Reference No.	HR-POL-13
Version	1.0
Operative Date	January 2018
Status	Live
Approved by	Board of Management

HOLY ROSARY PRIMARY SCHOOL

Special Education Needs Policy

The principles in this policy are approved by the Board of Management and therefore constitute standard practices, which apply throughout Holy Rosary Primary School.

Signed   **Chairperson, Board of Management**

Siobhán Glynn

Date

January 2018

This policy, along with all Holy Rosary policies, is available on the Holy Rosary website. Electronic copies of these policies are controlled and live. Holders of printed copies of the policies are responsible themselves for ensuring that they have the most up to date version.

This is a Controlled Document, as presented on-line.

If you read this in printed form,

It is Uncontrolled.

If the user of this document discovers any errors with the document or would like to suggest feedback to improve the document, the user should contact the Principal of Holy Rosary Primary School.

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 1 of 22

Contents

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 2 of 22

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment" Page 3 of 22

1   Introduction, Information and Rational

1.1   Introductory Statement

1.1.1   Our SEN policy was reviewed and updated by the principal and the SEN team in January 2019 in accordance with Circular No 0013/2017.

1.2   School Information

1.2.1   Holy Rosary Primary School is a Catholic co-educational vertical primary school under the patronage of the Archbishop of Dublin. It is designated DEIS Band 2. It has an enrolment of 595 pupils. There are currently 41 teachers (24 mainstream class teachers, 13 learning support teachers, 1 Home School Community Liaison and 1 Behaviour Support Teacher. We also have one shared post of 10 hours.) Our pupils are also supported by 12 Special Needs Assistants.

1.3   Rational

1.3.1   The purpose of this policy is to:

1.3.1.1   Provide practical guidance to staff, parents and other interested parties about our SEN procedures and practices.

1.3.1.2   Outline the framework for addressing additional needs in our school.

1.3.1.3   Comply with legislation (Education Act 1998, Equal Status Act, 2000).

1.3.1.4   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.

2   Statement and Aims

2.1   Brief Statement

2.1.1   Recognising and embracing the diversity in the community, we are committed to developing the individual pupil in a secure and challenging learning environment.

2.1.2   We believe that all our children have a right to an education, which is appropriate to their individual needs

2.1.3   We strive to ensure that all our children feel that they are a valued part of our school community.

2.1.4   We are fully committed to the principle of inclusion.

2.1.5   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.

2.1.5.1   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.

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 4 of 22

2.2   Aims of the Policy

2.2.1   This policy aims to outline the procedures and practices used to:

2.2.1.1   Identify additional needs that our pupils may have.

2.2.1.2   Allocate resources to effectively meet the needs of children with additional needs.

2.2.1.3   Highlight the roles and responsibilities among our school community in relation to pupils with additional needs.

2.2.1.4   Track, monitor, review and report on the progress of children with additional needs.

2.2.1.5   Communicate information between the SET team, principal, staff and parents/guardians.

3   Definitions

3.1.1   **BOM** – Holy Rosary Board of Management.

3.1.2   **BST** - Behaviour Support Teacher.

3.1.3   **CSP** - Classroom Support Plan.

3.1.4   **DEAR** - Drop Everything and Read.

3.1.5   **DEIS** - Delivering Equality of Opportunity in Schools.

3.1.6   **DES** – Department of Education & Skills.

3.1.7   **EAL** - English as an Additional Language.

3.1.8   **GPLP** - Group Profile and Learning Plan.

3.1.9   **IEP** - Individual Education Plan.

3.1.10   **IPLP** – Individual Profile and Learning Plan.

3.1.11   **MIST** - Middle Infant Screening Test.

3.1.12   **NEPS** - National Education Psychological Service.

3.1.13   **NNRIT** - New Non- Reading Intelligence Test.

3.1.14   **SEN** – Special Education Needs.

3.1.15   **SENO** - Special Education Needs Organiser.

3.1.16   **SENCO** - Special Education Needs Co-ordinator.

3.1.17   **SET** - Special Education Teachers.

