



School Plan for Special Education Teaching (SET) Provision

Introductory Statement

Introduction

Our SEN policy was coordinated by the Special Education Needs (SEN) support team, in consultation with our staff, during the school year 2024- 2025. This outlines the roles and responsibilities of the BOM, Principal and staff of Lisnafunchin NS, providing guidelines on the development of a positive learning environment and outlining approaches to integration and inclusion for children with Autism in our school. The development of this policy involved a collaborative, whole-school approach, with contributions from staff members, Special Needs Assistants, representatives of the Board of Management, the Parent/Teacher Association and pupils. Such an approach promotes a more integrated response to the needs of pupils with SEN while building a safe, caring and friendly environment where learning can take place. This policy is the reviewed and amended policy completed by a working group in the school year 2024-2025 in accordance with DES Circular No 64/2024. It was circulated to staff and families in 2025 and ratified by the BOM. Our school is dedicated to the implementation of an effective system for meeting the needs of all our pupils in accordance with our mission statement, the resources provided by the DES and the Board of Management. We believe that all our children have a right to an education, which is appropriate to their individual needs. We strive to ensure that all our children feel that they are a valued part of our school community. We are fully committed to the principle of inclusion. This policy aims to enable children with Special Education Needs (SEN) and children whose first language is not English, to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying the environment, activities or by providing support that will help the child to participate in them. We endeavour to create a positive and inclusive atmosphere that respects all children, regardless of their religious, social, cultural background or special educational needs. Our guiding vision for SEN education comes from our school vision statement which states, "While acknowledging multiple intelligences, differing personalities and diversity of race, religion, culture and educational needs, we seek to support the weaker and challenge the stronger among the student

body in our quest for excellence. We promote social, personal and physical development so that children may grow in self-confidence, empathy and tolerance". The policy is based on *Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools* (Department of Education & Skills).

Lisnafunchin NS has been granted 15 hours of SET teaching for the 2025-26 school year. Lisnafunchin is the base school (15 hours) in a SET cluster which also includes Conahy NS (5 hours per week).

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 64/2024-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*).

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.

Aims of the SEN Support

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

- support the inclusion of children with SEN in our school.
- develop positive attitudes about school and learning in our children.
- ensure that the Staged Approach/Continuum of Support is implemented (see below).
- optimise the teaching and learning process in order to enable children with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school (Guidelines for Schools, p15).
- enable children to participate in the full curriculum.
- support appropriate differentiation in the classroom.
- support children's development both socially and emotionally.
- enable children to understand themselves as learners
- involve parents in supporting their children.
- promote collaboration among teachers in the implementation of whole-school policies on learning support for our pupils.
- promote early intervention programmes designed to enhance learning and prevent/reduce difficulties in learning.

Preventative Strategies/Programmes we have in place to promote wellbeing/ in our School

By implementing these strategies, this school creates a supportive and nurturing environment that promotes the overall well-being of students and staff, enabling them to thrive academically, emotionally, and socially.

- Walk on Wednesday
- Morning meetings and weekly check in
- Positive behaviours among pupils and staff
- Anti bullying behaviour- safe and inclusive environments
- Zen Den
- Friends for Life/fun Friends- resilience programmes
- Weaving WellBeing 3rd - 6th class
- Socially Speaking
- Volcano in my Tummy
- Worry Jar
- Mindfulness activities- 5 finger breathing, meditation, mindful art
- Outdoor learning and garden area
- UDL - we utilise Universal Design for Learning in our policy and practice with reference to NCSE The Physical Classroom Environment Classroom Sensory Tool
- Leans Programme for understanding diversity
- Circle Time

- Restorative Practice
- Promotion of Student Voice
- Amber Flag Committee
- Green Schools
- Assemblies
- Relate - new document released to be reviewed and strategies implemented- playful ways to develop relationships

Roles and Responsibilities

Board of Management: The BOM oversees the development, implementation and review of school policy on SEN. They also ensure that adequate classroom accommodation, secure storage space and effective teaching resources are provided.

