

SEN Policy

Ardfert Central N.S.
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1. Introductory Statement

This Policy on SEN Provision in Ardfert Central N.S, was formulated in 2020, taking cognisance of directives contained in the 1998 Education Act; the Learning-Support Guidelines (2000); the Education for Persons with Special Educational Needs Act (EPSEN) 2004; and recent DES Circulars, especially 13/17, 02/05 and 52/2019

The Policy was discussed and further developed by the teaching staff of Ardfert Central N.S. in January 2020, and discussed, accepted and ratified by the Board of Management of Ardfert Central N.S. on January 2020.

2. School Information and Profile

Ardfert Central N.S. is a co-educational primary school. It is a mainstream primary school catering for a full cross section of children. The profiled allocation for Ardfert Central N.S. for the term 2018 to 2020 is 81 hours. This equates to 3 teachers and 6 hours.

Our school has been allocated 4 SNAs.

3. Rationale

The purpose of this policy is to:

- provide practical guidance to staff, parents and other interested parties about our SEN procedures and practices.
- outline the framework for addressing additional needs in our school.
- comply with legislation (Education Act 1998, Equal Status Act, 2000)
- fulfil DES circular 0013/17 -Circular to the Management Authorities of all Mainstream Primary Schools; Special Education Teaching Allocation, and new 2017 Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools.
- Fulfil DES circular 0052/19: Exemptions from the Study of Irish.

4. Belief Statement

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.

5. A) Aims of the Policy

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

- support the inclusion of SEN pupils in primary schools
- 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

B) Aims of SEN Support

SEN support aims to:

- support the inclusion of SEN pupils in primary schools.
- ensure that the Staged Approach / NEPS Continuum of Support is implemented.
- enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school
- provide supplementary additional support in English and / or Mathematics / or SPHE
- enable pupils to participate in the full curriculum
- encourage differentiation in the classroom
- develop positive self-esteem and positive attitudes about school and learning in pupils
- support attainment, and behavioural, social and emotional functioning
- enable pupils to monitor their own learning and become independent learners
- involve parents in supporting their children through consultation and co-operation
- promote collaboration among teachers in the implementation of whole-school policies on learning support for pupils
- establish early intervention and prevention programmes designed to enhance learning and to prevent / reduce difficulties in learning
- guard the self-esteem and self-image of the learner

6. Roles and Responsibilities

The role of supporting learning is a collaborative responsibility shared by all of the school community:

The Board of Management; Principal Teacher; Class Teachers; Support Teachers; SNAs; Parents; Pupils and External Bodies & Agencies.

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

a) Board of Management

The Board of Management oversees the development, implementation and review of the SEN policy. They also ensure that satisfactory classroom accommodation, effective teaching resources and secure facilities for the storage of records relating to pupils in receipt of SEN are provided.

b) Principal Teacher

As outlined in the DES circular 0013/17, 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 is required to

- Assume overall responsibility for the development and implementation of the school's policies on special needs in co-operation with the support teachers.
- Work with teachers and parents in the development of the school plan on learning-support and special needs.
- Monitor the implementation of the school plan on SEN and special needs on an on-going basis.
- Monitor the selection of pupils for supplementary teaching, ensuring that pupils with the greatest need receive the greatest supports.
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils' needs and provide them with appropriate supports.
- Keep teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Liaise regularly with the support teachers (every half term)
- Arrange classroom accommodation for support teachers.
- Arrange for the provision of SEN funding and resources.
- Organise and co-ordinate the construction of support plans. Ensure that individualised planning takes place.
- Ensure that pupils who have been allocated SEN provision receive it.
- Organise the funding and provision of appropriate assessment tests.
- Complete application forms for outside agencies such as NCSE, NEPS, CAMHS, etc.
- Assume direct responsibility for co-ordinating SEN and special needs services.
- Maintain a list of pupils who are receiving supplementary teaching and / or special educational services.
- Co-ordinate the caseloads / work schedules of the support teachers.
- Advise parents on procedures for availing of special needs services.
- Liaise with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs.
- Co-ordinate and organise SNAs' work and timetabling.
- Develop inclusive whole-school policies and monitor their implementation.
- Assign staff strategically to teaching roles, including special education roles.
- Co-ordinate teachers' work to ensure continuity of provision for all pupils.
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals / agencies.
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored.
- 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.

c) SEN Team

SEN Teachers will be assigned from the SET team to class levels or stage depending on staffing numbers. They should