3.1.18   **SNA** - Special Needs Assistant.

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 5 of 22

4   Roles and Responsibilities

4.1   Board of Management

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

4.2   Principal

4.2.1   The Learning Support Guidelines (2000, P.39) outlined 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;

4.2.2   The school principal should:

- Implement and monitor the school's Special Education Needs Policy on an on-going basis.

- Assign staff to teaching roles, including SET roles.

- Co-ordinate teachers' work to ensure continuity of provision for all pupils.

- Ensure that whole-school procedures are established to facilitate the effective involvement parents, pupils and external professionals/agencies.

- Ensure that effective systems are implemented to identify pupils' needs and that progress 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. Special Education Needs Co-Ordinator).

- Communicate with the SENO (Special Education Needs Organiser).

- Oversee a whole school assessment and screening programme.

- 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.

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 6 of 22

4.3   SEN Co-ordinator

4.3.1   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 National Education Psychological Service (NEPS) psychologist, the SET team and class teachers to prioritise children for psychological assessments (NEPS).

- Co-ordinate regular SET team planning meetings to ensure effective communication and support for children with additional needs.

- Collaborate with the SET team in creating timetables for additional support.

- Meet with parents regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their progress.

- 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 in consultation with teachers and parents.

- Maintain lists of pupils who are receiving additional support.

4.4   Class Teachers

4.4.1   Class teachers have primary responsibility for the teaching and learning of all pupils in their class, including those selected for additional support.

4.4.1.1   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 standardised tests of achievement in literacy and numeracy, following the school's guidelines.

- Discuss outcomes of standardised testing with SEN Co-ordinator to assist in the selection of children for supplementary teaching.

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 7 of 22

- 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 Student Support File once additional needs have been identified and require classroom support (from September 2019).

- Collaborate with staff to develop Individual Education Plans (IEPs) or Group Profile and Learning Plans (GPLPs) for pupils in receipt of additional support.

- Meet with Special Education Teacher, and relevant staff to review IEPs where necessary.

- Plan with the SET team regarding teaching aims and activities for team teaching.

- Whenever possible, adjust the class timetable to ensure that children in receipt of additional support will not be absent for the same subject/activity during each support session.

- Work with the SNA to meet the needs of pupils with SEN within the class(es) to which they are assigned.

- Liaise with and seek advice from the SEN Co-ordinator.

4.5   Special Education Teachers (SET)

4.5.1   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 Education Plans (IEPs) or Group Profile and Learning Plans.

- (GPLPs) for each pupil selected for additional support with class teachers, parents and other relevant staff.

- Meet with class teachers, relevant staff to review IEPs.

- Update and maintain planning and progress records for each individual or group of pupils in receipt of additional support.

- Provide supplementary teaching for literacy and numeracy on a withdrawal and in-class support basis.

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 8 of 22

- Provide supplementary support for pupils with social and emotional needs, behavioural difficulties, as well as needs associated with physical, sensory, language and communication difficulties.

- 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.

- 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.

4.6   Behaviour Support Teacher

4.6.1   The Behaviour Support Teacher (BST) aims to promote and encourage good behaviour throughout the school. The BST helps students develop skills which improve their behaviour, social and emotional literacy and mental health. The promotion of positive behaviour and learning among our students is integral to Holy Rosary School.

4.6.2   The BST works directly with children in whole class settings, small targeted groups or provides individual support when required.

4.6.3   The BST aims to put in place both preventative and restorative interventions to support children in their learning. The BST provides additional support for children in the areas of social interactions and emotional and behavioural development. This is best achieved through the following:

- Promoting the rules and routines of the school.

- Assisting the classroom teacher with behaviour management.

- Developing an Individual Behaviour Support Plan for children with additional behaviour/emotional needs.

- Contributing to the review and updating of the Code of Behaviour.

- Acknowledging and rewarding positive behaviour throughout the school.

- Providing advice and support in the management of yard behaviour.

- Recording incidences of misbehaviour on yard and engaging with pupils in managing their behaviour and self-regulation of emotions.

- Fostering a positive school climate and developing whole school initiatives like Anti Bullying.