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 the following; The school principal should:

- Implement and monitor the school's Special Needs policy on an on-going basis.
- Assign staff strategically to teaching roles, including special education roles.
- Coordinate 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.

- Meet with parents regarding any concerns about their child and update them regarding their progress.
- Meet with NEPS and other outside agencies, keep record of all referrals to NEPS.

SEN Co-ordinator(s):

- The Special Educational Needs Co-ordinator (SENCO) should: communicate with the principal in relation to SEN matters on an on-going basis.
- Liaise with external agencies about the provision for pupils with additional needs.
- Liaise with the NEPS psychologist, the SET team and class teachers to prioritise children for psychological assessments (NEPS).
- Liaise with SEN teachers to identify, support and monitor children with additional needs.
- Coordinate regular SEN team planning meetings to ensure effective communication and support for children with additional needs.
- Collaborate with the SEN team in creating timetables for additional support.
- Meet with parents regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their progress.
- Coordinate the whole-school standardised testing at each class level.
- Coordinate the screening of pupils for additional support, using the results of standardised tests.
- Select children for external diagnostic assessment, where parental permission has been sought and granted.
- Oversee the tracking system of test results on password-protected Aladdin software to monitor the progress of pupils.
- Maintain lists of pupils who are receiving additional support on the continuum of support.
- Apply for Assistive Technology when recommended by educational assessments

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. They should:

- Implement teaching programmes which optimise the learning of all pupils and, to the greatest extent possible, prevent the emergence of learning difficulties.
- create a positive learning environment within the classroom.
- differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class.
- administer and correct standardised tests of achievement in literacy and numeracy, following the school's guidelines.
- discuss outcomes of standardised testing with SEN Class Coordinators 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.
- 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 school support plans for each pupil in receipt of School Support Plus. (SSP)
- meet regularly with Special Education Teachers, relevant staff and parents to review plans.
- where applicable, collaborate with the SEN 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 collaboration with the SET 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 and/or outside professionals linked with the child's needs.

Special Education Teacher (SET) The SET teacher should:

- familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs.
- assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention.

- collaboratively develop School Support Plans 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 a Support plan
- 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 School Support Plans.
- meet twice a year with class teachers, relevant staff and parents to review the Support plan .

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.
- coordinate class groups and offer advice and support to class teachers regarding pupils on their caseload.
- discuss the needs and progress of children on their caseload at planning meetings.
- provide necessary information to a SEN pupil's receiving school once a transfer letter has been received.
- liaise with secondary schools for transitioning of 6th class pupils

Special Needs Assistants - The duties of the SNA carried out according to the NCSE Information for Parents/Guardians about the Special Needs Assistant Scheme from the Department of Education and Skills and under the direction of the principal/class and support teachers, the SNA will meet the care needs of the SEN pupils to which they have been assigned. (DES Circular 0030/2014 and **SNA Toolkit p.23 - 26**). 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 planning meetings and/or meetings with relevant professionals, when necessary. Liaise with SET teacher in completing paperwork for e.g. Personal pupil plans, behaviour checklists, timetables, exercise/sensory breaks.

- ensure the safety of the SEN pupils in the schoolyard to whom they have been assigned and be present for the duration of the yard breaks along with the teachers on duty. This ensures a continuity of supervision both in the classroom and in the yard as required.
- maintain a record of support provided to their SEN pupil including care needs, monitoring of behaviours etc. which may assist in developing the child's support plan and PPP (see Appendix 4) in consultation with the SEN team. This is a confidential document and should be kept in a secure place in the classroom. It is to remain on the school premises at all times and will be signed by the class teacher, SNA and SEN teacher at regular intervals.
- assist with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills, under the direction of qualified personnel, including class teachers or support teachers.
- accompany SEN pupil to supplementary lessons when appropriate, assemblies, outings, visits etc.

attend, where possible, training courses/workshops sanctioned by the BOM

- Class/SEN teachers will communicate directly with parents/guardians of SEN pupils when required. It is noted that SNA's should only facilitate home - school communication at the request/ direction of the class teacher. Parents will be directed to consult the teacher(s) directly if/when follow up is necessary.
- Assist in the preparation and/or tidying of work materials and resources required during learning activities.
- All SNA's will be Garda Vetted and complete child protection training and be fully compliant with procedures in the 'Children First' Child protection guidelines.
- Movement breaks: where a child has an identified need

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. Parent/Guardian should:

- share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrollment 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 i.e. 6th class.

