷
Using Information and Communications Technology (ICTs), where available, to support learning in English and / or Mathematics
 - h) Talking positively about school and school work.
 - i) Availing of real-life situations to discuss the importance of language, literacy and mathematics.
- share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage
- support the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning
- attend meetings arranged by the class teacher or SET team
- support the targets outlined in their child's support plans and engage in all suggested home-based activities
- inform the post-primary school of their child's needs, at the transition stage

Pupils:

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

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

Prevention and Early Intervention.

Prevention / early intervention is a cornerstone of supporting learning.

Prevention Strategies.

Our strategies for preventing learning difficulties include:

- The development of agreed approaches to the teaching of English and Mathematics in order to ensure progression and continuity from class to class.
- Careful development of phonological awareness and rhyming skills in the classroom, before the introduction of formal reading of words and books.
- The use of concrete materials at every opportunity.
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties
- Close collaboration and consultation between the Infant Teachers and the Support Teachers.
- Thorough assessment procedures throughout the school
- Provision of additional support in language development / early literacy / early mathematical skills to pupils who need it
- Promotion of literacy e.g. Print-rich environment, DEAR (Drop Everything and Read), USSR(Uninterrupted, Sustained Silent Reading)
- Examples of our strategies include: Aistear, station teaching and Literacy LiftOff.
- Station teaching of particular topics in Numeracy that have been identified as areas of weakness.

Early Intervention Programmes

Early intervention is a vital component of the NEPS Continuum of Support model. Early intervention programmes may be provided by the Class Teacher and / or by the Support Teacher, in accordance with the Staged Approach (Appendix 1) and the NEPS Continuum. Close collaboration and consultation between the Class Teachers and the Support Teachers, should identify pupils who may be in need of early intervention. Teacher observation and professional opinion will be given due consideration in the selection of pupils for early intervention programmes at Classroom Support / School Support level. Intensive early intervention programmes in the early primary classes can be an effective response to meeting the needs of children with low achievement.

Such programmes will:

- Be set within a specific time frame (10-20 weeks)
- Be based on a shared expectation of success by everyone involved
- Involve small group teaching or one-to-one teaching where small group teaching has not been effective / difficulties are significant
- Include a strong focus on oral language, laying the foundation for meaningful reading activities and further development of language and comprehension skills
- Emphasise the development of phonemic awareness
- Develop phonic skills, once phonological awareness has been developed well
- Develop word identification skills
- Engage the pupils in frequent supervised oral and silent reading of texts at appropriate levels of difficulty and monitor their comprehension
- Stress the interconnected nature of listening, speaking, reading and writing
- Focus on language development in mathematics, and in the development of mathematical procedures and concepts.

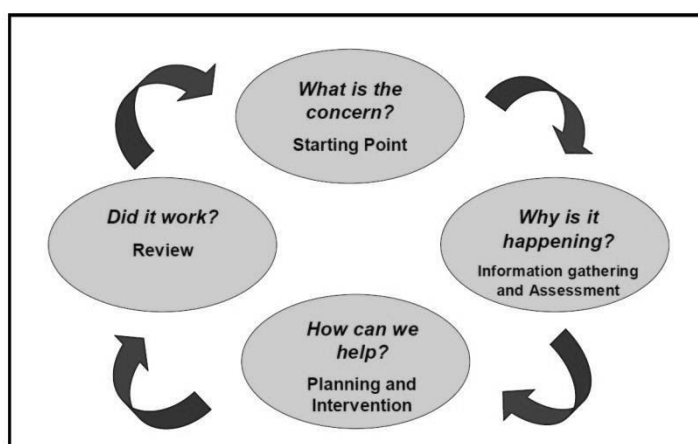
Identifying Pupils with Additional Needs

Continuum of Support

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

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

This problem-solving process is illustrated as follows:



Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way.