- Week and Friendship Week.

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 9 of 22

4.7 Special Needs Assistants

4.7.1 The duties of the SNA are carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills (Circular 0030/2014) 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.

4.7.2 The SNA should:

- Contribute to the care and welfare needs of the pupils.

- Support the needs of pupils in effectively accessing the curriculum.

- Support learning and teaching in the classroom.

- Attend, where possible relevant training courses/workshops.

- Attend IEP/PPP meetings and/or meetings with relevant professionals, when necessary.

- Ensure the safety of the SEN pupils in the schoolyard and on trips outside school, 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 in their diary.

- Accompany SEN pupil to supplementary lessons when appropriate/necessary.

4.8 Parents/Guardians

4.8.1 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.

4.8.2 Parent/Guardian should:

- Share any information, reports or reports pending from external agencies, and/or concerns regarding their child's development. Copies of any 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 teacher.

- Support the targets outlined in their child's support plans and engage in all suggested homebased activities.

- Inform the post-primary school of their child's needs, at the transition stage.

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment" Page 10 of 22

4.9   Pupils

4.9.1   Pupils who are in receipt of additional support should, as appropriate:

- Be given the opportunity to contribute to their Individual Education Plans.

- Become familiar with the targets that have been set for them.

- Develop ownership of the skills and strategies that are taught during additional support 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.

5   Identifying Pupils with Additional Needs
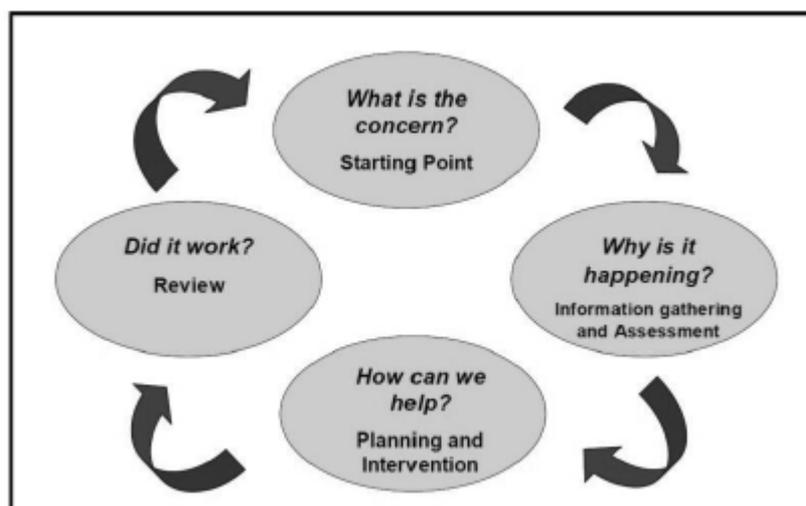
5.1   Continuum of Support

5.1.1   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.

5.1.2   By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

5.1.3   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.

5.1.4   This problem-solving process is illustrated as follows:

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 11 of 22

5.1.5 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.

