



SCOIL MHUIRE CARLANSTOWN
SPECIAL EDUCATION PLANNING
ROLL NO. 18132 Q

SPECIAL EDUCATIONAL NEEDS POLICY

Introductory Statement

Under the new General Allocation Model, from September 2017 – June 2019, Scoil Mhuire Carlanstown has an allocation of 50 hours of support teaching to meet the needs of the children in the school. Changes to the previous policy arise from

- *The introduction of the new General Allocation Model*
- *Changes in our practice in recent years with a greater focus on in-class/whole-class support and a reduction in model of withdrawing children for learning support.*
- *A perceived increase in social/emotional difficulties among pupils.*
- *Our ongoing commitment to ensuring that pupils experiencing learning/social/emotional difficulties receive the support that they need insofar as we can provide it*

The SET team undertook preparation for the introduction of the new model. This involved

- *Reviewing whole class interventions from the two previous school years and broadly timetabling projected interventions for 2018/2019.*
- *Looking at the needs of those children who had resource hours under the previous model to ensure that their needs would continue to be met under the terms of our current provision.*
- *Collating the Staged Approach information provided by class teachers as well as the standardized test results to ensure that children who will need interventions outside those that can be provided in class, have their needs met.*

Aims of SEN Policy:

The purpose of this policy is to provide practical guidance to staff, parents and other interested parties about our SEN procedures and practices. 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 these 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*

As such we seek to comply with legislation (Education Act 1998, Equal Status Act, 2000) and 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).



SCOIL MUIRE CARLANSTOWN

SPECIAL EDUCATION PLANNING

ROLL NO. 18132 Q

Guiding Principles of SEN Policy:

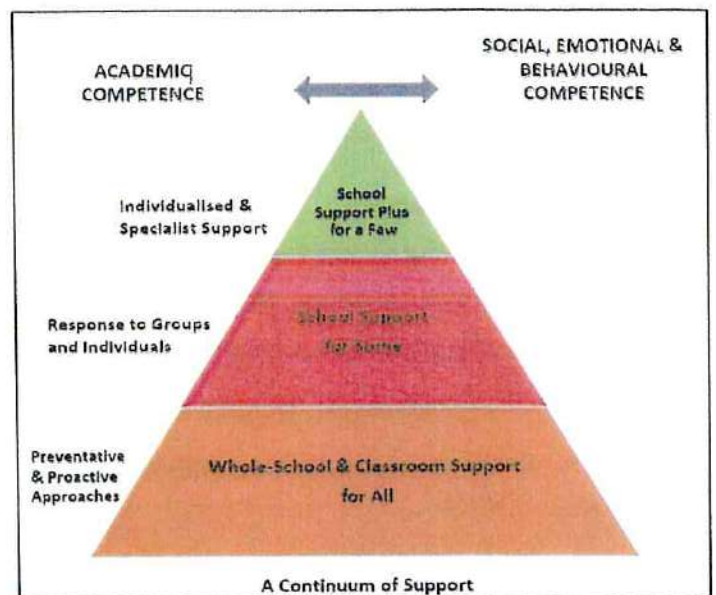
- All children have a right to an education, which is appropriate to them as individuals. We want all of our children to feel that they are a valued part of our school community. The resources provided to support pupils with special educational needs, will be used to facilitate the development of a truly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

Identification of Additional Needs of Pupils

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:

- Whole School & Classroom Support
- School Support
- School Support Plus



The flow diagrams outline how we gather information to identify needs and support children with additional needs. A more comprehensive explanation of each stage can be found in the Continuum of Support – Guidelines for teachers 12 – 35

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



SCOIL MHUIRE CARLANSTOWN
SPECIAL EDUCATION PLANNING
ROLL NO. 18132 Q

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 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.