The Continuum of Support suggests the following levels of support

STAGE 1 CLASSROOM SUPPORT

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are **additional to or different** from those required by other pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher, SET team and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

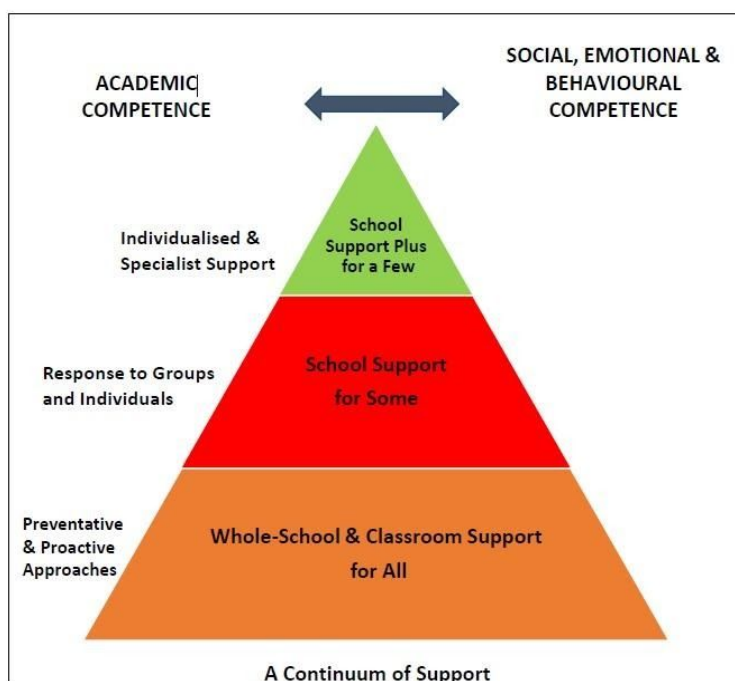
STAGE 2 SCHOOL SUPPORT

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

involve the Special Education Teacher Team (SET Team) in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan.

STAGE 3 SCHOOL SUPPORT PLUS

If a pupil's special educational needs are **severe and/or persistent**, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will continue to be an important element of his/her individual education plan.



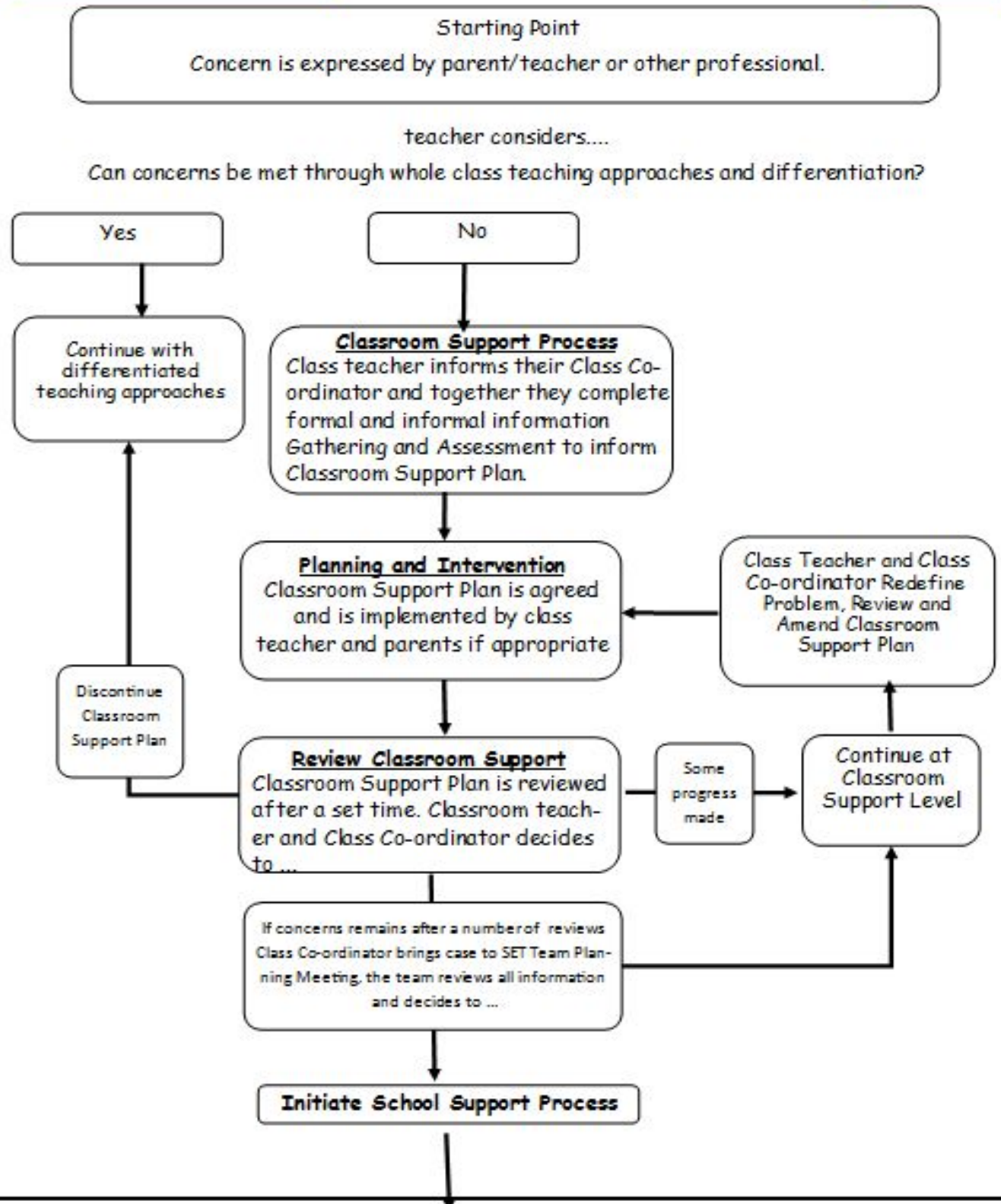
The flow diagrams below outline how we gather information to identify needs and support children with additional needs. A more comprehensive explanation of each stage can be in the Continuum of Support – Guidelines for teachers

