

Galway Educate Together National School.



Special

Educational Needs
policy.
2018.

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Introductory Statement

G.E.T.N.S. is a multi-denominational, co-educational school that is child-centred and democratically run. We strive to provide an inclusive and holistic education to all students.

School Information

Galway Educate Together is under the patronage of Educate Together. We endeavour to create a positive and inclusive atmosphere that respects all children regardless of their religious, social, cultural background or special educational need. We are a developing school with double stream classes up to Fifth class at present, with a mind to being fully double streamed in September 2019. Overall, we currently have 418 children on roll. We have three classes for children with Autism with 18 children enrolled. Between full time and part time, we have 29 teachers at present with a full time Administrative Principal. We also have 17 SNAs on our staff, two school secretaries and a part-time caretaker.

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).

Belief Statement

Our school is dedicated to the implementation of an effective system for meeting the needs of all our pupils. We believe that all of our children have the 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 and we are fully committed to the principle of inclusion. This policy aims to enable children with Special Education Needs (SEN) to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and modifying the environment, activities or teaching style which will help the child to participate to their potential. The Education Act for Persons with Special Educational Needs Act 2004 states:

“A child with Special Educational Needs shall be educated in an inclusive environment with children who do not have such needs unless the nature of degree of those needs is such that to do so would be inconsistent with

- a) the best interest of the child as determined in accordance with any assessment carried out under this Act, or*
- b) the effective provision of education for children with whom the child is to be educated”.*

G.E.T.N.S. is a multi-denominational, co-educational school that is child-centred and democratically run. We provide an inclusive and holistic education to all students.

Aims :

The principal aim of Educational Support in GETNS is to optimise the teaching and learning process in order to enable pupils to grow and flourish academically, socially and personally.

As a school community we aim:

- To enable pupils to participate in the full curriculum to the best of their ability.
- To develop positive self esteem and positive attitudes about school and learning in pupils.
- To encourage at all times a growth mindset in all our pupils.
- To enable pupils to monitor their own learning and become independent learners
- To provide supplementary teaching and additional support for all children where required.
- To involve parents in supporting their children through effective parent-support programmes
- To promote collaboration among teachers in the implementation of whole-school policies on educational support for pupils.
- To establish early intervention programmes designed to enhance learning and to prevent / reduce difficulties in learning
- To guard the self-image of the learner.
- To encourage and foster an inclusive environment
- To take a holistic approach to learning
- To work with outside agencies in developing and implementing individual work plans.

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

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. The BOM also ensures provision for secure facilities for storage of records relating to pupils in receipt of educational support.

Principal:

The *Learning Support Guidelines (2000, P.39)* outlines that 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 SEN policy on an on-going basis.

- Assign staff strategically to teaching roles including special educational teacher roles.
- Co-ordinate teachers' work to ensure continuity of provision for all pupils.
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies.
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically.
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area.
- assign responsibility for coordinating additional support to an identified teacher (i.e. SENCO)
- communicate with the SENO (Special Education Needs Organiser) on a regular basis.
- oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.
- support the implementation of a tracking system at whole-school level to monitor the progress of children with learning difficulties.
- help to co-ordinate the caseloads / work schedules of the SET team.
- arrange for classroom accommodation and resources as appropriate.
- 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 where appropriate.

SEN Co-ordinator:

SEN 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 NEPS assessment or advice.
- Liaise regularly with class teams (class teachers, SET, SNA) to identify, support and monitor children with additional needs
- co-ordinate regular SET team planning meetings to ensure effective communication and support for children with additional needs
- inform staff about external agencies and provide information on continuing professional development in the area of SET
- collaborate with the SET team in creating appropriate timetables and support plans.
- meet with parents regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their child's progress where appropriate.