Pupils:

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

Identifying Pupils with Additional Needs

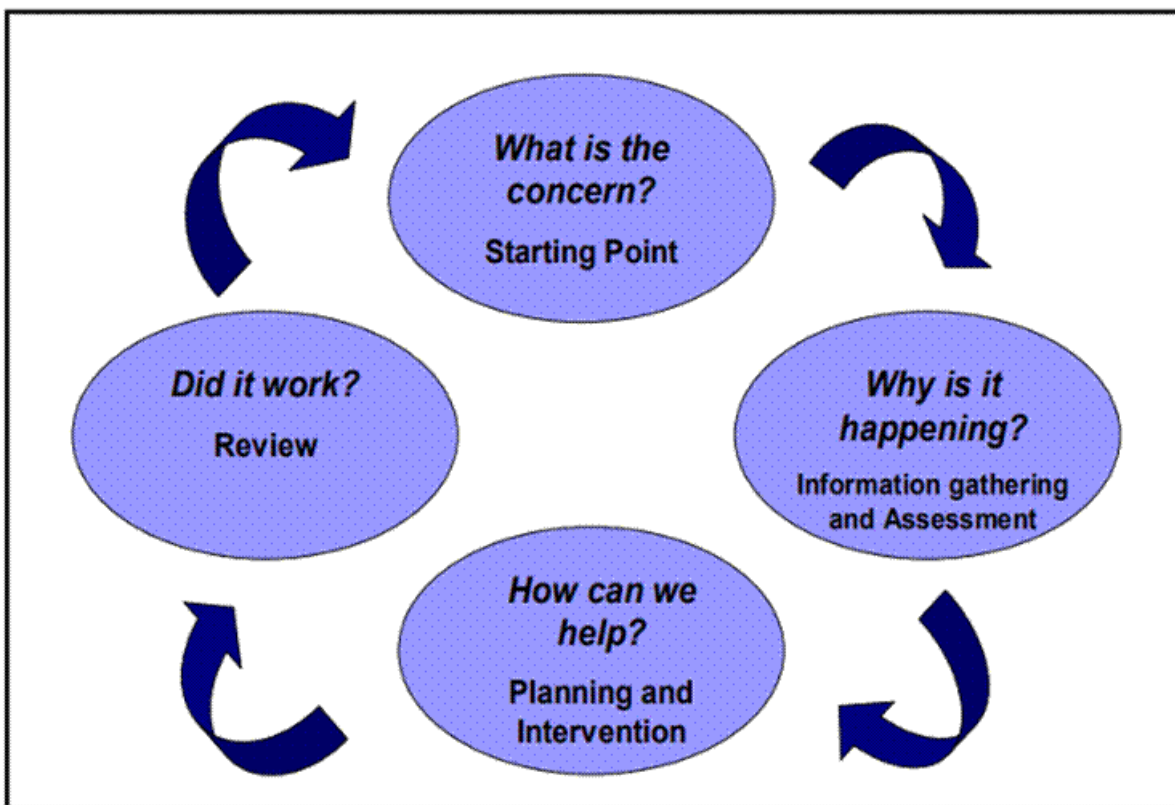
Identifying pupils with additional needs involves a process that begins with early identification, formal assessment, and ongoing monitoring. We use various methods, including the Continuum of Support framework, to identify academic, social, and emotional needs, as well as needs related to physical, sensory, language, and communication difficulties. This process involves collaboration between school staff, parents, and potentially external professionals like psychologists or medical practitioners.