https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf

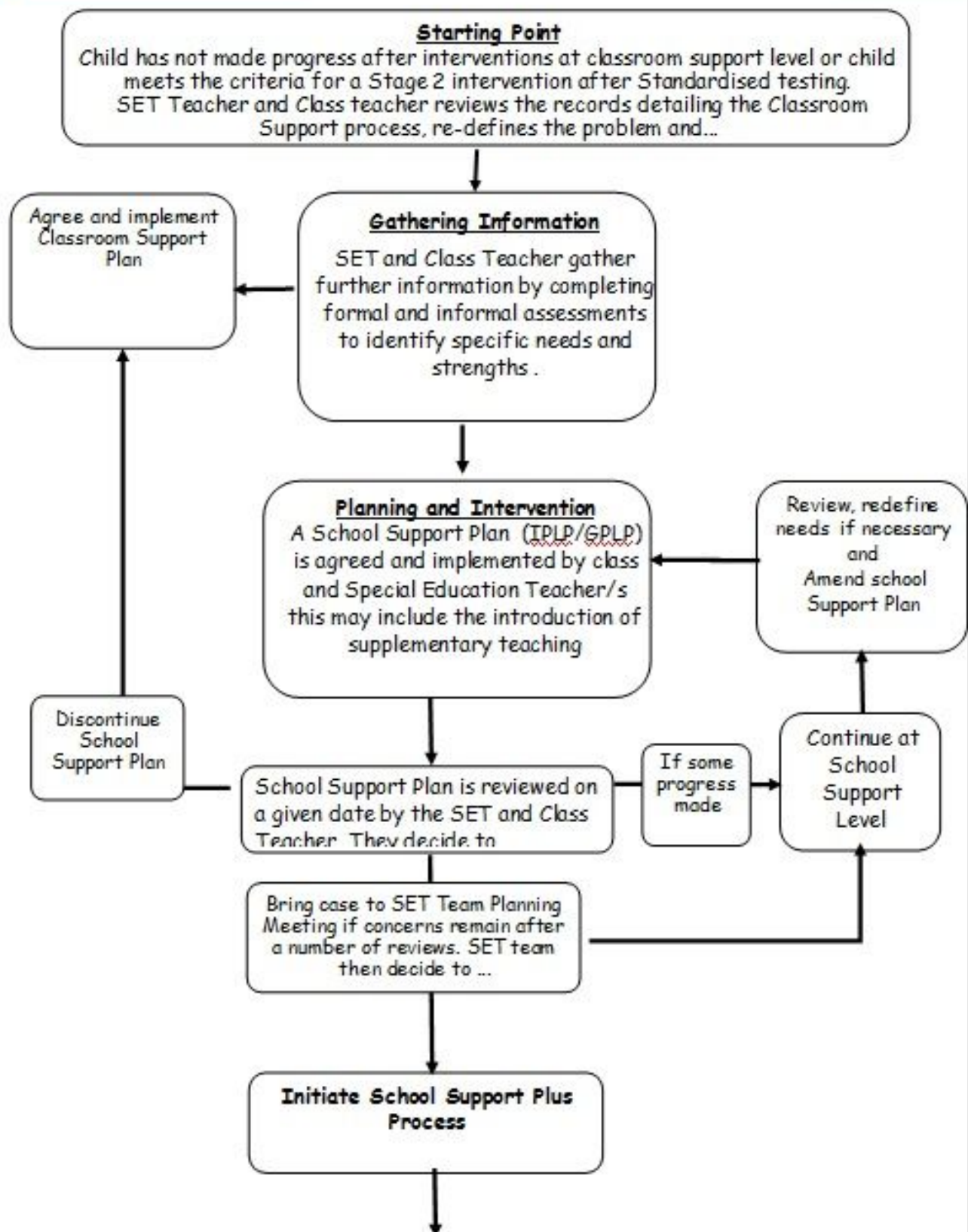
While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support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