<i>Classroom Support</i>	<p><i>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</i></p> <p><i>A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</i></p> <p><i>This is informed by:</i></p> <ul style="list-style-type: none">• <i>Parental consultation</i>• <i>Teacher observation records</i>• <i>Teacher-designed measures/assessments</i>• <i>Basic needs checklist *</i>• <i>Learning environment checklist*</i>• <i>Pupil consultation - My Thoughts About School Checklist</i>• <i>Literacy and numeracy tests</i>• <i>Screening tests of language skills</i> <p><i>A classroom support plan runs for an agreed period of time and is subject to review.</i></p>
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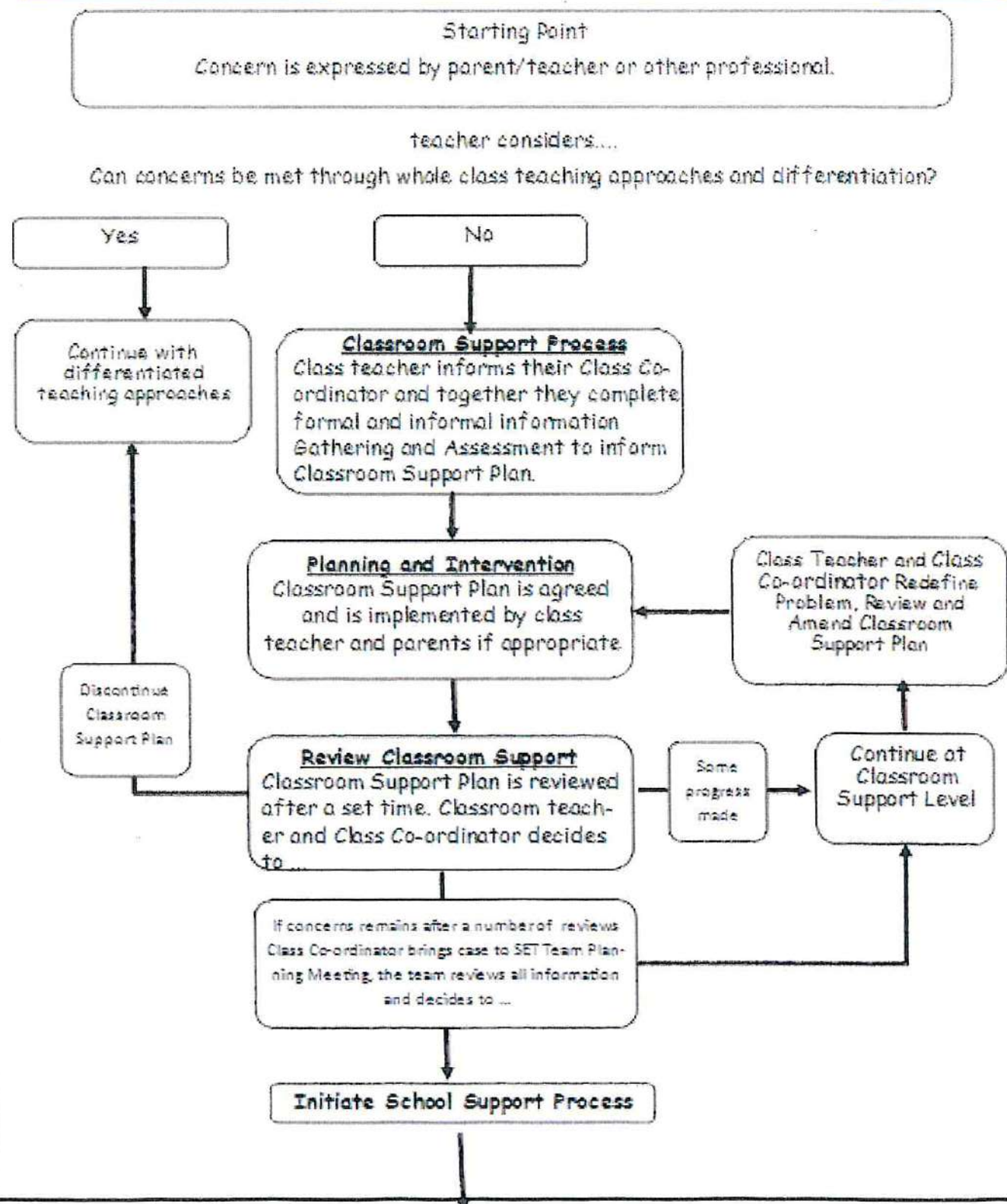
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ROLL NO. 18132 Q

***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 recognized. 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





SCOIL MHUIRE CARLANSTOWN
SPECIAL EDUCATION PLANNING
ROLL NO. 18132 Q

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 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.