Support allocated is identified by:

- Children with the greatest level of need should have access to the greatest level of support.
- It is to the school's discretion where to put the supports in place - pupils don't need a diagnosis in order to receive school support, access is where the greatest need is (academically, emotionally or socially).
- Standardised and diagnostic assessments results (age based scale)
- NEPs and reports from external professionals

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:

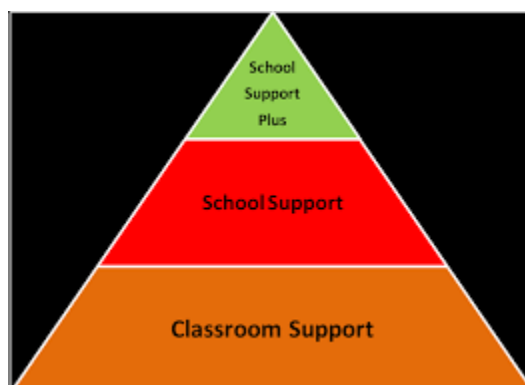


Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication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



The Allocation of Additional Teaching Supports for Pupils with Special Educational Needs

Action 1: Identification of pupils with special educational needs	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, checklists, information on social and emotional competence, standardised tests, diagnostic tests). Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.
Action 3: Planning teaching methods and approaches	Identify the level and type of intervention required to meet targets for each pupil on the Continuum of Support. Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team teaching and small group teaching. They should also be mindful that the interventions and supports that they are using are evidence-informed.
Action 4: Organising early intervention and prevention programmes	Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.

Action 5: Organising and deploying special education teaching resources	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. 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.
Action 6: Tracking, recording and reviewing progress	Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored: · 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

Identification of Needs through the Continuum of Support Process

<u>Classroom Support</u>	The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme. This is informed by: · Parental consultation and · Teacher observation records. · Teacher-designed measures /assessments Basic needs checklist * · Learning environment checklist* · Pupil consultation - My Thoughts About School Checklist · Literacy and numeracy tests · Screening tests of language skills A Classroom Support plan runs for an agreed period of time and is subject to review
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<u>School Support</u>	At this level a Support Plan is devised and informed by: · Teacher observation records and · 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 A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition. A School Support Plan operates for an agreed period of time and is subject to review
<u>School Support Plus</u>	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: · Teacher observation and teacher-designed measures and · Parent and pupil interviews · Functional assessment · Results of standardized testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc. Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress. A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation

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, checklists, 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 and SSPP) Assessment and Screening Tests: In our school we carry out the following assessment procedures:

Junior Infants: Observation, Checklists(phonics, sight words), Bellfield assessment Classroom assessments

Senior Infants: Observation, Checklists (phonics,sight words) , MIST, Test 2R Drumcondra Early Numeracy/Drumcondra Early Literacy Schonell reading assessment

1st class: Observation, Checklists, Drumcondra Spelling Test, Micra T and Sigma T, MALT 7, NNRT, Schonell reading assessment, dolch words

2nd class: Observation, Checklists, Drumcondra Spelling Test, Micra T and Sigma T, DRA (Diagnostic reading Analysis), MALT 8, NNRT, dyslexia portfolio, WRAT 5, dolch words

3rd class: Observation, Checklists, Drumcondra Spelling Test, Micra T and Sigma T, DRA (Diagnostic reading Analysis, MALT 8/9, NNRT, dyslexia portfolio, WRATH 5, Schonell reading assessment

4th class Observation, Checklists, Drumcondra Spelling Test, Micra T and Sigma T, DRA (Diagnostic reading Analysis, MALT 9/10, NNRT, dyslexia portfolio WRATH 5, Schonell reading assessment

5th class: Observation, Checklists, Drumcondra Spelling Test, Micra T and Sigma T, DRA (Diagnostic reading Analysis, MALT 10/11, NNRT, dyslexia portfolio WRATH 5, Schonell reading assessment

6th class: Observation, Checklists Drumcondra Spelling Test, Micra T and Sigma T, DRA (Diagnostic reading Analysis, MALT 11/12, NNRT, dyslexia portfolio WRATH 5 ,Schonell reading assessment

EAL- primary assessment language skills assessment

Inventory of Test Materials Screening Tests : testing can be borrowed from The Kilkenny Education centre if not listed below (when required).