CLASSROOM SUPPORT PROCESS

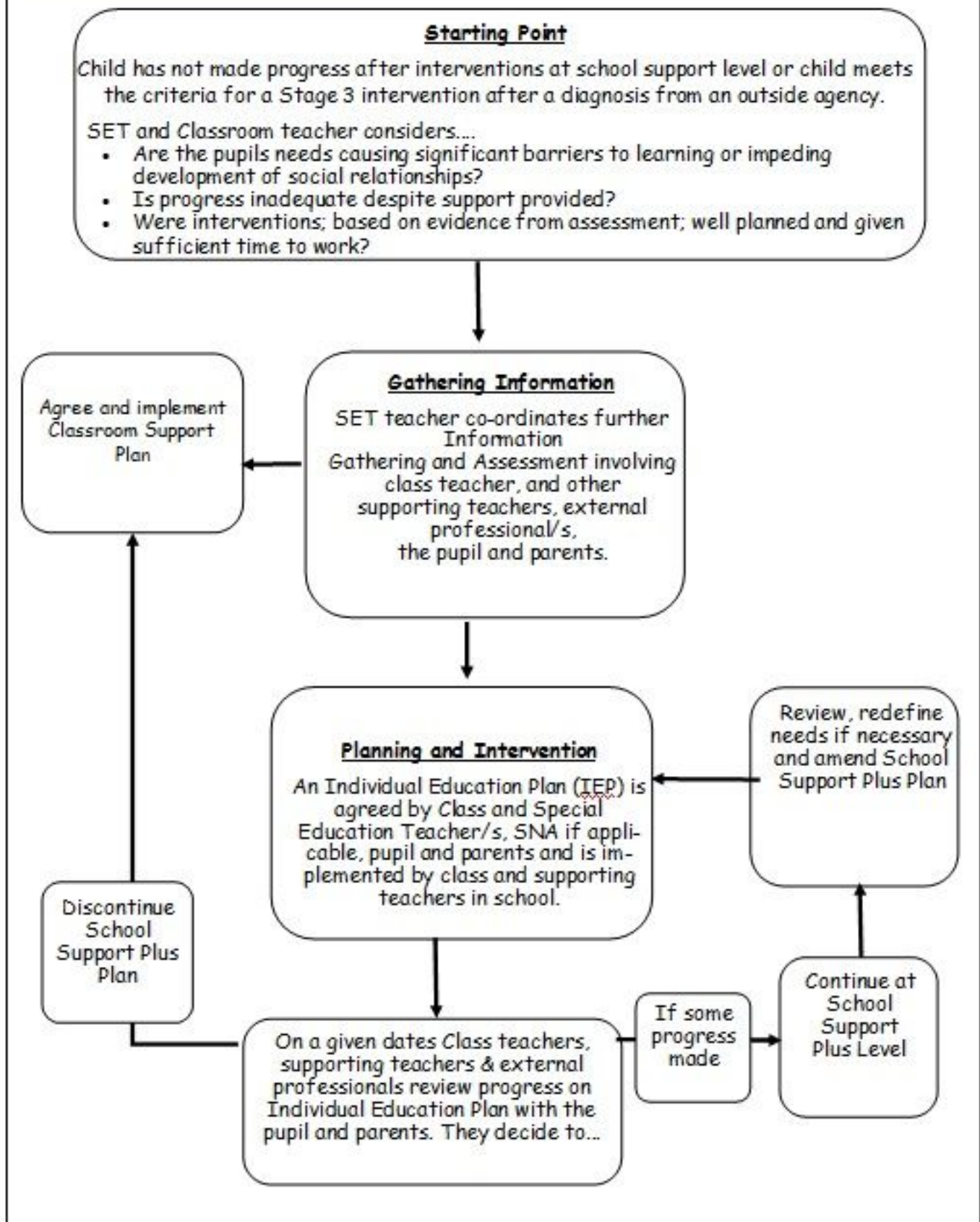
STAGE 1



* adapted from NEPS Continuum of Support. For more detailed steps see page 12 - 15 of the continuum of support - Guidelines for teachers