- regularly meet with class teachers to discuss the needs of the pupils in their class
- maintain a record of these meetings and decisions made
- advise the class teacher, where needed, of possible interventions to meet the needs of their pupils
- advise class teacher on procedures for availing of external special needs services
- support the class teacher in creating a Student Support File once additional support is implemented
- support the class teacher in the writing of classroom support plans
- where requested by the class teacher, meet parents to discuss moving a child from classroom support to school support or when referring to an outside agency
- communicate with the SENCO and the SET team regarding any concerns raised by class teachers at SET team planning meetings
- update and maintain class SEN records and test results
- liaise with external agencies about the provision for pupils with additional needs

d) Role of the 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 Team 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
- open a Classroom Support File (yellow) once additional needs have been identified and require classroom support
- develop classroom support plans for children in receipt of Classroom Support
- collaborate with staff to develop Individual School Support Plans and IEPs for each pupil in receipt of School Support /School Support Plus
- meet with Special Education Teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support and who require a School Support Plan
- collaborate with Special Education Teachers and relevant staff to develop an Individual Education Plan (IEP) for each pupil in receipt of School Support Plus
- regularly meet with Special Education Teachers, relevant staff and parents to review School Support Plans.
- meet regularly with Special Education Teachers, relevant staff and parents to review School Support Plus Plans.
- where applicable, collaborate with the SET team regarding teaching aims and activities for team teaching
- adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session

- co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN within the class(es) to which they are assigned
- liaise with and seek advice from their SEN Team

e) Role of 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 Individual School Support Files 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.
- collaborate with class teachers, relevant staff and parents/guardians to develop an Individual Education Plan for each pupil in receipt of School Support Plus
- regularly meet with class teachers, relevant staff to review IEPs
- meet twice a year with class teachers, relevant staff and parents to review IEP
- update and maintain planning and progress records for each individual or group of pupils in receipt of school support
- provide supplementary teaching for literacy and numeracy on a withdrawal and in-class support basis
- support whole-school procedures for screening
- administer and interpret diagnostic tests and inform class teachers and parents of the outcomes
- meet with parents regarding any concerns about their child and update them regarding their progress
- co-ordinate class groups and offer advice and support to class teachers regarding pupils on their caseload
- discuss the needs and progress of children on their caseload at planning meetings
- provide necessary information to a SEN pupil's receiving school once a transfer letter has been received

f) Role of the Special Needs Assistant (SNA)

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 0030/2014).

An SNA's role is to carry out

- Primary Care Needs of the pupil which may include assistance with feeding, toileting and general hygiene, mobility and orientation, moving and lifting of pupils, operation of hoists and equipment, severe communication difficulties, assisting teachers to provide supervision in the class, playground and school grounds administration of medicine, non-nursing care needs associated with specific medical conditions, care

needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential

- Secondary Care Associated Tasks which may be carried out include preparation and tidying of workspaces and classrooms or assisting a pupil who is not physically able to perform such tasks to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another, assistance with the development of Personal Pupil Plans for pupils with Special Educational Needs, assist Teachers and / or Principal in maintaining a journal and care monitoring system for pupils including details of attendance and care needs, planning for activities and classes where there may be additional care requirements associated with particular activities, assistance with enabling a pupil to access therapy or psycho-educational programmes, assistance to attend or participate in out of school activities

g) Role of 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.

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

- sharing 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
- supporting the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning
- attending meetings arranged by the class teacher or SET team
- supporting the targets outlined in their child's support plans and engage in all suggested home-based activities
- informing the post-primary school of their child's needs, at the transition stage

h) Role of the Pupil

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

i) Role of External Bodies and Agencies

External bodies and agencies should:

- liaise with SEN teachers to optimise the quality of provision for pupils with special educational needs at the individual, group or whole-school level.

- make relevant recommendations in developing support plans at each level of the Continuum of Support.

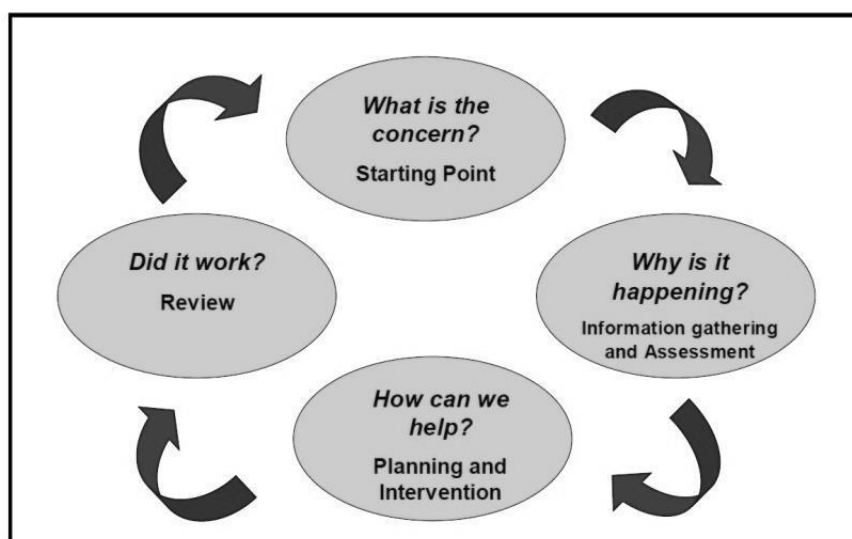
7. Identifying Pupils with Additional Needs

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.