- Checklists
- Phonic Assessments
- MIST
- TEST 2R
- Micra T
- Sigma T
- Drumcondra literacy and numeracy assessments
- NNRT
- DRA
- Malt level 7-12
- WRATH %
- Dyslexia Portfolio
- Belfield infant assessment
- Primary school assessment kit- EAL
- Drumcondra spelling tests

- Schonell

Assessment Early Intervention Strategies Our strategies for supporting learning difficulties include:

- The development of agreed approaches to the teaching of Literacy and Numeracy in order to ensure progression and continuity from class to class.
- Provision of additional support in language development and any relevant early literacy and mathematical skills to pupils who need it.
- 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 Teacher and the support teacher(s).
- Promotion of literacy e.g. Print-rich environment, DEAR (Drop Everything and Read), Paired Reading etc.
- Promotion of Numeracy e.g. Ready Set Go Maths (junior classes), Hands-on approach, concrete materials
- Parental involvement in promoting literacy and numeracy e.g. Homework Policy Guidelines for Parents.
- Differentiation - adapting the learning environment.
- In-class support from the SET team.
- Team Teaching/In-class Support.
- Withdrawing individuals/groups

Identifying and selecting children for additional teaching support

Children with the greatest level of need have access to the greatest level of supports.

Selection criteria:

The following criteria will be used by our school to select children for supplementary teaching in line with Circular 64/2024.

State what happens when child transfers from another school where they received support

1. Children previously in receipt of SET support who continue to experience significant learning difficulties.
2. Children who have transferred from a different school who are on the Student Support Plus level of the continuum of support.

3. Children scoring at or below the (STEN 1-3) 16th percentile on standardised assessments in Literacy and Maths. (allow for a margin of error on age based scale).
4. Children scoring at or below STEN 4 (17th percentile on age based scale) on standardised assessments in literacy and/or Maths and 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
5. Children diagnosed as having Low Incidence Learning Disabilities since 2017.
6. Children diagnosed as having High Incidence Learning Disabilities.
7. Children who have English as an Additional Language (EAL) and whose English needs further support.
8. Early intervention in literacy and/or Maths - Infant class children 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.
9. Children experiencing serious difficulties with oral language or social or emotional development or 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.
10. Transition to Post-Primary School. This is also supported by the School Completion Programme and the Home, School, Community Liaison (HSCL) teacher.
11. Exceptionally Able/Gifted Children. Interventions will be made in the first instance 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. Support from Centre for Talented Youth Ireland (CTYI) is accessed as appropriate.

Continuing and Discontinuing Supplementary Teaching.

- At the end of each instructional block/term the progress of each child who is in receipt of support teaching will be evaluated following consultation with the child's class teacher and where appropriate, the child's parents/guardians.
- A decision will be made regarding their continued level of support based on review of established targets and of any assessments carried out at the end of the instructional period. Revised targets will be set in their Support Plan if support is continued.
- The school may decide to discontinue supplementary teaching with some children when satisfactory progress has been made i.e. targets have been met.
- The school may also decide to discontinue supplementary teaching with some children who are now performing above the percentile laid down in the selection criteria for receiving support; however, if both

the class teacher and support teacher feel such a child needs scaffolding to maintain this standard then continued supplementary teaching may be offered if places are available in the appropriate group.

Monitoring Progress

- The Support Review Record on the Continuum of Support will be completed by the Support Teacher in collaboration with the Class Teacher. This will be carried out at the end of each instructional period as stated and recorded in the child's individual plan as agreed by the Class teacher and SET. The completed review will be saved in Aladdin (our school Administration System)
- Termly Assessments if applicable (teacher designed or from publishers).
- Standardised Tests at end of year (1st - 6th) English and Maths.
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of the children in the Infant classes to facilitate early identification of possible learning difficulties.

Use of diagnostic testing as listed above when required.