* adapted from NEPS Continuum of Support. For more detailed steps see page 22 - 25 of the continuum of support - Guidelines for teachers



* adapted from NEPS Continuum of Support. For more detailed steps see page 32 - 35 of the

Parental Permission

Written parental permission is required for children to receive School Support/School Support Plus.

Information Gathering and Assessment

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

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

Assessment and Screening Tests

Class teachers will carry out initial screening tests and standardised assessment. The SETs will administer further screening tests, if deemed necessary. The SET team will discuss each class's recorded results with the class teacher, and carry out further screening tests and/or diagnostic assessments where it is deemed necessary. The results of these tests will inform the caseload selection process. The Principal Teacher and SET team will be kept informed at all times during this process.

In our school we carry out a variety of the following assessment procedures:

- Junior Infants: Observation, Checklists,
- Senior Infants: Observation, Checklists, Test 2r,
- 1st class: Observation, Checklists, Sigma T, Micra T and PM Benchmarking
- 2nd class: Observation, Checklists Sigma T, Micra T, NNRIT and PM Benchmarking
- 3rd class: Observation, Checklists, Sigma T and Micra T and PM Benchmarking
- 4th class Observation, Checklists, Sigma T and Micra T.
- 5th class: Observation, Checklists, Sigma T, Micra T and NNRIT.
- 6th class: Observation, Checklists, Sigma T and Micra T

As a school, we also carry out the NNRIT with children scoring on or below the 12th percentile in the Micra T in classes 2nd- 6th if they are new pupils to the school and were not tested in 2nd Class.

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

Inventory of Test Materials

Screening Tests

- Belfield Infant Assessment Profile (BIAP)
- Test 2r
- Sigma-T
- New Non- Reading Intelligence Test (NNRIT)
- YARC (Early Reading)
- Dolch Sight Words
- British Ability Scales Test (BAS)
- Dyslexic Screening tests

Diagnostic Tests

In our school the following tests are available for administration:

- Micra T screening tests
- York Assessment of Reading for Comprehension (YARC)
- Reading Recovery Observation Survey
- Schonell reading tests
- Neale Analysis
- Verbal Reasoning Test

Allocation of Resources

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

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

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with **the highest level of need should have access to the greatest level of support**. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, 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.

At the end of each term the SEN team meet class teachers and review children's needs, the resources in place and progress made using the Continuum of Support problem-solving model of assessment and stage approach flow charts. The SEN team then use this information at the end of term SEN team planning meetings. As a SEN team, we review all support and allocate resources for the subsequent term.

We cross-reference the needs of pupils at School Support and School Support Plus levels and consider common needs that can be met by grouping, to ensure effective and efficient teaching and learning approaches.

Allocating Additional Teaching Supports

The 6 Steps from Circular 02/05.

- a) 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.
- b) 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.
- c) Step 3 Circular 02/05, p. 7. A list of members of the teaching staff will be compiled.
- d) 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.
- e) Step 5 Circular 02/05, p. 8. Pupils with similar needs may be grouped for support.
- f) 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.

Approaches & Methodologies

All mainstream class teachers should 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
- Heterogeneous group work
- Differentiation
- Interventions to promote social and emotional competence
- Embedding ICT in teaching, learning and assessment.

Selection Criteria for Providing Pupils with Additional Teaching Support

The following selection criteria encompasses current DES Circulars, Guidelines and general good practice. The school will select pupils in accordance with these criteria, starting at point (1) and continuing on through the selection criteria until caseloads / timetables are full. "Those with the highest level of need should have the greatest level of support" (2017 Guidelines: p. 19).