- co-ordinate with the SET, the list of pupils for additional support using the evidence of standardised tests, screeners, diagnostic tests, teacher input, classroom tests etc..
- support and help maintain the implementation of a tracking system at whole-school level to monitor the progress of children with learning difficulties.
- select children for external diagnostic assessment, where parental permission has been sought and granted
- maintain a whole school continuum of support document which highlights pupils who are receiving additional support on various levels.

Class Teacher:

Class teachers have 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 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, develop and maintain a Pupil Support File once additional needs have been identified and require classroom support
- collaborate with staff to develop IEP's / support plans and learning programmes for each pupil in receipt of support
- meet and collaborate with SET, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of school support plus and require an Individual Education Plan.
- meet regularly with SET, relevant staff and parents to review IEP
- collaborate with their class 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 SENCO and Principal where required.

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 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 IEP / support plans for each pupil selected for 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 support.
- meet where required with class teachers, relevant staff and parents to develop and review IEP / support plans.
- 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 as appropriate
- adhere to whole-school procedures for screening and assessment.
- 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
- communicate with the SENCO and the SET team regarding any concerns raised by class teams at planning meetings
- update and maintain class SEN records, continuum documents and test results together with the class teacher on a regular basis.

Special Needs Assistants:

The duties of the SNA are 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 outside agencies.
- attend IEP meetings and/or meetings with relevant professionals, when necessary
- ensure the safety of the pupils with SEN 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 (Personalised Pupil Plan)
- maintain a home communication copy where appropriate.
- accompany pupil with SEN on trips outside of the school.
- familiarise themselves and adhere to medical procedures outlined for the child / children they are assigned to.
- familiarise themselves and adhere to the school's intimate care policy
- support and guide the inclusion of the child with SEN in all learning – academic, social and personal.

Parents/Guardians:

Collaboration between home and school is essential in the holistic support of children with SEN.

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/ SET team
- support the targets outlined in their child's support plans and engage in all suggested home-based activities
- Where a child is in receipt of additional support the parents should:
 - *Discuss their child's progress with class teacher and SET on a regular basis. In cases where support teaching is to be continued, discuss the revised learning targets and activities in their child's IEP/ support plan.*
 - *At the discontinuation of support teaching, discuss with their child's teachers how the child's future learning needs can continue to be met at school and at home*
 - *Participate in activities that increase the involvement of parents in their children's learning.*
 - Support the work of the school by participating with their child in such activities as:
 - *Using Information and Communications Technology (ICTs), where available, to support learning in English and / or Mathematics*
 - *Book sharing / reading stories*
 - *Storytelling*
 - *Paired reading (listening to and giving supportive feedback on oral reading)*
 - *Discussions about school and other activities to build vocabulary and thinking skills*
 - *broaden the range of their child's learning experiences – engaging with their child in outdoor activities, encouraging their children in joining groups / libraries, encouraging social interactions and facilitating real life learning opportunities where possible.*
 - *implementing suggested home-based activities outlined in their child's IEP/ support plan and discussing the outcomes with their child and child's teachers.*
 - *Availing of real-life situations to model and discuss the importance of language, literacy and mathematics etc...*
 - *Inform the post-primary school of their child's needs, at the transition stage*

Pupils:

“The involvement of pupils in the development, implementation and review of their own learning is an important principle underlining effective supplementary teaching” (Learning-Support Guidelines, p.54).

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 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.

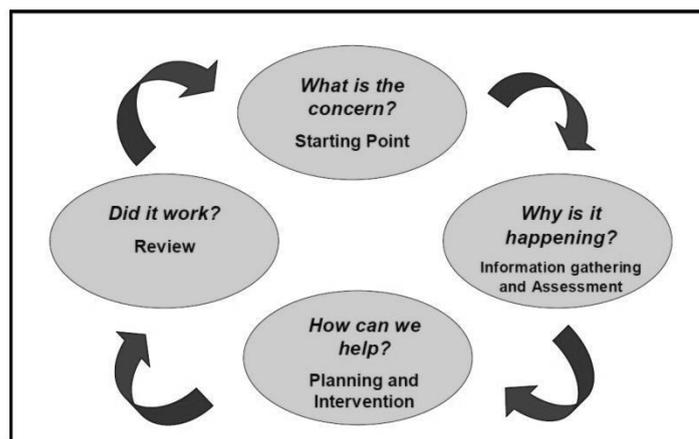
Identifying Pupils with Additional Needs