5.1.6 The Continuum of Support suggests the following levels of support:

A Continuum of Support
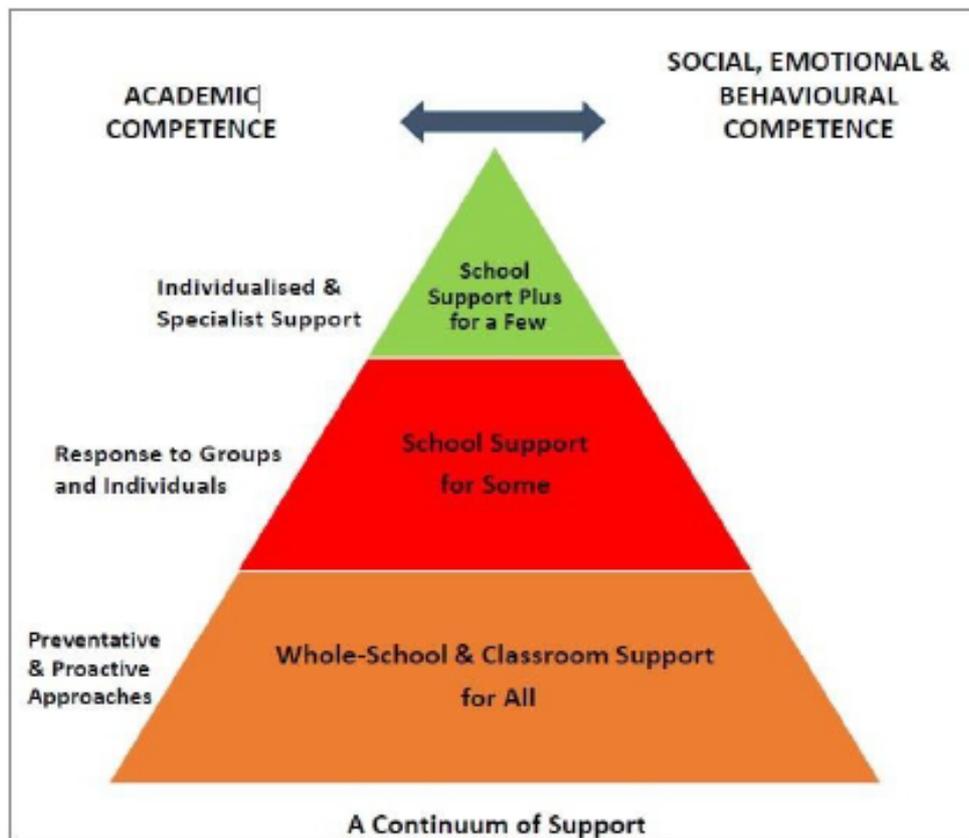
5.2 Stage 1 Classroom Support

5.2.1 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.

5.2.2 Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher, SEN Co-ordinator and parents discuss the nature of the problem and consider strategies which may be effective.

5.2.3 Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

5.2.4 These approaches are recorded in a classroom support plan that forms the beginning of a student support file.

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment" Page 12 of 22

5.3   Stage 2 School Support

5.3.1   In some cases, interventions at classroom support level are not enough to fully meet the pupil's additional needs.

5.3.2   School Support may, therefore, be required. The class teacher needs to involve the Special Education Team (SET Team) in the problem-solving process at this point and it involves more systematic gathering of information and the development of a Group Profile and Learning Plan (GPLP).

5.4   Stage 3 School Support Plus

5.4.1   If a pupil's additional needs are severe and/or persistent, they are likely to need intensive support.

5.4.2   School Support Plus will generally involve external agencies in the problem solving, assessment and intervention process. In addition to this, the information from support received at Stage 1 and Stage 2 will inform the development of an Individual Education Plan (IEP).

5.4.3   A more comprehensive explanation of each stage can be found in the Continuum of Support – Guidelines for teachers:

5.5   Information Gathering and Assessment

5.5.1   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.

5.5.2   In order to identify pupils who may require additional support, screening; including standardised testing, is carried out in all classes annually and further diagnostic testing may need to take place.

5.5.3   The information gathered from these formal assessments is then used to inform decisions for support and pupil's support plans.

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 13 of 22

5.6   Formal Assessment and Screening Tests Used

5.6.1   In our school we carry out the following:

- Senior Infants: MIST, Reading Recovery, British Abilities Scales Word Reading Test, Jackson Phonics PS3, Running Records.

- 1st class: Drumcondra Primary Reading Test, Drumcondra Primary Spelling Test, Sigma T and Reading Recovery.

- 2nd class: Drumcondra Primary Reading Test, Drumcondra Primary Spelling Test, Sigma T and NNRIT.

- 3rd class: Drumcondra Primary Reading Test, Drumcondra Primary Spelling Test, Sigma T.

- 4th class: Drumcondra Primary Reading Test, Drumcondra Primary Spelling Test, Sigma T.

- 5th class: Drumcondra Primary Reading Test, Drumcondra Primary Spelling Test, Sigma T and NNRIT.

- 6th class: Drumcondra Primary Reading Test, Drumcondra Primary Spelling Test, Sigma T.