1. Pupils previously in receipt of "Resource hours" who continue to experience significant learning difficulties. (Pupils are no longer guaranteed a certain number of hours of SEN provision as was the case under the previous model)
2. Pupils previously in receipt of "Learning-Support" who continue to experience significant learning difficulties (scoring below the 12th%ile on standardised assessments).
3. Pupils diagnosed, or, after screening, display indications of having "Low Incidence Learning Disabilities".
4. Pupils diagnosed, or, after screening, display indications of having "High Incidence Learning Disabilities".
5. Pupils who have English as an Additional Language (EAL) i.e. (a) pupils who arrive to our school without any English (b) pupils who have lived in Ireland less than two years, and whose English needs further support.
6. Pupils scoring at/below the 10th percentile on standardised assessments in literacy.
7. Pupils scoring at/below the 12th percentile on standardised assessments in literacy (to allow for a margin of error).
8. Pupils scoring at/below the 10th percentile on standardised assessments in Mathematics.
9. Pupils scoring at/below the 12th percentile on standardised assessments in Mathematics (to allow for a margin of error).
10. Early intervention in literacy - Infant class pupils who continue to experience difficulties in early literacy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
11. Early intervention in Mathematics - Infant class pupils who continue to experience difficulties in early numeracy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
12. Pupils experiencing serious difficulties with oral language / social interaction / behaviour / emotional development / application to learning, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
13. Pupils scoring at or below STEN 4 (30th percentile) on standardised assessments in literacy, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
14. Pupils scoring at or below STEN 4 (30th percentile) on standardised assessments in mathematics, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.

In order to address the areas of transition from primary to post-primary school, and gifted pupils (pupils who score a STEN of 10 in two years of standardised testing), the school will allocate two discrete periods of time on the following basis:

Transition – two weeks of provision Gifted Pupils (from 4th – 6th class) – two weeks of provision

Timetabling

When drawing up timetables it is important to remember that:

- timetables should be continually reviewed
- insofar as possible children should not miss the same subject each time they are withdrawn
- interruptions to classes/classrooms should be kept to a minimum.

Staff Meetings.

SEN provision in our school will be included on the agenda for staff meetings at least once per instructional term. Any shared Support Teachers attend staff meetings at their base schools.

Parent-Teacher Meetings.

The nature of SEN support means that meetings with parents are on-going and regular. The Support Teachers will fulfil the 'out of school' requirement of parent-teacher meetings at the base school.

Travelling Time.

The shared Support Teachers will ensure that the time spent travelling between schools is kept to the minimum possible, while providing regular support to pupils.

Continuing and Discontinuing Supplementary Teaching.

An instructional term is generally taken to mean 10-20 weeks of instruction. However, where the Support Teacher is shared between schools and is unable to meet pupils more than 2-3 times a week, an instructional term may be longer than 10-20 weeks. If appropriate, a meeting may be held at the end of each instructional term with the parents in cases where supplementary teaching is to be continued, to discuss the revised learning targets and activities in the pupil's Support Plan. Supplementary teaching will normally be discontinued where the targets have been met and the pupil (on assessment) is performing above the percentile laid down in the selection criteria for receiving support.

The school may decide to discontinue supplementary teaching with some pupils (who have made satisfactory progress), in order for the Support Teacher to provide early intervention / prevention for Senior Infants, after for example the analysis of the Test 2r screening test results in December (pupils who have not responded to Stage One interventions by the class teacher, under the Staged Approach). The school may also decide to discontinue supplementary teaching if a child misses a lot of SEN provision due to absenteeism, or when the child is not engaging with the SEN provision.

Due consideration will be given to the overall needs of the school and all of its pupils.

Tracking, recording and reviewing progress

In order to monitor the progress of supplementary teaching a meeting with Principal and Learning Support and Resource Teachers will be held annually to determine:

- The implementation of the school's prevention and early intervention programme.
- Implementation of the school's screening programme.
- Implementation of appropriate criteria for continuing/reducing support levels for pupils at the end of instructional period.
- Allocation of learning support teachers time.
- Progress of pupils in receipt of supplementary teaching.
- Level of parental involvement.
- Referral of pupils for additional assessment and support.

- Co-ordination of support services in school.
- Time tabling pupils for supplementary teaching.
- Reviewing adequacy of resources for supplementary teaching.

Health and Safety Issues

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

Supervision/Child Protection

- Where pupils receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both they and the pupil are visible through the glass panel in the door.
- Where there is no glass panel, the door of the room should remain open.
- Where pupils are withdrawn for support, the SET teacher should collect and return children to their classrooms. However, if pupils are considered to be mature enough, they may be allowed to go to and return from SEN provision by themselves in order to encourage independence.
- 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.