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. As within this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe and from transient to long-term. We recognise that pupils require different levels of support depending on their identified additional needs. By using this framework, we implement a staged approach of support ensuring that interventions are incremental and moving from class-based interventions to more intensive and individualised support and are informed by careful monitoring and assessment 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:

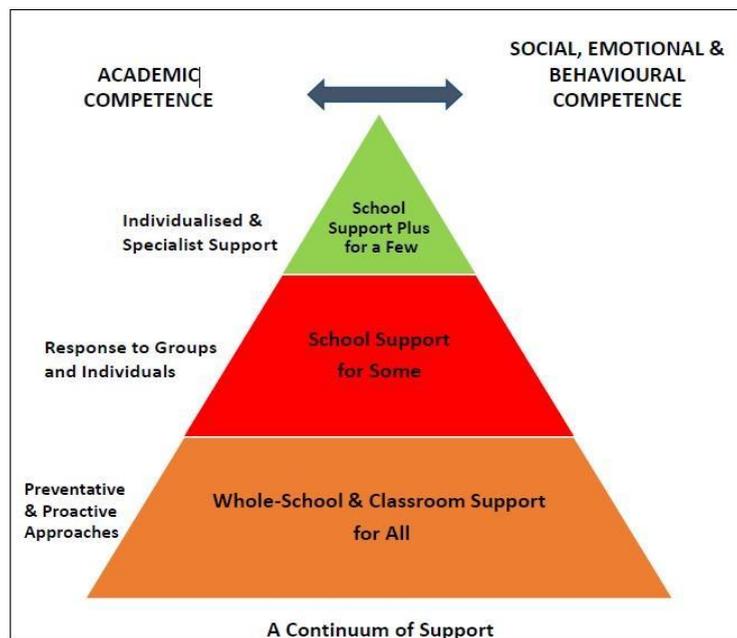


Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs

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 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. eg: using a variety of strategies, teaching programmes, seating arrangements, changes to classroom environment...etc..

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 team including the class teacher(s), SET, and SNA if applicable engage in a problem-solving process at this point. This involves more systematic gathering of information and evidence including checklists, diagnostic tests, observation sheets etc.... These records inform the development of a School Support Plan at this stage if required.