Record Keeping

- Class Teachers will keep a record of teacher designed tests, end of term tests and checklists in an Assessment Folder for their class.
- A file for each child the class is kept in a locked filing cabinet in the teachers room and passed on from teacher to teacher as the child moves through the school. This file contains a sample of the child's work from September, January and June of each year, parent-teacher meeting notes, if not saved on Aladdin, Standardised Test booklets and any relevant correspondence relating to the child.
- Diagnostic Assessments and other checklists administered by the Support Teacher will be put in the child's file in the classroom.
- Continuum of Support documents for Children with SEN are also kept in the child's file in the classroom (a copy of relevant pages for the Support Teacher).
- Personal Pupil Plans for children with SNA access will also be kept in the child's file in the classroom.
- Psychological Reports that are active at any given time are kept in a locked cabinet in the Principal's office. Copies may be held by the class teacher in the child's file.
- Results of Completed Standardised Tests will be uploaded to Aladdin where possible and a copy of each will be filed in the Assessment folders in the office. The Standardised Tests currently used in our school are - Drumcondra maths and new Micra T assessments (literacy). TEST 2R and the MIST (Senior Infant Test) are also administered (February and or before a child turns 7 years old).
- End of Year school Report will be issued to parents/guardians in June. These reports are saved in Aladdin.

- Monthly Reports from the Support Teacher will be sent to the Principal. These reports outline the work undertaken by the support Teacher with groups or individual children.

Liaising with Parents/Communicating Information

- Class teacher meets with parents/guardians initially to discuss concerns and outline supports available in the school.
- SET and Class Teacher meet with parents to agree a School Support Plan for the child and parents sign a consent form for supplementary teaching
- SET liaises with parents of children in receipt of supplementary teaching to demonstrate methodologies that could be useful at home to further the child's learning.
- Parents are encouraged to become involved in their child's learning through the Paired Reading initiative

Parent Teacher Meetings are held in November for Senior Infants to 6th Class and in February for Junior Infants.

- An information meeting is held for the parents of incoming Junior Infants in June.
- An end-of-year report goes home in June each year. Opportunities to discuss this report are made available before the end of term

Meeting the Needs and Allocating 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 support; some may require the same level, while others may require more intensive support. In planning the allocation of additional teaching supports, the overriding 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. At the end of each term the SEN Teachers 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 Teacher then brings this information to the end of term SET 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

Timetabling

When drawing up timetables it is important to remember that:

- Timetables should be continually reviewed.
- Children should not miss the same subject each time they are withdrawn.
- If a pupil is unavailable for their supplementary session due to special circumstances, the Special Education Teacher will attempt to reschedule the session with the cooperation of another teacher.
- Interruptions to classes/classrooms should be kept to a minimum.

Tracking, recording and reviewing progress

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

Student Support 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 on the NEPS template and is stored on the school server. All support files should include:

- Cover sheet with pupil's details
- A log of actions with a clear timeline of all steps taken
- Record of support received
- Standardised/ Diagnostic test scores
- Support plans (See below)
- Checklists

A class teacher should open a Student Support File once a child is placed on Stage 1 Classroom Support on the continuum. This is stored securely digitally on the Aladdin database in Pupil Records and a paper copy is stored in the class teacher's assessment folder. If, after a number of reviews, the child's case is moved to School Support, this information is then transferred to a School Support Plan on Aladdin. It is the responsibility of

the class teacher and the allocated SET to access and update the information in the Student Support File. The same system is in place for children on School Support Plus.

Support Plans

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

A log of actions will be recorded on Aladdin regarding additional support eg. contact with parents, initial interviews and observations, NEPS

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

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

Stage 3 – School Support Plus A Support Plan at stage 3 is the next action taken. This plan is drawn up by the class teacher and appointed Special Education Teachers, in consultation with the child's parents/guardians, professionals external to the school and (if appropriate) the child based on the information gathered. It will set out;

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

- Individual and/or small group/special class interventions/programmes
- Specific methodologies/programmes to be implemented
- Specific equipment/materials and/or IT supports, if required to support learning and access to the curriculum
- Support required from a Special Needs Assistant (SNA), if appropriate
- The goals which the pupil is to achieve over a period not exceeding 12 months
- The pupil's priority learning needs, long and short term targets to be achieved, the monitoring and review arrangements to be put in place
- Parents will be invited to at least two out of three meetings depending on the needs of the child.