This framework 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 encompasses a graduated problem solving model of assessment and intervention which 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:



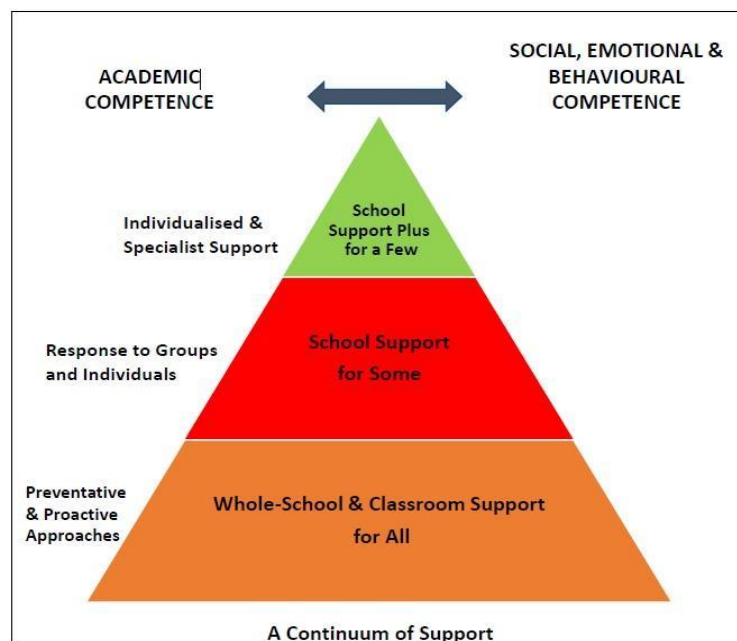
Using the Continuum of Support framework, we identify pupils' educational needs including academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

Once needs have been identified the level of intervention and support provided is matched to those needs and their changing nature over time.

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible (See also More Able Children policy Appendix 2).

The principle that pupils with the greatest level of need have access to the greatest levels of support is of primary importance.

The Continuum of Support suggests the following levels of support:



STAGE 1 WHOLE SCHOOL/ CLASSROOM SUPPORT

Classroom Support is 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.

A plan is devised and put in place for a specific timeframe and then reviewed.

If strategies are successful it may be decided to continue with supports in place or discontinue any supports in place.

If strategies have not resolved the needs of the pupils then pupils move to next stage of continuum.

STAGE 2 SCHOOL SUPPORT

When interventions at classroom support level are not enough to fully meet the pupil's special educational needs, school support may be required.

The class teacher needs to involve the Special Education Teacher Team (SET Team) in the problem-solving process.

Class and SET gather information, develop and monitor a School Support Plan for a set period of time and then reviewed.

If plan is working pupil may remain on plan or revert back to classroom support depending on needs.

If needs are not resolved after a specific timeframe then pupils move to School Support Plus Stage.

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 involve personnel outside the school team in the problem solving, assessment and intervention process.

The information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will continue to be an important element of his/her individual education plan.

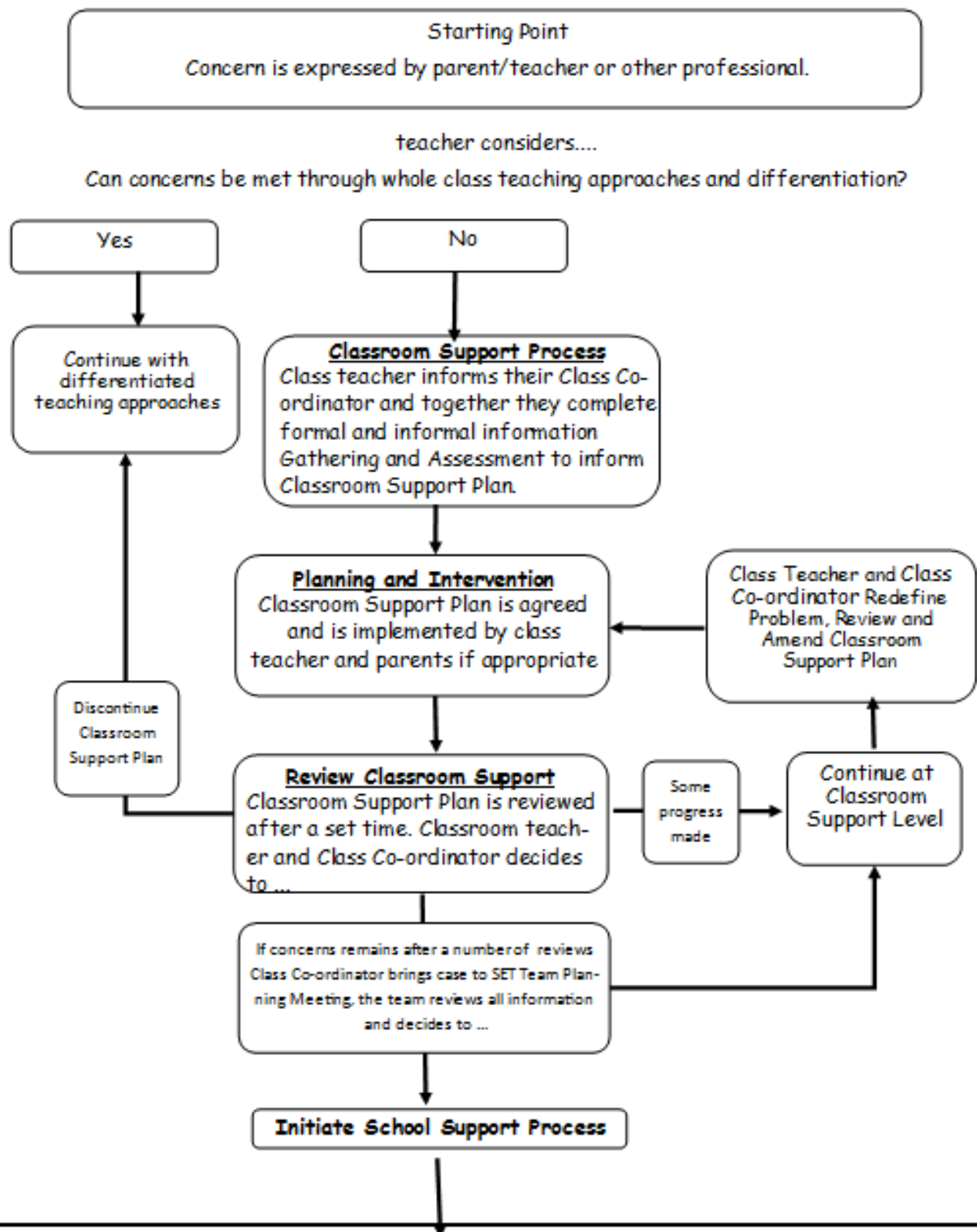
The flow diagrams below outline how we gather information to identify needs and support children with additional needs. A more comprehensive explanation of each stage can be in the Continuum of Support – Guidelines for teachers