**School
Support**

At this level a support plan is devised and informed by:

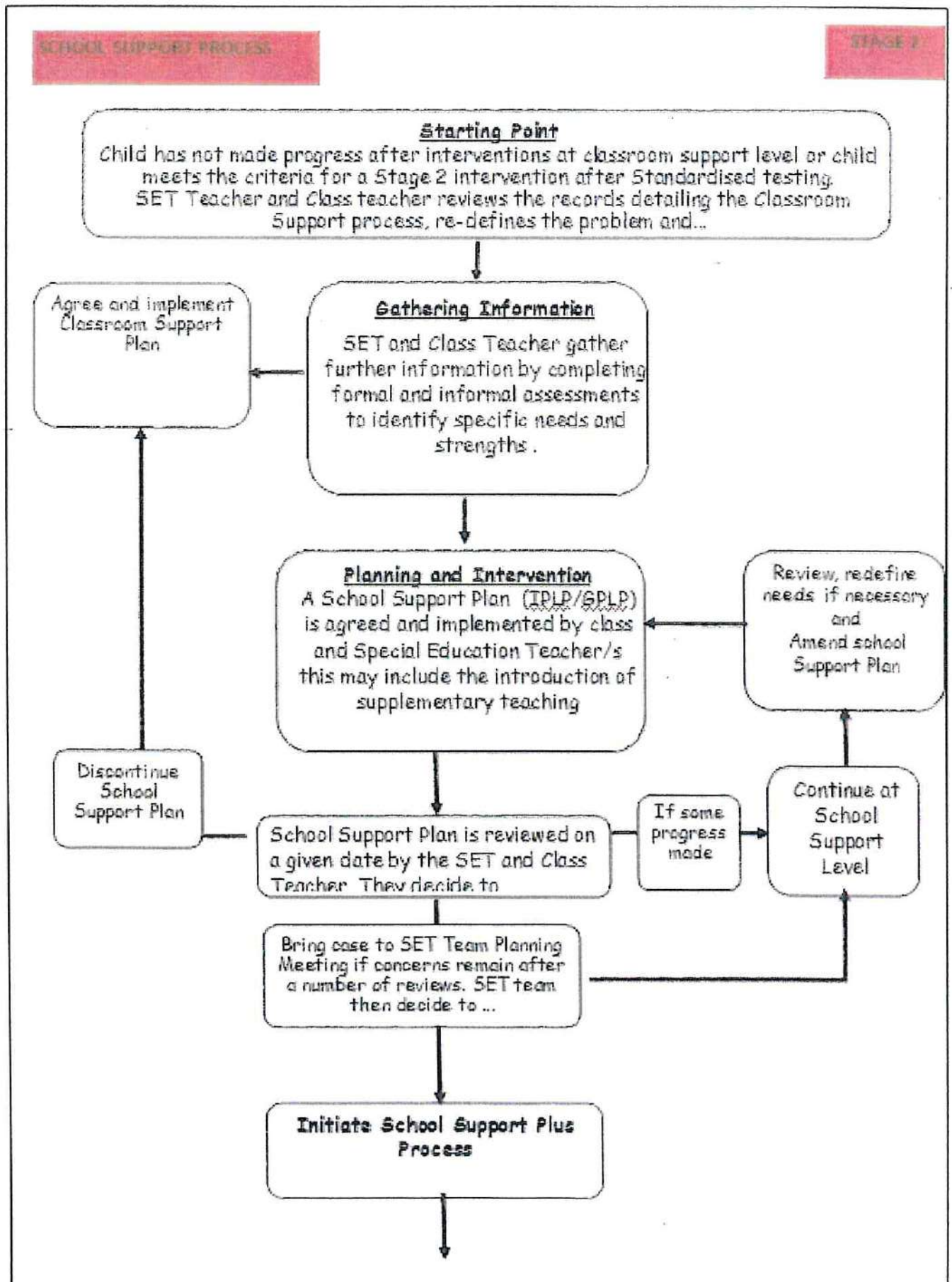
- *Teacher observation records*
- *Teacher-designed measures/assessments*
- *Parent and pupil interviews*
- *Learning environment checklist*
- *Diagnostic assessments in literacy/numeracy*
- *Formal observation of behaviour including ABC charts, frequency measures*
- *Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties*