SEN Records

Individual SEN Files

All pupils' SEN files are stored in a locked filing cabinet in the Principal's room. It is the responsibility of SETs to update and manage the files of the children on school support and school support plus on the Aladdin software that they support. It is the responsibility of the Class Teacher to familiarise themselves with SEN files (on Aladdin) of children in their class accessing support.

The following should be stored:

- Student Support File (School Support/School Support Plus). Psychological Report.
- Copy of referrals made to outside agencies.
- Copy of reports from outside agencies.
- Record of SEN meetings with parents, outside agencies and inter- school meetings.
- Record of SEN correspondence between parents, outside agencies and school staff

SEN Files

It is the responsibility of the SEN Teachers to manage and update these.

Communication between SEN Team/Principal/Class Teachers

SET timetables have been organised so that 1:30-2:30 pm one Monday per month is our designated co-ordination time. This allows all staff the opportunity to attend pupils support planning meetings, care team meetings, Team Teaching Planning Meetings, SEN Class Coordinator meetings and SEN consultation/planning/review meetings, when necessary.

SEN Policy Success Criteria

A whole school approach to the implementation of our SEN policy will:

- Ensure that children with SEN gain access to a broad, balanced curriculum and have opportunity of access to an appropriate education.
- Develop positive self-esteem and positive attitudes to school and learning among our pupils.
- Improve standards of academic performance and achievement.
- Enhance parental involvement in supporting their child's learning.
- Increase collaboration between school personnel. The achievement of these success criteria will be assessed through: feedback from teachers, children and parents/guardians; child's achievements and ongoing analysis of children's academic performance and attainment of personal targets.

Supporting documents:

- Student support file - log of actions, review record etc
- Consent form
- Parents input form
- Observation checklist
- Basic needs checklist
- My thoughts about school form
- Learning Environment checklist
- SNA - abc chart, behaviour checklist, personal pupil plan

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

A Continuum of Support

Student Support File, Log of Actions

Date	Actions

[illegible]

Support Checklist		
Name:	Age:	Class:
General Information		Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		

4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning-screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by SET?		
16. Other interventions put in place in school?		
Action needed		

SUPPORT PLUS PLAN

Students name		D.O.B	
Class teacher		Class	
Start date			
Review date			
Students strengths and interests			
Priority concerns			
Possible reasons for concerns			
Long term targets			
Short term Objectives			
Resources:			
Signature of parent(s)/ guardian(s)			
Signature of teacher(s)			

SUPPORT REVIEW RECORD

Students name;	Class	
Names of those present at review	Date of Review	
What areas of the plan have been most successful and why?		
Has anything changed in relation to the original concerns?		
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)	
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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

Letter of Consent for supplementary teaching in Lisnafunchin NS.

(Class Teacher and Special Ed. Teacher)

Date: _____

We have discussed _____'s progress and educational needs with the class teacher and the Special education teacher. We give consent for him/her to receive supplementary teaching from the special education teacher in a group/ one to one setting.

Teachers: Signed _____

Signed _____

Parents: Signed _____

Signed _____

Pre planning sheet/ parent input form:

Childs name:	
Parents name:	
What are your child's special talents or hobbies?	
What are your child's strengths?	
In what area(s) does your child need to improve on or require help with?	
Please list or describe education skills your child practices at home regularly (e.g. reading, crafts, board games, computers etc)	
Does your child have any behaviours that are of concern?	

Does your child have any fears or worries?	
What is your main hope for your child this year?	
Who are your child's friends in class?	
When does your child do their homework? Do they need help?	
Is there any other information or particular concerns you would like to discuss with SET?	

My Thoughts About School Checklist

Name:

Class:

Date:

The things I like best at school are:

The things I don't like about school are:

The things that I am good at are:

The things I find hard are:

I am happy in class when:

I am happy during break and lunch times when:

My friends are:

I need help with:

Teachers in school can help me by:

My teacher would describe me as:

My parents would describe me as:

Adults I get on best with in school are:

I get into trouble in school when:

The things I do that make my teacher feel unhappy are:

The things my teacher does that make me feel unhappy are:

I make my teacher happy when:

The things my teacher does that make me feel happy are:
The class rules are:
If someone breaks the rules:
Rewards I like best are:
The things that I need to change are:

Learning Environment Checklist

Student:

Date:

Environment / Physical Conditions:

Mark the area where action could be taken to make a difference for the pupil:

- Layout of room & furniture
- Adequate working space for students & teacher
- Good decor / lots of displays etc?
- Ease of movement in room

- Temperature
- Lighting
- Noise level
- Seating (facing board, neighbouring pupil compatibility, height for writing)

Social Factors / Relationships: tick sentences appropriate to this pupil

Classroom procedures & rules are made clear and understood by all pupils and consistently applied

Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures).