STAGE 3 SCHOOL SUPPORT PLUS

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

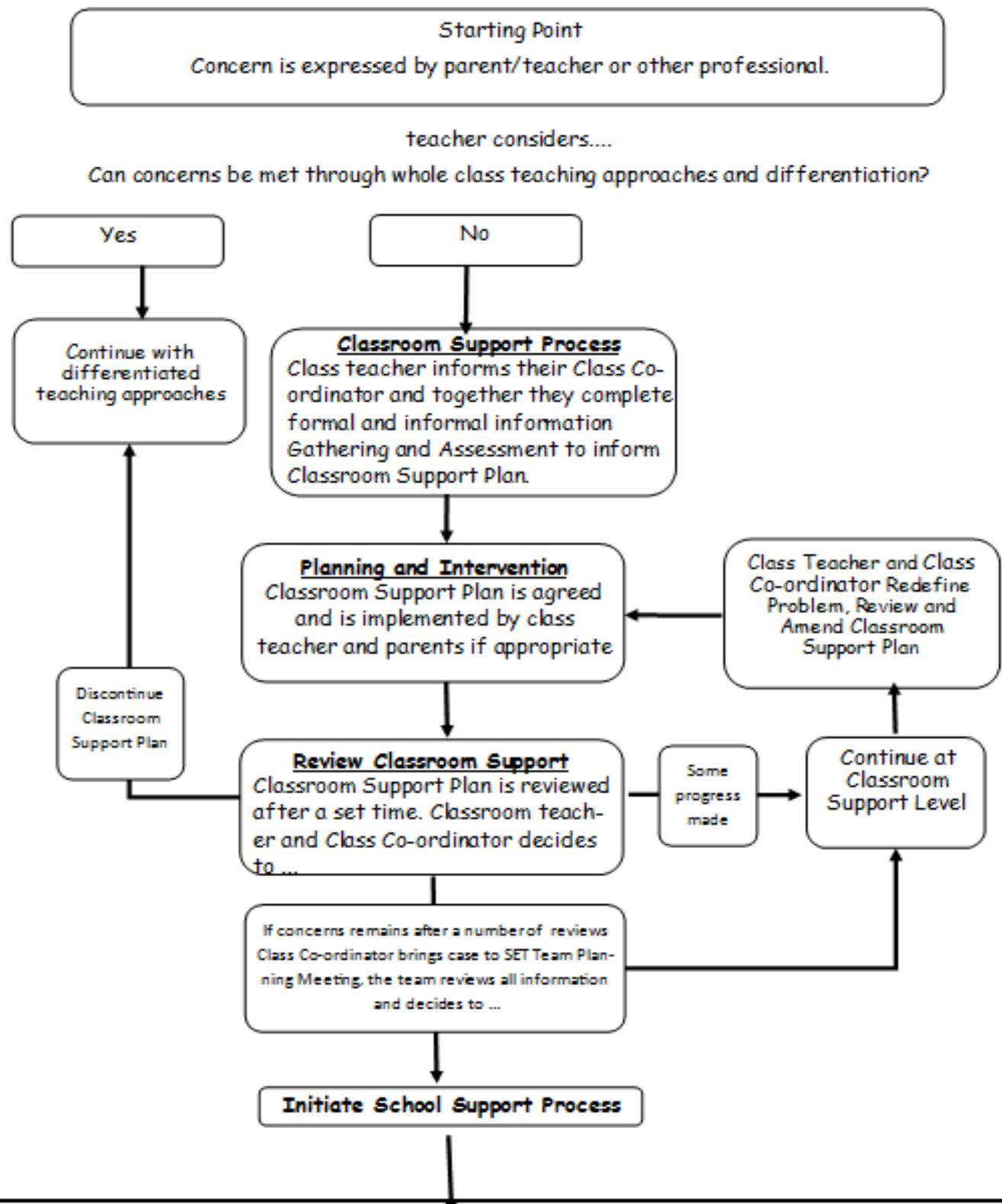
The flow diagrams below outline how we gather information to identify needs and support children with additional needs. A more comprehensive explanation of each stage can be in the Continuum of Support – Guidelines for teachers