A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition.

A school support plan operates for an agreed period of time and is subject to review.



SCOIL MUIRE CARLANSTOWN
SPECIAL EDUCATION PLANNING
ROLL No. 18132 Q





SCOIL MHUIRE CARLANSTOWN
SPECIAL EDUCATION PLANNING
ROLL NO. 18132 Q

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. Where a pupil has a diagnosis/report from an outside agency, recommendations in the report will be considered in deciding what supports are offered. However, within the school, we may not always be able to offer the supports recommended. Also, we may not always feel that the recommendations are borne out by the evidence we have regarding a pupil. We retain the right to offer what we feel is the most appropriate intervention for each pupil, taking into account evidence from teachers, parents and any other agencies that may be involved. Classroom support and school support will continue to be an important element of any intervention.

School Support Plus	<p><i>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:</i></p> <ul style="list-style-type: none"><i>• Teacher observation and teacher-designed measures</i><i>• Parent and pupil interviews</i><i>• Functional assessment</i><i>• Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc</i> <p><i>Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.</i></p> <p><i>A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</i></p>
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SCOIL MHUIRE CARLANSTOWN

SPECIAL EDUCATION PLANNING

ROLL No. 18132 Q

SCHOOL SUPPORT PLUS PROCESS

STAGE 3

Starting Point

Child has not made progress after interventions at school support level or child meets the criteria for a Stage 3 intervention after a diagnosis from an outside agency.

SET and Classroom teacher considers....

- Are the pupils needs causing significant barriers to learning or impeding development of social relationships?
- Is progress inadequate despite support provided?
- Were interventions based on evidence from assessment, well planned and given sufficient time to work?

Gathering Information

SET teacher co-ordinates further Information .
Gathering and Assessment involving class teacher, and other supporting teachers, external professional/s, the pupil and parents.

Agree and implement Classroom Support Plan

Planning and Intervention

An Individual Education Plan (IEP) is agreed by Class and Special Education Teacher/s, SNA if applicable, pupil and parents and is implemented by class and supporting teachers in school.

Review, redefine needs if necessary and amend School Support Plus Plan

Discontinue School Support Plus Plan

If some progress made

Continue at School Support Plus Level

On a given dates Class teachers, supporting teachers & external professionals review progress on Individual Education Plan with the pupil and parents. They decide to...



SCOIL MHUIRE CARLANSTOWN

SPECIAL EDUCATION PLANNING

ROLL NO. 18132 Q

INFORMATION GATHERING & ASSESSMENT

Class & SEN teachers will use their observations, class tests, standardised and diagnostic tests, parental input and reports from professionals involved with the child to assess the children and place them, where appropriate, on the Continuum of Support.

A useful step in identifying pupils who may need learning support in English or Mathematics is for the class teacher to administer one or more screening measures. The screening measures that are administered depend on the age and stage of development of the pupils concerned but the following will be administered annually:

- *M.I.S.T will be used in Senior Infants and, where necessary, in Junior Infants,*
- *Drumcondra Early Literacy & Numeracy Tests*
- *Reading and Maths tests (Drumcondra & Sigma T respectively) will be used from first class onwards.*
- *The NRIT test is used in 1st and 4th class.*

In mathematics we focus on language development and development of mathematical procedures and concepts. 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.