Changes between tasks are managed smoothly and effectively

Pupils know what to do next without asking

The class is generally on task

A variety of different actions (academic & behaviour) are frequently noticed and praised.

A variety of praise and rewards are used

Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress

Any disruptive or off-task behaviour is effectively managed

Good communication and feedback between teacher and each pupil about progress is maintained

Teaching & Learning - Methods, Materials & Procedures:

The extent to which- tick sentences where appropriate

Tasks set are appropriate for the pupil's level of understanding and skills.

Learning goals are clearly defined and shared with the pupil.

Opportunities are provided for the pupil to engage in activities in which s/he can be successful.

Steps in learning goals are small enough to ensure progress.

Activity content / tasks are of interest to the pupil.

Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate.

A variety of teaching approaches are used.

Opportunities are provided for a variety of pupil responses- oral/ practical/ written.

Opportunities are provided for pupil involvement in decision making and recording .

Opportunities are provided for pupils to generalise / transfer learning from one situation to another.

Regular monitoring and recording of progress occurs

Classroom Activity

Routines established for:

entering class

leaving class

giving out resources

gathering resources

asking for help

gaining whole class attention

Rules / Rewards / Consequences- tick

Rules are

few in number

decided upon in consultation with pupils

displayed

implemented

Rewards and consequences are- tick

named

linked to behaviour

rewards are rewarding to
class

rewards are achievable

sanctions are understood and
fair

sanctions are imposed consistently

School Environment

Tick which area needs change:

Playground/ yard

layout | equipment | supervision | rules

Movement: effective routines
for

movement around school | lining up | corridors

Break/lunchtimes

clear simple rules | rewards & consequences clear |
activities available

Staff support

staff discuss difficulties

Policy

positive behaviour policy / code of discipline exists
policy is understood and agreed by staff
range of rewards for good class, yard, school
behaviour | range of sanctions in place
range of strategies used for managing behaviour
behaviour is assessed and monitored

Summary of Concerns and actions required:

.

Basic needs checklist

Name:

Date:

Headings under which to consider a pupils basic needs:

Physiological needs e.g. does the child have adequate food, warmth, housing etc?

Safety needs e.g. does the child need physical or psychological protection?

Belonging needs e.g. does the pupil have close family and friends, feel part of his / her class?

Esteem needs: e.g. does the child receive respect, positive feedback from others and respect others and self?

Comment on the above and possible actions suggested to the teacher on the basis of the questions above:

Observational Assessment Record

Student:

Class:

Observer:

Role:

Date:

Time	Activity	What the child is doing

Personal pupil profile: SNA

<u>Name:</u> <u>Class:</u> <u>Age:</u> <u>School year:</u>	<u>Class teacher-</u> <u>SET- Ms Mcgrath</u> <u>SNA- Catherine</u>
<u>Details of significant care needs:</u>	:
<u>Support provided by SNA</u>	<u>The SNA will:</u>

Targets- long term	:
Targets- short term	:
Notes:	
Signatures:	<u>Class teacher:</u> <u>SNA:</u> <u>SET:</u> <u>Principal:</u>

ABC observation chart -SNA

Student name:

Observed by	Date & Time & Place	Action	Behavior	Consequence

Evaluation
Plan

Behaviour checklist/ weekly report- SNA

<u>Behaviour checklist:</u>	<u>With support</u>	<u>Without support</u>	<u>Priority rating</u>

Notes:

Key:

With/without support: M= mostly S = sometimes N= never

Priority rating: 1= low 2= medium 3= high