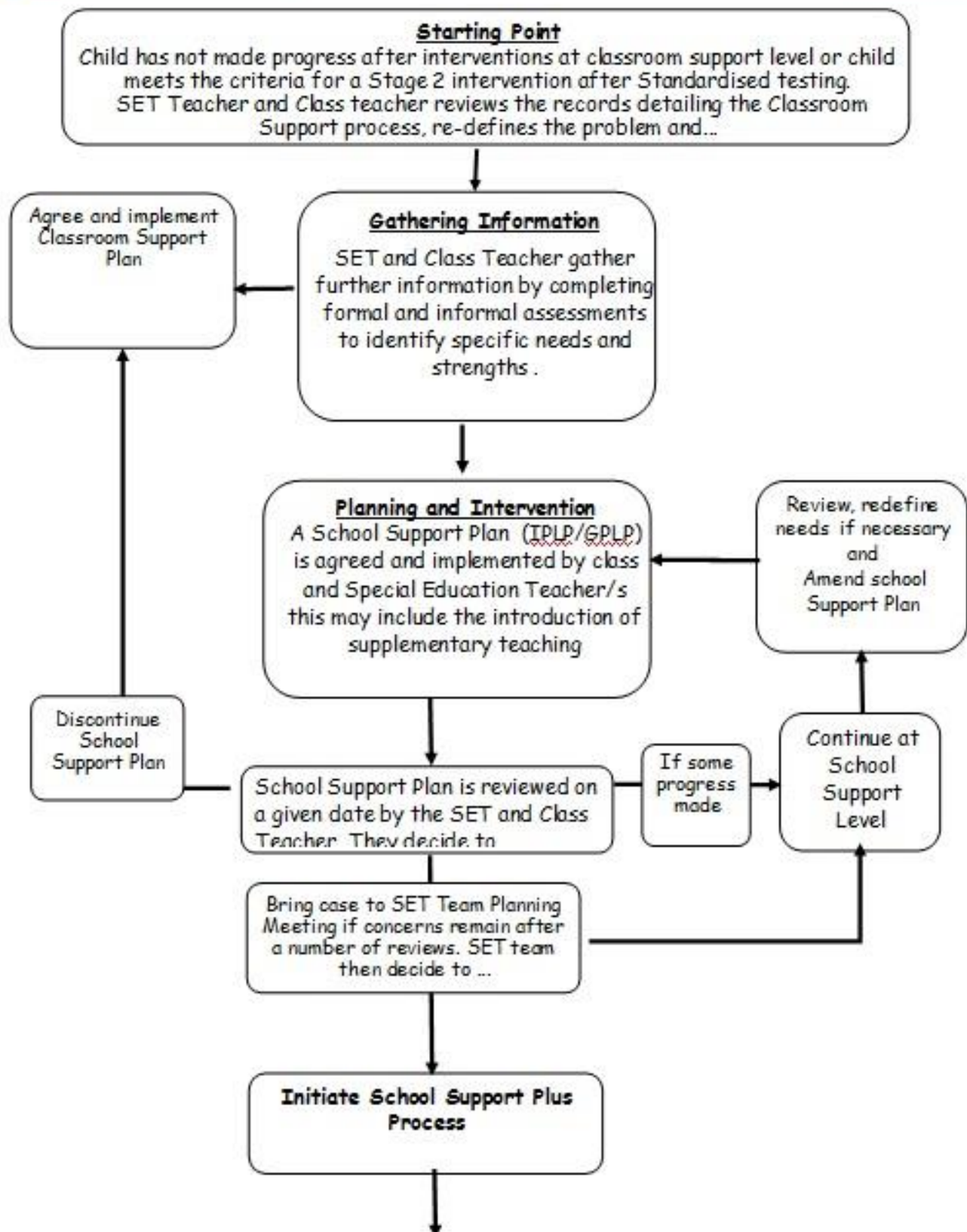
https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf

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

CLASSROOM SUPPORT PROCESS

STAGE 1

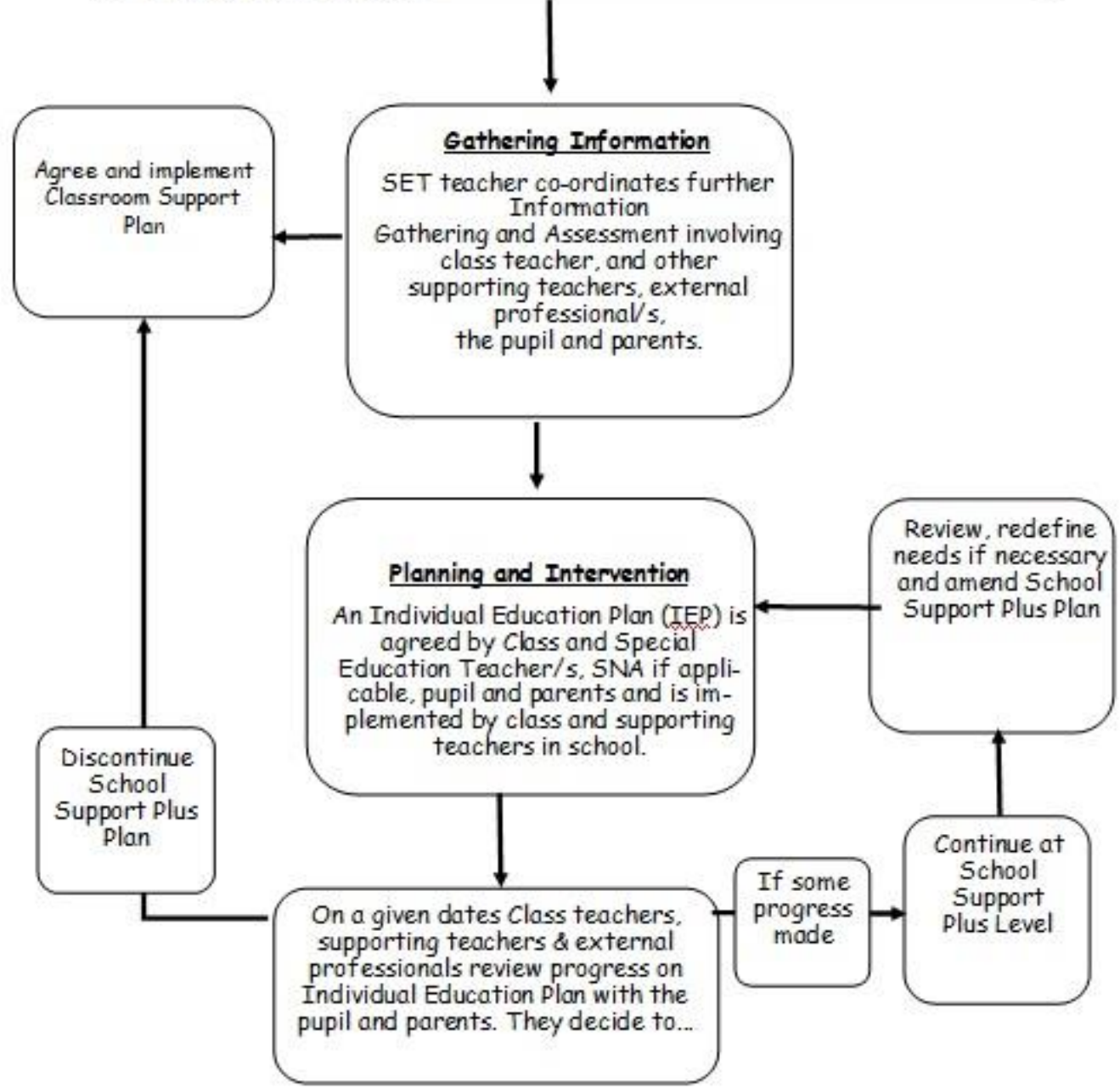




* adapted from NEPS Continuum of Support. For more detailed steps see page 22 - 25 of the continuum of support - Guidelines for teachers

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?



* adapted from NEPS Continuum of Support. For more detailed steps see page 32 - 35 of the continuum of support - Guidelines for teachers

8. Assessment and Information giving

Parental Permissions

Written parental permissions for school-based assessments and School support, if deemed necessary, are signed by parents on school entry.

Assessment is an integral part of a class teacher's role on a daily basis for all children. Assessment of Learning and Assessment for learning enable teachers to gather information to plan learning experiences based on the appropriate objectives from the curriculum and based on the needs of the pupils.

Firstly, we look at all pupils in the school and identify any needs.

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 along with teacher observations are used to prioritise needs and set out pupil's learning targets.