Sometimes children may be included for support based on a teacher's experience and insight or where there are exceptional circumstances such as difficult home circumstances, ongoing poor performance not flagged in standardised tests, difficulties with processing etc.

Prevention and Early Intervention Strategies

Our strategies for supporting the needs of children include

- *Implementation of early intervention programmes in the early primary classes as an effective response to meeting the needs of children with low achievement. These programmes:*
 - *Include a strong emphasis on oral language laying the foundation for meaningful reading.*
 - *Emphasise on phonemic awareness.*
 - *Sometimes involve small group teaching.*
- *The development of agreed approaches to the teaching of Literacy and Numeracy in order to ensure progression and continuity from class to class.*
 - *Comprehension Strategies*
 - *Writing Genre*
 - *Word Attack Skills*
- *Station Teaching*
- *Literacy Lift-off Senior Infants to 2nd*



SCOIL MUIRE CARLANSTOWN
SPECIAL EDUCATION PLANNING
ROLL NO. 18132 Q

- *Guided Reading & Comprehension programmes for senior classes*
- *Team Teaching*
- *Social skills groups*
- *Withdrawing individuals/groups*
- *Friends First in 3rd class*

Each year we plan to use as many of the above listed interventions as we can resource and have time to provide. We may be in a position to introduce other interventions as our new model evolves or we may find that we have to reduce our intervention – this will depend on the needs of the children.

We also encourage

- *Close collaboration and consultation between all teachers and the SET team.*
- *Promotion of literacy e.g. Print-rich environment, CAPER (Children & Parents Enjoy Reading) DEAR (Drop Everything and Read)*
- *Promotion of Numeracy e.g. Mental Maths*
- *Parental involvement in promoting literacy and numeracy e.g. Homework Policy Guidelines for Parents.*



SCOIL MUIRE CARLANSTOWN
SPECIAL EDUCATION PLANNING
ROLL NO. 18132 Q

Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with SEN
(Primary Guidelines P.19 & 20)

<p>Action 1: Identification of pupils with special educational needs</p>	<p>Review existing information on pupils' needs, using school-based data and any information from parents and external professionals. Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests). Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
<p>Action 2: Setting targets</p>	<p>Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support.</p>
<p>Action 3: Planning teaching methods and approaches</p>	<p>Identify the level and type of intervention required to meet targets for each pupil on the continuum of support. Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. They should also be mindful that the interventions and supports that they are using are evidence-informed.</p>
<p>Action 4: Organising early intervention and prevention programmes</p>	<p>Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.</p>
<p>Action 5: Organising and deploying special education teaching resources</p>	<p>Cross-reference the needs of pupils at school support and school support plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching 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.</p>
<p>Action 6: Tracking, recording and reviewing progress</p>	<p>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.</p>



SCOIL MHUIRE CARLANSTOWN
SPECIAL EDUCATION PLANNING
ROLL NO. 18132 Q

ALLOCATION OF RESOURCES

Once a pupil's needs have been identified, where they have been listed as Stage 2/3, Special Education Teachers (SETs) are deployed to address these needs as required. (Children at Stage 1 will have receive in-class support from their teacher who may seek advice/recommendations from the SET). 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, heterogeneous (ability) grouping, whole-class interventions, 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 teachers then bring this information to the end of term SET team planning meetings. As a SET team, we review all support and allocate resources for the subsequent term. These reviews take place

- In June
- At Halloween midterm
- Before Christmas
- Before Easter



SCOIL MHUIRE CARLANSTOWN
SPECIAL EDUCATION PLANNING
ROLL NO. 18132 Q

SELECTION PROCESS FOR ALLOCATING ADDITIONAL TEACHING SUPPORT

<i>Stage 3 School Support Plus</i>	<i>Individual Education Plans</i>	<i>Type of</i>
<p>1. Children with identified complex needs by an external professional such as a</p> <ul style="list-style-type: none"> • Physical Disability • Hearing Impairment • Visual Impairment • Emotional Disturbance • Moderate General Learning Disability • Severe/Profound General Learning Disability • Autistic Spectrum Disorder • Assessed Syndrome • Specific Speech and Language Disorder/Impairment • Multiple disabilities 	<i>Individual Education Plans</i>	<p>Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal Personnel SET teacher Class Teacher Outside Agencies</p>