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

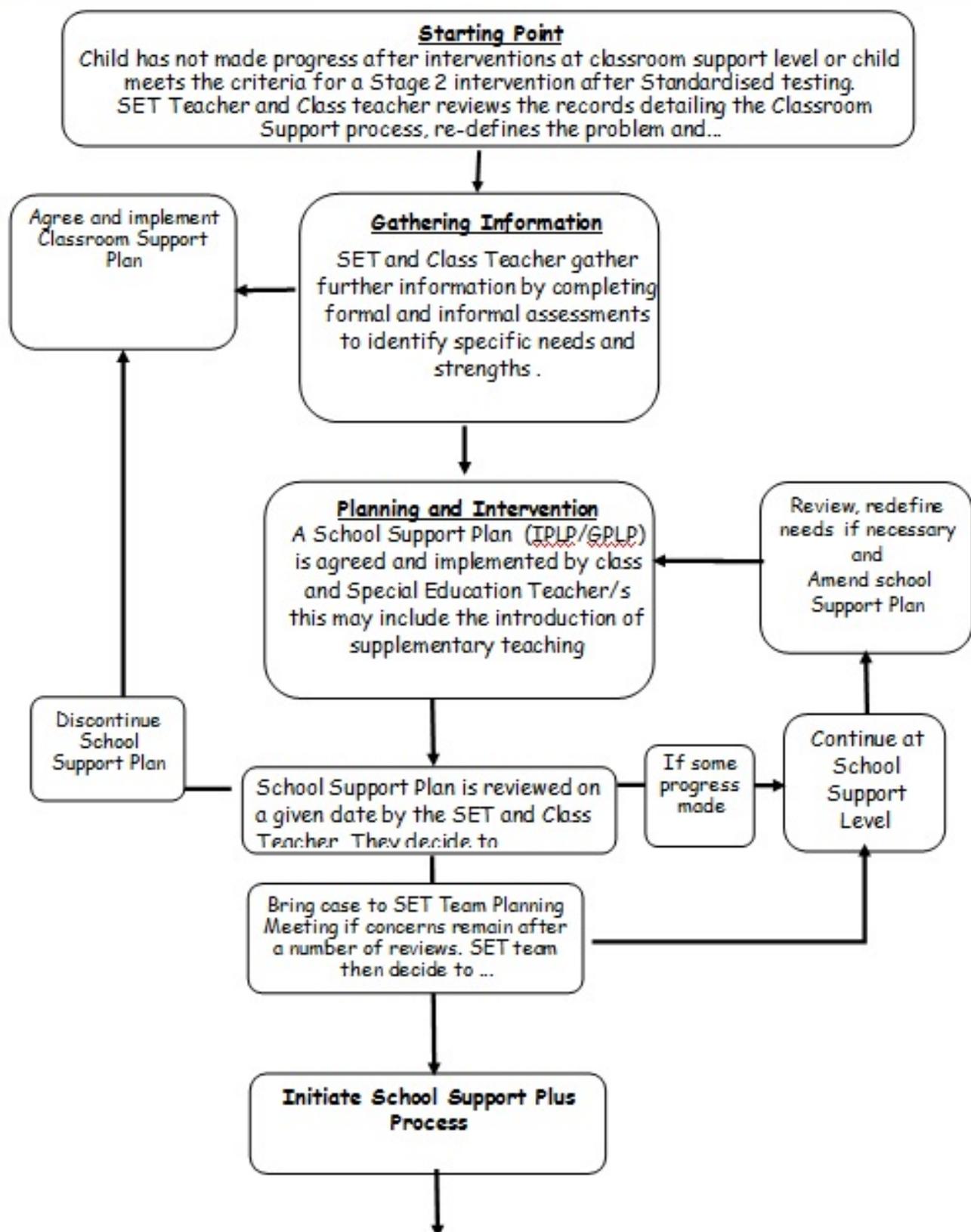
While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support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