Initial Screening

Class Teachers carry out screening tests and standardised assessments. The SET administer further screening tests, if deemed necessary.

In our school we carry out the following assessment procedures:

- Junior Infants: Observation, Checklists, Termly Maths assessment, Early Literacy Test
- Senior Infants: Observation, Checklists, Termly Maths assessment, MIST, Micra- T
- 1st class: Observation, Checklists, Drumcondra Reading Test, Drumcondra Maths Test, Drumcondra Spelling Test, Termly Maths assessment
- 2nd class: Observation, Checklists, Drumcondra Reading Test. Drumcondra Maths Test, Drumcondra Spelling Test, Termly Maths assessment
- 3rd class: Observation, Checklists, Drumcondra Reading Test, Drumcondra Maths Test, Drumcondra Spelling Test, Termly Maths assessment
- 4th class Observation, Checklists, Drumcondra Reading Test, Drumcondra Maths Test, Drumcondra Spelling Test, Termly Maths assessment
- 5th class: Observation, Checklists, Drumcondra Reading Test, Drumcondra Maths Test, Drumcondra Spelling Test, Termly Maths assessment
- 6th class: Observation, Checklists, Drumcondra Reading Test, Drumcondra Maths Test, Drumcondra Spelling Test, Termly Maths assessment

As a school, the children who score on or below the 16th Percentile in the Standardised Tests receive support at a School Support Level

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.

Diagnostic Assessment

The SET discusses each class's recorded results with the Class Teacher, and carries out further screening tests and / or diagnostic assessments where it is deemed necessary. The results of

these tests inform the caseload selection process. The Principal Teacher is kept informed at all times during this process.

Inventory of Test Materials

Screening Tests

- Drumcondra Reading
- Drumcondra Early Literacy and Numeracy
- Sigma-T
- New Non- Reading Intelligence
- MIST (Middle Infant Screening Test)

Diagnostic Tests

In our school the following tests are available for administration:

- Benchmark Kit for Running Records
- Woodcock Johnson IV Assessment

9. Prevention and Early Intervention Strategies

Intensive early intervention and prevention programmes can be an effective response to meeting the needs of children with low achievement. Early intervention programmes may be provided by the Class Teacher and / or by the Support Teacher, in accordance with the Staged Approach (Appendix 1) and the NEPS Continuum.

Our strategies for preventing 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 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 SET team.
- Promotion of literacy e.g. Print-rich environment
- Promotion of Numeracy
- Jolly Phonics Spelling Programme
- Zippy's Friends (1st Class)
- Friends for Life (3rd Class)
- Parental involvement in promoting literacy and numeracy e.g. Maths Home School Links, Homework Policy Guidelines for Parents, Infants meetings
- Differentiation - adapting the learning environment.
- In-class support from the SET team based on identified needs.
- Literacy Lift Off (1 6wk block from infants to 2nd)
- Station teaching /Team teaching in the infant classes with oral language focus.
- Withdrawing individuals/groups.

10. 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 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 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, sensory processing needs and application to learning.

In February of each year the SEN Teacher meets 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 bring this information to the end of term SET team and principal planning meetings. As a SET 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.

SELECTION PROCESS FOR ALLOCATING ADDITIONAL TEACHING SUPPORT

<p>Stage 3 School Support Plus</p>	<ol style="list-style-type: none"> 1. Children with identified complex needs by an external professional such as a <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 	<p>Individual Education Plans</p>	<p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal</p>
<p>Stage 2 School Support</p>	<ol style="list-style-type: none"> 2. Prevention and Early Intervention Programs (Literacy Lift Off, Team teaching in Infant Classes, Team Teaching in Literacy and Numeracy, Friends For Life) 3. Children in JI & SI whom English is an additional language or children whom English is an additional language newly arrived in Ireland in 1st – 6th 4. Children on or under the 19th Percentile in Literacy Standardised Tests 5. Children with an identified need assessed by external professionals who are not on or below the 14th percentile in Literacy such as <ol style="list-style-type: none"> 1. Borderline Mild General Learning Disability 2. Mild General Learning Disability 3. Specific Learning Disability 4. Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder 6. Children on or under the 19th Percentile in Mathematics Standardised Tests 7. Children with a identified need by external professionals who are not on or below the 19th percentile in Numeracy <ol style="list-style-type: none"> 1. Borderline Mild General Learning Disability 2. Mild General Learning Disability 3. Specific Learning Disability 4. Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder 8. Children who have not made adequate progress after interventions at Stage 1 9. Children in 1st – 6th who have not made adequate progress after EAL interventions 	<p>Group or Individual Profile and Learning Programme</p>	<p>Personnel SET teacher Class Teacher Outside Agencies</p> <p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal</p> <p>Personnel SET teacher Class Teacher</p>

11. 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 co-operation of another teacher.
- interruptions to classes/classrooms should be kept to a minimum.

11. 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 in a secure box file in each class.

All support files should include:

- Cover sheet with pupil's details
- Record of support received
- Standardised test scores
- Diagnostic Test Scores
- Support plans (See below)
- Checklists (from Continuum Of Support Resource book)

A class teacher or class coordinator should open a Student Support File once a child is placed on Stage 1 –Classroom Support on the continuum.