SCOIL MHUIRE CARLANSTOWN
SPECIAL EDUCATION PLANNING
ROLL NO. 18132 Q

<i>Stage 2 School Support</i>	<i>Group or Individual Profile and Learning Programme</i>	<i>Type of Support</i>
<ol style="list-style-type: none"> 2. <i>Prevention and Early Intervention Programs (EI, Literacy Lift-Off, Whole Class Comprehension)</i> 3. <i>Children on or under the 12th Percentile in Literacy Standardised Tests</i> 4. <i>Children with an identified need assessed by external professionals who are on or below the 30th percentile in Literacy such as</i> <ol style="list-style-type: none"> 1. <i>Borderline Mild General Learning Disability</i> 2. <i>Mild General Learning Disability</i> 3. <i>Specific Learning Disability</i> 4. <i>Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder</i> 5. <i>Children on or under the 12th Percentile in Numeracy Standardised Tests</i> 6. <i>Children with a identified need by external professionals who are on or below the 30th percentile in Numeracy</i> <ol style="list-style-type: none"> 1. <i>Borderline Mild General Learning Disability</i> 2. <i>Mild General Learning Disability</i> 3. <i>Specific Learning Disability</i> 4. <i>Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder</i> 7. <i>Children who have not made adequate progress after interventions at Stage 1</i> 	<p align="center"><i>Programme</i></p>	<ul style="list-style-type: none"> - <i>In-Class Support</i> - <i>Team-Teaching</i> - <i>Group Withdrawal</i> - <i>Individual</i> - <i>Withdrawal</i> <p><i>Personnel</i></p> <ul style="list-style-type: none"> - <i>SET teacher</i> - <i>Class Teacher</i>



SCOIL MUIRE CARLANSTOWN
CARLANSTOWN, KELLS, CO. MEATH
ROLL No. 18132 Q

ROLES & RESPONSIBILITIES

To facilitate the effective implementation of a school policy on special needs and learning support- support services, the roles of the different partners – the Board of Management, Principal, Class teachers, Learning Support Teacher/ Resource teacher, Parents and Pupils are crucial.

Role of Board of Management:

- *To oversee the development, implementation and review of school policy on special educational needs.*
- *To ensure that adequate classroom accommodation and teaching resources are provided for special education teachers.*
- *To provide a secure facility for the storage of records relating to pupils in receipt of special educational needs.*

Principal:

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. She should

- *Implement and monitor the school's SEN policy on an on-going basis.*
- *Ensure that the children with the greatest needs have the greatest provision.*
- *Assign staff strategically to teaching roles & assign SET appropriately to ensure that the needs of the children in literacy/numeracy/social skills etc. are met.*
- *Assign responsibility for coordinating additional support to an identified teacher*
- *Plan 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*
- *Communicate with the SENO (Special Education Needs Organiser)*
- *Oversee whole school assessment*
- *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*
- *To work with teachers regarding external assessment services that are available and the procedures to be followed in initiating referrals.*
- *To attend multi-disciplinary meetings regarding children with special educational needs.*
- *Oversee the introduction of the Student Support File System*



SCOIL MHUIRE CARLANSTOWN

CARLANSTOWN, KELLS, CO. MEATH

ROLL No. 18132 Q

SEN Co-ordinator (Deputy Principal in the school) 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)*
- *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*
- *co-ordinate the whole-school standardised testing at each class level*
- *co-ordinate 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*
- *Open a Pupil Support File once additional needs have been identified*
- *Maintain the Student Support Files and ensure they are updated regularly*

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 SET Class 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 and collaborate with SET and parents to develop appropriate support plans*
- *Where applicable, collaborate with the SET team regarding teaching aims and activities for team teaching and whole class interventions*
- *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*