CLASSROOM SUPPORT PROCESS

STAGE 1



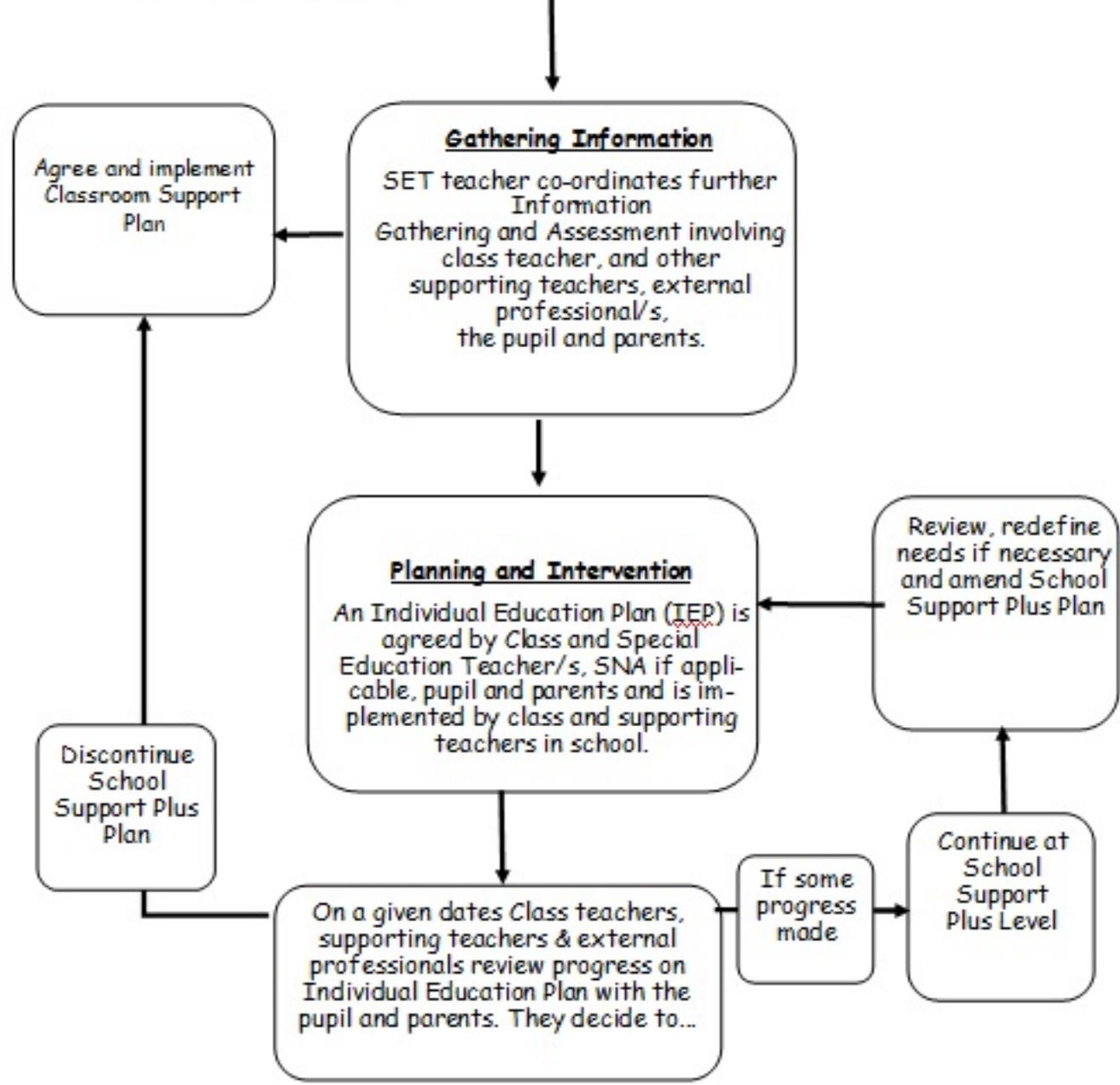
* adapted from NEPS Continuum of Support. For more detailed steps see page 12 - 15 of the continuum of support - Guidelines for teachers



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

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

Information Gathering and Assessment

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

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

Assessment and Screening Tests:

In our school we carry out the following assessment procedures:

- Junior Infants: Observation, Checklists, BIAP (on all Junior Infants yearly)
- Senior Infants: Observation, Checklists, MIST, Reading recovery for some.
- 1st class: Observation, Checklists, Drumcondra Literacy, Drumcondra Numeracy.
- 2nd class: Observation, Checklists, Drumcondra Literacy, Drumcondra Numeracy.
- 3rd class: Observation, Checklists, Drumcondra Literacy, Drumcondra Numeracy.
- 4th class: Observation, Checklists, Drumcondra Literacy, Drumcondra Numeracy.
- 5th class: Observation, Checklists, Drumcondra Literacy, Drumcondra Numeracy.
- 6th class: Observation, Checklists, Drumcondra Literacy, Drumcondra Numeracy.