5.6.2   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.

5.7   Inventory of Test Materials

5.7.1   Screening Tests

- Middle Infant Screening Test (MIST).

- Drumcondra Primary Reading Test.

- Drumcondra Primary Spelling Test.

- Sigma-T.

- New Non- Reading Intelligence Test (NNRIT).

- Dyslexia Screening Test.

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 14 of 22

5.7.2   Diagnostic Tests

In our school the following tests are available for administration:

- Jackson Phonics Test.

- British Abilities Scales Word Reading Test.

- Marino Test.

- Quest Literacy and Maths tests.

- Reading Recovery Observation Survey.

- Drumcondra Test of Early Literacy/Numeracy Screening & Diagnostic.

- Neale Analysis.

5.8   Prevention and Early Intervention Strategies

5.8.1   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 teachers and the SET team.

- Promotion of literacy e.g. Print-rich environment, Power Hour, DEAR (Drop Everything and Read), Library Time, World Book Day, Book Fair, Buddy Reading.

- Promotion of Numeracy e.g. Ready Set Go Maths, Hands-on approach, Maths for Fun, Maths Week.

- Parental involvement in promoting literacy and numeracy e.g. Maths for Fun, Maths Trails, Homework Policy Guidelines for Parents.

- Differentiation - adapting the learning environment.

- In-class support from the SET team.

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 15 of 22

- Power Hour/Team Teaching/Aistear.

- Withdrawing individuals/groups.

- Reading Recovery.

- Thematic Teaching using Big Books.

5.9   Meeting the Needs and Allocating Resources

5.9.1   Once pupils' additional needs have been identified, Special Education Teachers (SET) are deployed to address these needs as required. We deploy SET 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.

5.9.2   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.

5.9.3   In planning the allocation of additional teaching supports, 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, mixed-ability/ability grouping, team-teaching and small group teaching.

5.9.4   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.

5.9.5   At the beginning of each year, the SEN Coordinator meets class teachers and reviews children's needs, the resources in place and progress made using the Continuum of Support problem-solving model of assessment.

5.9.6   Review of supports takes place both formally and informally throughout the year to ensure effective and efficient teaching and learning approaches.

5.10   Timetabling

5.10.1   When drawing up timetables it is important to remember that:

- Timetables should be continually reviewed.

- Whenever possible children should not miss the same subject each time they are withdrawn.

- Interruptions to classes/classrooms should be kept to a minimum.

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 16 of 22

5.11   Tracking, recording and reviewing progress

5.11.1   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.

5.11.2   Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process.

5.12   Student Support File

5.12.1   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.

5.12.2   Our Student Support File is based on the NEPS template.

5.12.3   All support files should include:

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

5.12.4   A class teacher should open a Student Support File once a child is placed on Stage 1 – Classroom Support on the continuum. This is stored in the class teacher's assessment folder.

5.12.5   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.

5.12.6   It is the responsibility of the class teacher and the allocated SET to access and update the information in the Student Support File.

5.12.7   The same system is in place for children on School Support Plus.

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 17 of 22

6   Selection Process for Allocating Additional Teaching Support

Stage 3 School Support Plus	1. Children with identified complex needs by an external professional such as a: • Physical Disability. • Hearing Impairment. • Visual Impairment. • Emotional/Behavioural Disturbance. • Moderate General Learning Disability. • Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder. • Severe/Profound General Learning Disability. • Autistic Spectrum Disorder. • Assessed Syndrome. • Specific Speech and Language Disorder/Impairment.	Individual Education Plans	**Type of Support** In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal **Personnel** SET teacher Class Teacher External Agencies
Stage 2 School Support	2. Prevention and Early Intervention Programs (Aistear, Reading Recovery, Infant Activities, Power Hour in Senior Infants & 1st Class, Daily 5). 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 10th Percentile on standardised tests in Literacy. 5. Children with an identified need assessed by external professionals who are not on or below the 10th percentile in literacy such as: • Borderline Mild General Learning Disability • Mild General Learning Disability • Specific Learning Disability 6. Children who have not made adequate progress in literacy after interventions at Stage 1. 7. Children in 1st Class (Early Intervention) who are not making adequate progress in numeracy. 8. Children on or under the 10th Percentile on standardised tests in Numeracy. 9. Children with an identified need assessed by external professionals who are not on or below the 10th percentile in numeracy such as: • Borderline Mild General Learning Disability • Mild General Learning Disability • Specific Learning Disability • Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder. 10. Children who have not made adequate progress in numeracy after interventions at Stage 1. 11. Children in 1st – 6th who have not made adequate progress after EAL interventions.	Group or Individual Profile and Learning Plans	**Type of Support** In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal **Personnel** SET teacher Class Teacher External Agencies