SCOIL MUIRE CARLANSTOWN
CARLANSTOWN, KELLS, CO. MEATH
ROLL NO. 18132 Q

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 need*
- *assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention*
- *collaboratively develop 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.*
- *collaborate with class teachers and relevant staff for each pupil in receipt of School Support Plus*
- *update and maintain planning and progress records for each individual or group of pupils in receipt of school support*
- *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*
- *provide necessary information to a SEN pupil's receiving school once a transfer letter has been received*

Special Needs Assistants:

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



SCOIL MUIRE CARLANSTOWN
CARLANSTOWN, KELLS, CO. MEATH
ROLL NO. 18132 Q

Parents/Guardians:

Collaboration and sharing of relevant information between home and school are essential elements of our SEN policy.

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 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*
- *Keep the school informed of any home factors which may affect the child*
- *Inform the post-primary school of their child's needs, at the transition stage*

Parents will be consulted regularly at all stages of processes outlined in this policy e.g.

- *When a child is assessed as having needs that may require learning support*
- *When a child is identified as having behaviours/difficulties that may require further investigation within the school or by outside agencies*
- *During psychological assessments*
- *When a Support Plan – school/plus is being drawn up for a child*
- *When a review of a Support Plan means a significant change in the levels of out of class support being given to a child*

Pupils:

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

- *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*



SCOIL MHUIRE CARLANSTOWN
CARLANSTOWN, KELLS, CO. MEATH
ROLL No. 18132 Q

TRACKING, RECORDING & REVIEWING PROGRESS.

Provision for pupils with special educational needs relies upon 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 school-wide support of our pupils.

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.

Each class teacher will collate the results/checklists/observations/parental input etc. which has informed the supports provided for children during the year, and include this in the Support File. This information will inform the periodic reviews by the SET team of the Continuum of Support as well as being passed on to the class teacher who will be working with the class for the next school year.

The SET teacher will open a Student Support File once a child is placed on Stage 1 – Classroom Support on the continuum.

Support Plans

We use three different support plans for the three stages of support on the Continuum of Support. These will replace IPLPs/IEPs for all children who are being newly placed on the support continuum. SETs may begin replacing IEPs/IPLPS for children currently (2018) with the new format support plans as they see fit.

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 an SET 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 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 Support Plan at Stage 2 is for a group or individual whose needs cannot be met by a class support plan. It is called a School Support Plan. This plan is drawn up by the class teacher and appointed SET teacher. The SET teacher involved will depend upon the needs of the child and who can most appropriately meet those needs. The plan 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 may, for the most part, be implemented within the normal classroom setting and complimented by focused school based



SCOIL MUIRE CARLANSTOWN

CARLANSTOWN, KELLS, CO. MEATH

ROLL No. 18132 Q

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. Review of such a plan will depend on the nature and timescale of the interventions included in the plan but could be at the end of the school term.

Stage 3 – School Support Plus:

A Support Plan at stage 3 is for an individual pupil whose needs cannot be met by a school support plan. It is called School Support Plus. This plan is drawn up by the class teacher and appointed SET, 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*

Meetings needed to draw up and review this plan will be co-ordinated by the SET who is working with the pupil. We envisage that School Support Plus plans will be drawn up by autumn midterm (October) each year and reviewed by spring midterm. (February) Parents will be invited to participate in this process. Our experience is that such plans are more long-term than class support or school support plans but, as always, this may vary depending on the needs of the child. In some cases we may use short-term interventions and as such, we will plan and review accordingly.



SCOIL MUIRE CARLANSTOWN
CARLANSTOWN, KELLS, CO. MEATH
ROLL NO. 18132 Q

OTHER CONSIDERATIONS IN RELATION TO SEN

Enrolment of children with identified special educational needs:

Parents enrolling children in the school can view our Enrolment Policy on the school website. Prior to the child's enrolment, the schools will acquaint themselves with a child's special needs by:

- *Meeting between parents/principal/ class teacher/special needs staff and SENO as appropriate.*
- *Obtaining copies/details of reports, assessments etc. from psychologists, therapists etc.*
- *Contact with SENO, NEPS psychologist or other psychologist/speech therapist/ occupational therapist involved with the child.*

The following steps will be used to ensure a smooth transition into the school for both the pupil and the school.