We also use tests from the following list to inform our planning for the child in question: (new tests to be introduced after CPD advice going forward)

Inventory of Test Materials

Screening Tests

- Belfield Infant Assessment Profile (BIAP)
- Middle Infant Screening Test (MIST)
- Micra-T
- Sigma-T
- LDA screeners- DCD, Language, ADHD/ADD.
- New Non- Reading Intelligence Test (NNRIT)
- Non-Verbal Reasoning Test (NVRT)
- Dyslexia Screening Test-Lucid Cops and Jackson
- Jolly phonics checklist
- Functional language tool from SESS website- levels
- SESS website and NEPS website- Lots of checklists
- Drumcondra reading / Maths- 1st – 6th
- Dyslexia GL assessment online (pay per child as needed)
- Identifying special needs- checklists for profiling individual differences- book (NEW)

Diagnostic Tests/ Other:

In our school the following tests are available for administration:

- Maths tracker
- MALT diagnostic (4-11)- Maths. (NEW 2017)
- Aston Index - Literacy
- Quest Literacy
- York Assessment of Reading for Comprehension (YARC) (New 2018)

- Drumcondra test of early numeracy (NEW 2018)
- Reading Recovery Observation Survey
- NEPS Word Test
- Drumcondra test of early literacy (NEW 2018)
- NESSY online dyslexia / program
- Pragmatic profile of everyday communication skills in children- Online free
- ABC monitoring sheets (behaviour)NEPS

Prevention and Early Intervention Strategies

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 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 teams and the SET team.
- Promotion of literacy e.g. Print-rich environment, First Steps Literacy Programme, DEAR (Drop Everything and Read), Guided reading/ literacy circles
- Promotion of Numeracy e.g. Ready Set Go Maths, Hands-on approach, Maths for Fun
- Parental involvement in promoting literacy and numeracy
- Differentiation - adapting the learning environment.
- In-class support from the SET team.
- Literacy circles/Team Teaching/Aistear.
- Withdrawing individuals/groups where essential.
- Reading Recovery as appropriate
- Mata sa rang as appropriate

Meeting the Needs and Allocating Resources

Once pupils needs have been identified, a team including SET, the classroom teacher(s) and SNA (if applicable) work collaboratively in a variety of ways in order to effectively meet pupils' needs. We promote in-class support as much as possible together with group and individual support where required- At all times, we aim to ensure that the needs of all children are met as inclusively with their peers as possible.

The specific targets of individual pupils as set out in their support plans 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, 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 class teams 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. 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

S t a g e 3 S c h o o S u p p o r t P l u s	<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 	I n d i v i d u a l E d u c a t i o n P l a n s	<p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal</p> <p>Personnel SET teacher Class Teacher SNA Outside Agencies</p>
S t a g e 2 S c h o o S u p	<p>2. Prevention and Early Intervention Programs (Aistear, Reading Recovery, Skills groups Activities JI-2nd)</p> <p>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</p> <p>4. Children on or under the 12th Percentile in Literacy Standardised Tests</p> <p>5. Children on or under the 12th Percentile in Numeracy Standardised testing</p> <p>6. Children who have not made adequate progress after interventions at Stage 1</p> <p>7. Children in 1st – 6th who have not made adequate progress after EAL interventions</p>	G r o u p o r I n d i v i d u a l P r o f	<p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal</p> <p>Personnel SET teacher Class Teacher SNA</p>

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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.

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 Aladdin. All support files should include:

- Pupil's details
- A timeline of actions
- Record of support received
- Standardised/ Diagnostic test scores
- Support plans (See below)
- Checklists

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. This is stored digitally on Aladdin in Pupil Records and a paper copy is stored in the class teacher’s assessment folder. At the end of the year, a copy of the information gathered is moved to the Child’s SEN file in the SENCO’s filing cabinet.

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**. (CSP) 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- usually at the end of a term.

Stage 2 – School Support

A Support Plan at stage 2 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 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.