7   Support Plans

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

7.1   Stage 1 – Classroom Support

7.1.1   A support plan at Stage 1 is a **Classroom Support Plan** (CSP) This plan is drawn up by the class teacher in collaboration with their SET teacher and outlines the pupil's additional educational needs and the action which will be taken to meet the pupil's needs.

7.1.2   The plan may also include home-based actions to be taken by the pupil's parents to support their child's development.

7.1.3   The Classroom Support Plan should include a review date.

7.2   Stage 2 – School Support

7.2.1   A Support Plan at stage 2 is a **Group or Individual Profile and Learning Plan** (GPLP/IPLP). This plan is drawn up by the class teacher and appointed SET teacher.

7.2.2   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.

7.2.3   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.
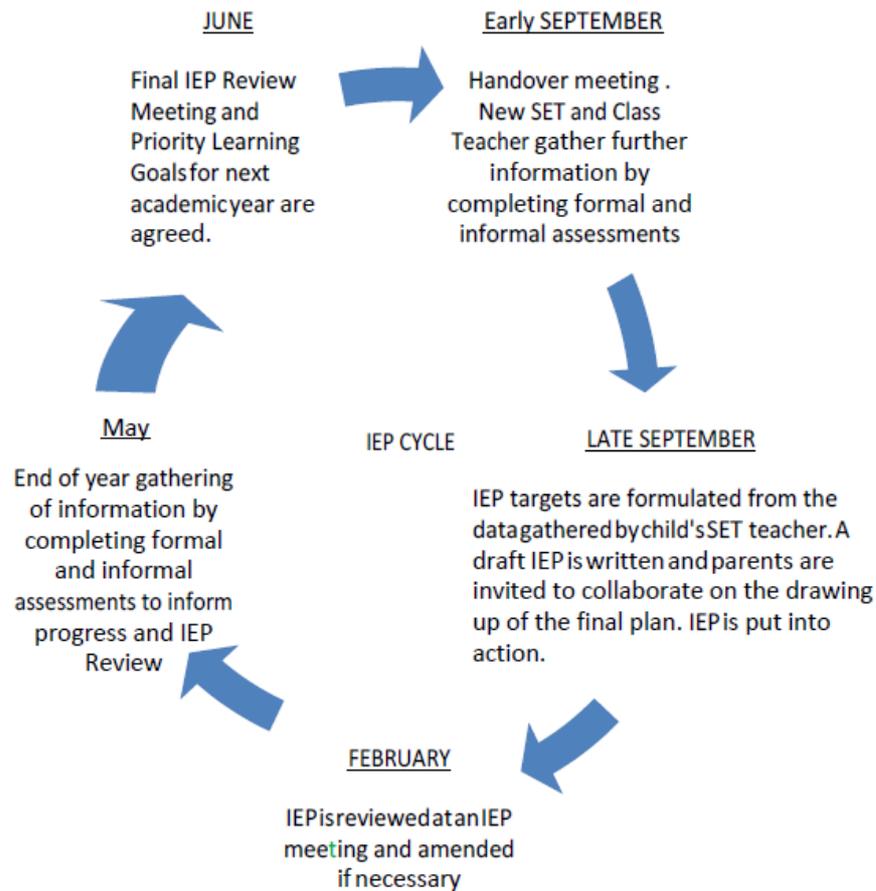
7.2.4   After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken.