- *Parental visits to the school.*
- *Pupil visit to the school.*
- *Making all school employees and pupils aware of the need for the child with special educational needs to be educated in an inclusive environment.*
- *Liaison with SENO to arrange for individual personnel, resources, training where appropriate.*
- *In some circumstances a transition period may be established to help a child to settle in the school.*

Referral of pupils to outside agencies including NEPS

Where teachers feel it necessary to seek intervention of outside agencies they should

- *Consult with the SET*
- *Speak to parents*
- *Inform the Principal*

The NEPS psychologist attached to the school meets with the principal and the SET at the beginning of the year to discuss the needs of the pupils and to plan the support which will be offered to the school. This may take the form of CPD for staff, of advice for teachers with regard to individual pupils/whole school concerns or, it may involve an assessment and psychological report for an individual pupil.

In the event of a limited availability of assessments through NEPS priority will be given to the pupil with the greatest need. Where an assessment takes place in the school, the class teacher should oversee initial contact with parents. The principal will liaise with assessment services. The relevant special education teacher will collect all documentation concerning the pupil's test scores. This will be co-ordinated by the principal. In general, our school has access to approximately 1 psychological assessment annually through the NEPS scheme.

Teachers may also recommend to parents that children in need of support, especially in the case of behavioural/emotional needs, should be referred through a GP.



SCOIL MHUIRE CARLANSTOWN

CARLANSTOWN, KELLS, CO. MEATH

ROLL NO. 18132 Q

Transfer to Post Primary

- *All children in 6th class will have an Educational Passport. This will be provided to Secondary schools upon request.*
- *Where children with SEN are transitioning to the local secondary school, the 6th class teacher will liaise with the SET there.*
- *The 6th class teacher will work to prepare the class for transition to secondary school. A SET may support this work.*
- *An individual transition programme may form part of the support plan for some pupils in 6th as identified by consultation between the class teacher and SET.*

Pupils with Exceptional ability

We seek to support pupils with exceptional ability by the following means:

- *Differentiation of work*
- *Providing additional follow-on work of a higher level*
- *Recommendations to parents*

In exceptional circumstances a teacher may draw up a class support plan for a pupil with exceptional ability.

Related Policies

The schools' curricular and organisational policies and plans take into account the needs of pupils with SEN, through differentiation of content and methodologies in curriculum areas.

Special needs are also reflected in the following policies: Enrolment, Code of Behaviour, Anti Bullying and Record Keeping.

Success Criteria

The following points will be indicators of the success of the Special Educational Needs Policy.

- *Pupils with special needs will be catered for.*
- *The progress of pupils with special needs will be monitored and recorded.*
- *Discussion/meetings with parents.*
- *Feedback from teaching staff, pupils, psychologists etc.*
- *Standardised test results*
- *Inspector's Feedback & Reports.*

Roles and Responsibility

The roles and responsibilities of parents, teaching staff, principal and BOM have already been outlined in the policy. It is the role of the SENO to allocate the annual support provision to the school, based on the information provided to her by the principal. Other agencies involved in meeting the needs of the pupils are the DES and NEPS. The school also relies on the support of a variety of therapists and psychologists in analysing the needs of our pupils.



SCOIL MUIRE CARLANSTOWN
CARLANSTOWN, KELLS, CO. MEATH
ROLL NO. 18132 Q

Implementation, Ratification and Communication

This policy has been drawn up in September & October 2018. It will be updated every two years when the school receives its allocation of support hours. The underlying principles, roles and responsibilities will be reviewed every 5 years.

The policy will be presented to the BOM at the first meeting of the 2018- 2019 school year. Following ratification, it will be published on the school web-site at the earliest opportunity.

Ratification of policy for Carlanstown NS

[Signature] _____ *12/12/18*
Chairperson Date

[Signature] _____ *12/12/18*
Principal Date