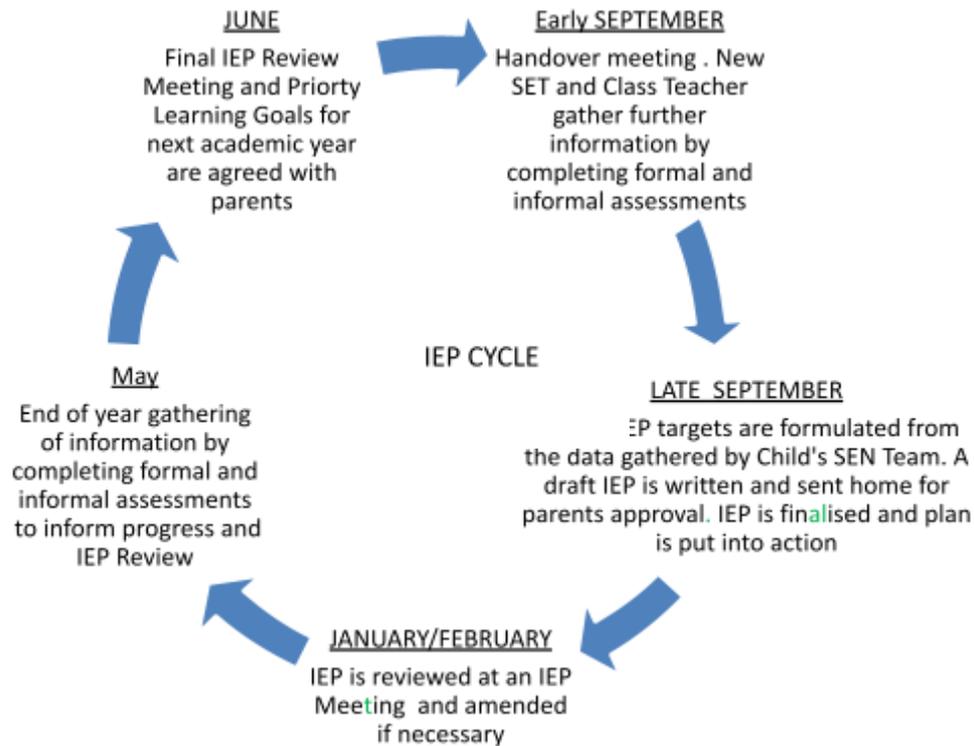
Stage 3 – School Support Plus

A Support Plan at stage 3 is an **Individual Education Plan (IEP)**. 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 set time

- The pupil's priority learning needs, long and short term targets to be achieved, the monitoring and review arrangements to be put in place

IEP meetings are coordinated by SET and class teacher and attended by teachers, SNA, parents and outside professionals where feasible.



SEN Records

Individual SEN Files

All pupils' SEN files are stored in a locked filing cabinet in the SENCO's room. It is the responsibility of SET and class teachers to update and manage the files of the children on classroom support, school support and school support plus (Aladdin).

The following should be stored

- Student Support File
- 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 (if not on Aladdin)
- Record of SEN correspondence between parents, outside agencies and school staff

Health and Safety Issues

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

Supervision/Child Protection

- All staff working with children in our school are required to have up to date Garda vetting as per Dept guidelines.
- Where pupils receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both they and the pupil are visible through the glass panel in the door.
- Where there is no glass panel, the door of the room should remain open.
- Where pupils are withdrawn for support, the SET teacher should collect and return children to their classrooms.
- An SNA may need to withdraw a child on a one to one basis at times. This is brought to the attention of the Parents in initial conversations and planning.
- All staff will complete the new updated online course on child protection before June 2018 and be familiar with their role.

Ratification and Communication

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

Implementation and Review

This policy will be implemented from_____. It will be reviewed in June 2019 by the Special Education Team and all staff pending a proposed review of the New SEN Allocation Model by the Department of Education and Science in 2019.

Signed: _____
(Chairperson)

Date: _____