If, after a number of reviews, the child's case is moved to School Support, 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.

Stage 1 – Classroom Support

A Support Plan at stage 1 is a **Classroom Support Plan**. (Yellow File). This is a simple plan which is drawn up by the Class Teacher in collaboration with the SEN Class Coordinator 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 School Support Plan (Green File) at stage 2 is a plan drawn up by the class teacher and 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 complimented 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.

Stage 3 – School Support Plus

A Support Plan at stage 3 (Red File) is an **Individual Education Plan (IEP)**. This plan is drawn up by the class teacher and 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) included in the PPP
 - 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

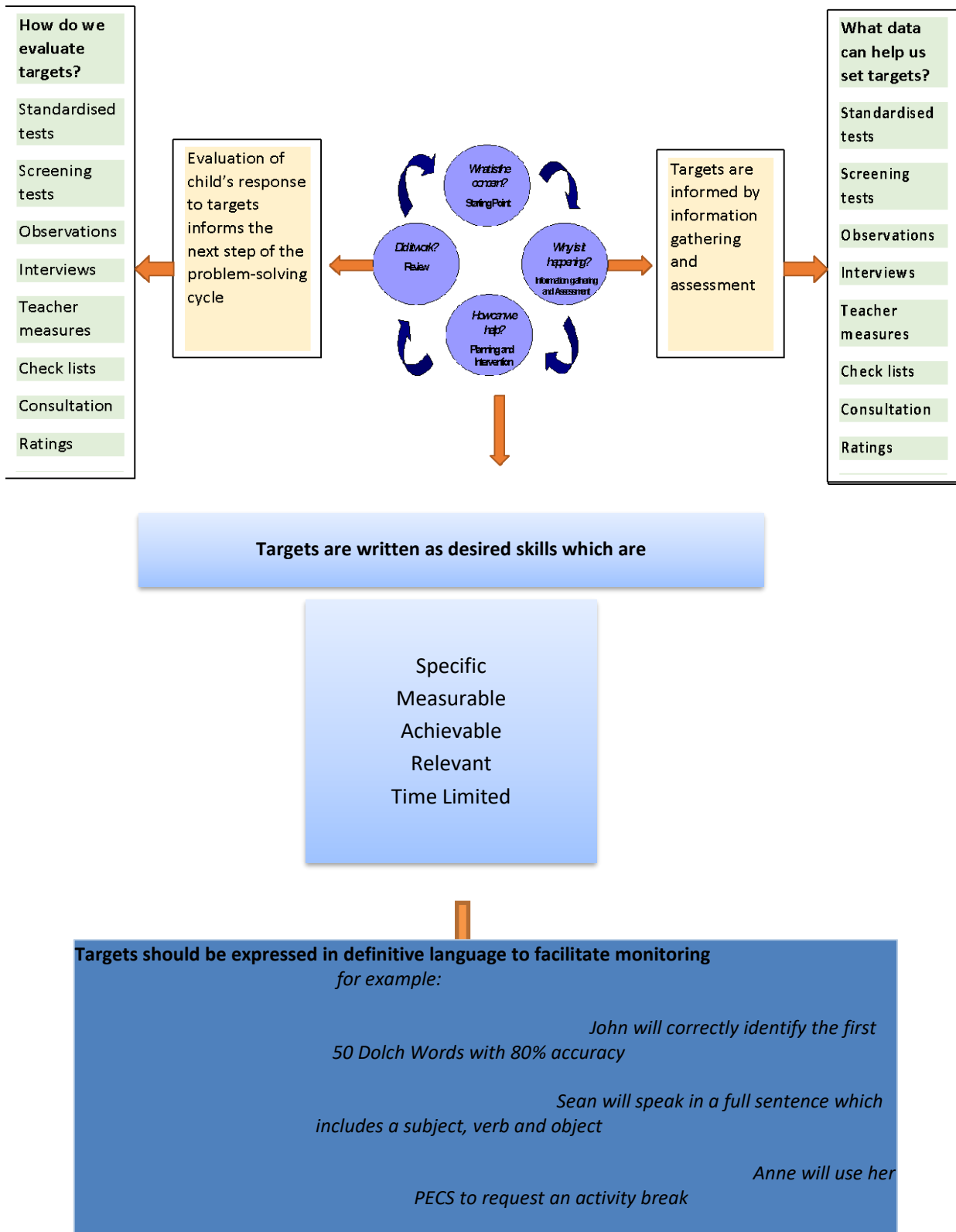
Setting Targets

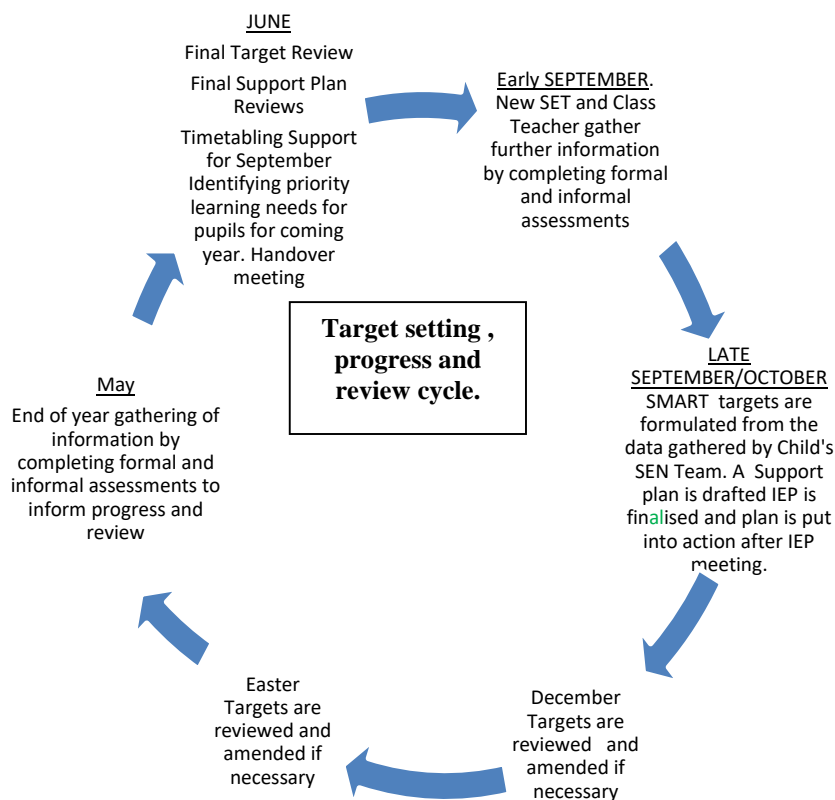
Target setting is central to effective teaching for pupils with SEN. When setting targets the following 4 guiding principles are adhered to:

- Targets should be
 - 1) linked to assessment
 - 2) strengths based
 - 3) linked to interventions
 - 4) developed collaboratively (parents, teachers, pupils etc.) (Guidelines, p.16)
- Targets should also be few in number and be informed by priority learning needs. Teachers in collaboration with parents and pupils should choose 3 priority areas and select two targets in relation to those areas. If maths is a target, then 1 target for each topic area is selected.
- They are based on evidence collected through both formal and informal assessment approaches.
- Targets should be expressed in a way that is measurable and observable, achievable within a specific timeframe but also challenge and build on existing knowledge of the pupil.
- Targets are set for a term and reviewed in February / End of summer term.

The Flow Chart below illustrates how target-setting is an integral part of the problem-solving framework to support pupils with special educational needs.

Appendix 1: Target-setting as part of the problem-solving framework





SEN RECORDS

Individual SEN Files

All pupils' SEN files are stored in a file on Aladdin and a paper copy is kept in a file in a locked cabinet. It is the responsibility of SETs to update and manage the files of the children on school support and school support plus that they support. It is the responsibility of the Class Teacher to update and manage the SEN files of children on classroom support. The following should be stored

- Student Support Plan and Review
- Log of actions detailing support received, interventions, meetings with parents and other agencies, test administered and reviews during the year
- Results of Standardised and Diagnostic Tests

The following details are stored in the pupils personal file in SEN Room/Principal's Office

- Psychological Report