Ratification and Communication

This revised policy was ratified by the Board of Management in _____

Implementation and Review

This policy will be implemented from _____. It will be reviewed in June 2020 by the Special Education Team and all staff at Courtnacuddy NS in 2020.

Signed: _____
(Chairperson)

Date: _____

Signed: _____
(Principal)

Date: _____

Appendix 1. The Staged Approach to Assessment, Identification and Programme Planning (Appendix 3 of DES Sp Ed Circular 02/05).

Stage I

A class teacher or parent may have concerns about the academic, physical, social, behavioural or emotional development of certain pupils. The teacher should then administer screening measures, which may include screening checklists and profiles for pupils in senior infants and first class, standardised, norm-referenced tests for older pupils and behavioural checklists where appropriate.

The class teacher should then draw up a short, simple plan for extra help to be implemented within the normal classroom setting, in the relevant areas of learning and/or behavioural management. The success of the classroom support plan should be reviewed regularly, with appropriate parental involvement. If concern remains after a number of reviews and adaptations to the plan, the special education support team or the learning support/resource teacher in the school may be consulted about the desirability of intervention at stage II.

Stage II

If intervention is considered necessary at stage II, then the pupil should be referred to the learning support/resource teacher, with parents' permission, for further diagnostic testing. In the case of pupils with learning difficulties, if the classroom support plan fails to achieve the desired outcome the pupil should be referred to the learning support teacher/resource teacher, with parents' permission, for further diagnostic testing. If this diagnostic assessment suggests that supplementary teaching would be beneficial, this should be arranged. The parents and the class teacher should be involved with the learning-support/resource teacher in drawing up the learning programme, which would include appropriate interventions for implementation in the home, in the classroom, and during supplementary teaching.

The learning support/resource teacher and the class teacher should review regularly, in consultation with the parents, the rate of progress of each pupil receiving supplementary teaching. If significant concerns remain after a number of reviews and adaptations to the learning programme, then it may be necessary to provide interventions at stage III.

In the case of pupils with emotional or behavioural difficulties, it is recognised that, with serious difficulties, more urgent action may be needed. In these cases the pupil's needs should, with parents' permission, be discussed with the relevant NEPS psychologist and/or the case should be referred to the clinical services of the Health Services Executive. This may lead to a more detailed behavioural management programme to be implemented at home and in class, or to referral for further specialist assessment (stage III).

Stage III

Some pupils who continue to present with significant learning needs will require more intensive intervention at stage III. The school may formally request a consultation and, where appropriate, an assessment of need from a specialist outside the school in respect of pupils with learning difficulties or with mild or moderate behavioural problems (or both) who have failed to

make progress after supplementary teaching or the implementation of a behavioural programme and in respect of pupils with serious emotional disturbance and/or behavioural problems. Such specialist advice may be sought from psychologists, paediatricians, speech and language therapists, audiologists, etc.¹

The learning support/resource teacher, resource teacher, if available, and the class teacher, in consultation with the relevant specialist or specialists should then draw up a learning programme that includes identification of any additional available resources that are considered necessary in order to implement the programme. The parents should be fully consulted throughout this process. This programme should be the subject of regular reviews, leading to revisions of the learning programme and referral for specialist review, as necessary. In the case of pupils identified at an early age as having very significant special educational needs, intervention at stage III will be necessary on their entry to school. Support in the classroom will be an essential component of any learning programme devised for such pupils, and primary responsibility for the pupil will remain with the class teacher, in consultation with the learning support/resource /or resource teacher.

Appendix 2: from the 2017 Guidelines. Identification of Educational Needs through the Continuum of Support Process.

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 * ● Pupil consultation - My Thoughts About School Checklist ● Literacy and numeracy tests ● Screening tests of language skills <p>A Classroom Support plan runs for an agreed period of time and is subject to review.</p>
School Support	<p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"> ● Teacher observation records ● Teacher-designed measures / assessments ● Parent and pupil interviews ● Learning environment checklist ● Diagnostic assessments in literacy/numeracy ● Formal observation of behaviour including ABC charts, frequency measures ● Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition.</p> <p>A School Support Plan operates for an agreed period of time and is subject to review.</p>