7.3   Stage 3 – School Support Plus

7.3.1   A Support Plan at stage 3 is an Individual Education Plan (IEP). This plan is drawn up by the class teacher and relevant 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.

7.3.2   It will set out:

> ➢ The nature and degree of the pupil's abilities, skills and talents.
> ➢ The nature and degree of the pupil's additional needs and how these needs affect his/her educational development.
> ➢ The present level of educational performance 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 targets which the pupil is to achieve over a period of 18 weeks.
>> • The pupil's priority learning needs, the monitoring and review arrangements to be put in place.

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 19 of 22

JUNE

Final IEP Review Meeting and Priority Learning Goals for next academic year are agreed.

Early SEPTEMBER

Handover meeting . New SET and Class Teacher gather further information by completing formal and informal assessments

May

End of year gathering of information by completing formal and informal assessments to inform progress and IEP Review

IEP CYCLE

LATE SEPTEMBER

IEP targets are formulated from the data gathered by child's SET teacher. A draft IEP is written and parents are invited to collaborate on the drawing up of the final plan. IEP is put into action.

FEBRUARY

IEP is reviewed at an IEP meeting and amended if necessary

8   SEN Records

8.1   Individual SEN Files

8.1.1   All pupils' SEN 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.

8.1.2   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.
- Record of SEN correspondence between parents, outside agencies and school staff.

9   Internal Communication

9.1   Communication between SET Team/Principal/Class Teachers

9.1.1   Staff have the opportunity to attend pupil support planning meetings, care-team meetings, Team Teaching.

9.1.2   Planning Meetings, SEN consultation/planning/review meetings, when necessary.

10   Health and Safety Issues

10.1.1   Every staff member and pupil is entitled to a safe, secure environment and to be treated with due respect.

10.1.2   All appropriate measures are taken to ensure the safety of each pupil with SEN.

10.1.3   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.

10.1.4   Staff members will be informed of any potential risks and, where necessary, individual plans will be drawn up and implemented.

11   Supervision/Child Protection

11.1.1   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.

11.1.2   Where the there is no glass panel, the door of the room should remain open.

11.1.3   Where pupils are withdrawn for support, the SET teacher should collect and return children to their classrooms.

11.1.4   Where a child has access to an SNA, they may withdraw the child from the class if a plan is in place with the class teacher.

12   Ratification, Communication and Review

12.1   This policy was amended and ratified by the Board of Management in January 2018 following the revised circular on Special Education Teacher allocation (Circular 0013/2017).

This policy will be reviewed in 2021.

This policy will be published on the school website to provide guidance and support of parents of children with Special Educational Needs.

Signed:_____   Date:_____
        Chairperson

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 21 of 22

Briefing Note

Purpose:	Scope:
Provide practical guidance to staff, parents and other interested parties about our Special Education Needs procedures and practices.	The policy applies to all school staff, the Board of Management, parents/guardians and students.

What's New / What's Changed & Why?

This policy is published to provide guidance on Special Education Needs under the following headings:

- ➢ Introduction, Information and Rational.
- ➢ Statement and Aims
- ➢ Definitions
- ➢ Roles and Responsibilities
- ➢ Identifying Pupils with Additional Needs
- ➢ Selection Process for Allocating Additional Teaching Staff
- ➢ Support Plans
- ➢ SEN Records
- ➢ Internal Communication
- ➢ Health & Safety Issues
- ➢ Ratification and Communication
- ➢ Implementation and Review

Target Audience:

A full briefing of Holy Rosary staff and Board of Management.

Publication on the school website to inform Parents and Students.

Note:

Advise target audience to read thoroughly any sections that affect them directly.

Be more specific and expand on sections as appropriate for the audience.

Encourage feedback. If any feedback, Briefer should forward details to the Principal.

Version No.	Date	Comments
1.0	Jan 2018	Initial Release

"Mol an Óige agus tiocfaidh sí"
"Recognising and embracing the diversity within the community, we are committed
to developing the individual pupil in a secure and challenging learning environment"   Page 22 of 22