- Copy of referrals made to outside agencies
- Copy of reports from outside agencies
- Record of SEN correspondence between parents, outside agencies and school staff

Communication between SET Team/Principal/Class Teachers

SET timetables have been organised so that 2.00-2:40 each Friday 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 Team meetings and SEN

consultation/planning/review meetings, when necessary. This flexibility ensures adequate cover for class teachers and also facilitates regular SET team planning meetings with the principal. In order to make effective use of this time a cover buddies system will operate within the SEN Team.

12. Health and Safety Issues

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

13. Supervision/Child Protection

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

14. Ratification and Communication

This revised policy was ratified by the Board of Management in January 2020

15. Implementation and Review

This policy will be implemented from February 2020. It will be reviewed in January 2021 by the Special Education Team and all staff at Ardfert Central National School, pending on a proposed review of the New SEN Allocation Model by the Department of Education and Science in 2021.

Signed: _____
(Chairperson)

Date: _____

Appendix 2

Exceptional Ability & Giftedness Policy

Definition and Background:

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

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

School Ethos:

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

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

Procedure for identification of pupils with Exceptional Ability

Criteria for Assessment:

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

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

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

Catering for Pupils with Exceptional Ability:

Pupils who meet the criteria for exceptionally able (IQ of 130+) will be catered for within the classroom based on a differentiated programme of work **or** if deemed possible by the Principal may be offered extension classes on a withdrawal basis, subject to the approval of the pupil and their parents. These classes will form part of each SET’s timetable where feasible.

Responsibility and Management:

1. The class teacher is responsible for differentiation within the classroom, including acquisition and distribution of teaching resources for differentiation.

2. The SET team will be responsible for the assessment stage of this process, organisation of extension classes including timetabling (where applicable), acquisition and distribution of information regarding referral and assessment by outside agencies.

3. The Principal will liaise with parents, SETs and class teachers throughout the process.

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

Policy was drafted during January 2020

Ratified by the Board of Management January 2020