

Special Educational Needs Policy Support for All

Contents

Introductory Statement	Page 1
School Information	Page 1
Rationale	Page 1
Belief Statement	Page 1
Aims of the Policy	Page 2
Roles and Responsibilities	Page 2-6
Identifying Pupils with Additional Needs	Page 6-11
Information Gathering and Assessment	Page 12
Inventory of Test Materials	Page 12-13
Prevention and Early Intervention Strategies	Page 13
Meeting the Needs and Allocating Resources	Page 13-15
Timetabling	Page 16
Tracking, recording and reviewing progress	Page 16
Health and Safety Issues	Page 18
Supervision/Child Protection	Page 18-19
Ratification and Communication	Page 19
Implementation and Review	Page 19

Introductory Statement

This SEN policy was coordinated by the SENCO, ISM team and teaching staff of Catherine McAuley Junior school. This policy will be reviewed and amended as necessary as part of our School Self Evaluation (SSE).

School Information

Catherine McAuley Junior School is a Roman Catholic, DEIS Band 1, co-educational Junior primary school of the parish of New Ross, under the Patronage of the Bishop of Ferns. The school has a catholic ethos, that welcomes pupils from all religions and none. We commit ourselves to making our school a safe and enjoyable place of education through an integrated and challenging curriculum. Each pupil will be respected and encouraged to develop to his/her potential and to grow in love and respect for God, for self, for others and for our environment. We are open to the challenge of the future, encouraging effective co-operation between pupils, staff, parents, management and the local community.

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 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.

Aims of the Policy

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

- identify additional needs that our pupils may have
- allocate resources to effectively meet the needs of children with additional needs
- divide the roles and responsibilities among our school community in relation to pupils with additional needs
- track, monitor, review and report on the progress of children with additional needs
- communicate information between the SEN 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.

Principal:

The *Learning Support Guidelines (2000, P.39)* outlined the principal has overall responsibility for SEN procedures and practices in the school. The new allocation model states the principal's leadership role is central and includes the following;

The school principal should

- Implement and monitor the school's SEN policy on an on-going basis.
- 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 methodically
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area
- assign responsibility for coordinating additional support to an identified teacher (i.e. SENCO)
- communicate with the SENO (Special Education Needs Organiser)
- oversee a whole school assessment and screening programme
- allocate time within the school timetable for the SET team to plan and consult with teachers and parents
- inform staff about external agencies and provide information on continuing professional development in the area of SEN
- meet with parents regarding any concerns about their child and update them regarding their progress

SEN Team:

SEN Team in collaboration with class teachers 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 SEN team and class teachers to prioritise children for psychological assessments (NEPS)
- co-ordinate regular SEN team planning meetings to ensure effective communication and support for children with additional needs
- collaborate with the SEN team in creating timetables for additional support
- meet with parents regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their progress
- co-ordinate the whole-school standardised testing at each class level
- co-ordinate the screening of pupils for additional support, using the results of standardised tests
- select children for external diagnostic assessment, where parental permission has been sought and granted
- oversee the tracking system of test results on password-protected Aladdin software to monitor the progress of pupils
- maintain lists of pupils who are receiving additional support

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 Student Support File(SSF) once additional needs have been identified and require classroom support
- develop classroom support plans for children in receipt of Classroom Support before school support is implemented
- collaborate with staff to develop Student Support File(SSF) for each pupil in receipt of School Support or 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 Plus and who require an Individual Education Plan
- meet regularly with Special Education Teachers, relevant staff and parents to review SSF
- where applicable, collaborate with the SEN team regarding teaching aims and activities for team teaching
- adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session

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

Special Education Teacher (SET)

The SET 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 Student 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 Plus and who require an SSF
- collaborate with class teachers and relevant staff to develop an SSF for each pupil in receipt of School Support Plus
- regularly meet with class teachers, relevant staff to review SSFs
- meet during the school year with class teachers, relevant staff and parents to review SSFs. October-Plans created with parents & pupils, February-Plans reviewed & adapted with parents and pupils & May/June-plans reviewed by SET and reflected on/notes added.
- 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

Special Needs Assistants:

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

The SNA should

- support the needs of pupils in effectively accessing the curriculum
- contribute to the quality of care and welfare of the pupils
- support learning and teaching in the classroom
- attend, where possible, training courses/workshops provided by the BOM
- attend SSF meetings and/or meetings with relevant professionals, when necessary
- Collaborate with class teacher & principal to create Pupil Personal Plan (PPP) for the pupils they are working with
- ensure the safety of the SEN pupils in the schoolyard, and be present for the duration of the yard breaks along with the teachers on duty
- accompany SEN pupil to supplementary lessons when appropriate

Parents/Guardians:

Collaboration and sharing of relevant information between home and school are essential elements of our SEN policy. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning.

Parent/Guardian should:

- share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the 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 SEN team
- support the targets outlined in their child's support plans and engage in all suggested home-based activities
- inform the next school of their child's needs, at the transition stage to 3rd Class

Pupils:

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

- be given the opportunity to contribute to the setting of the medium and short-term learning targets
- become familiar with the targets that have been set for them
- develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

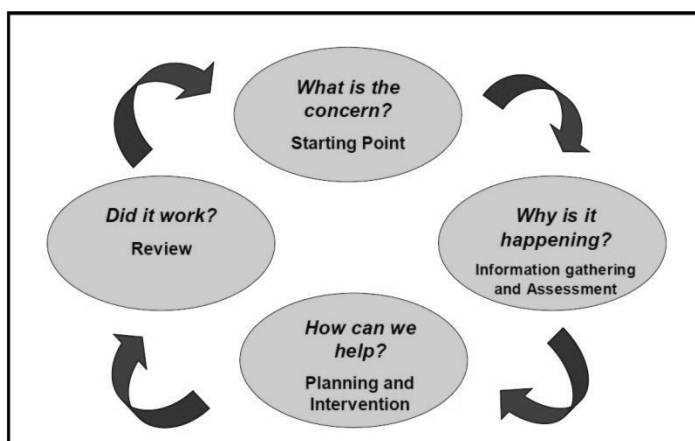
Identifying Pupils with Additional Needs

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

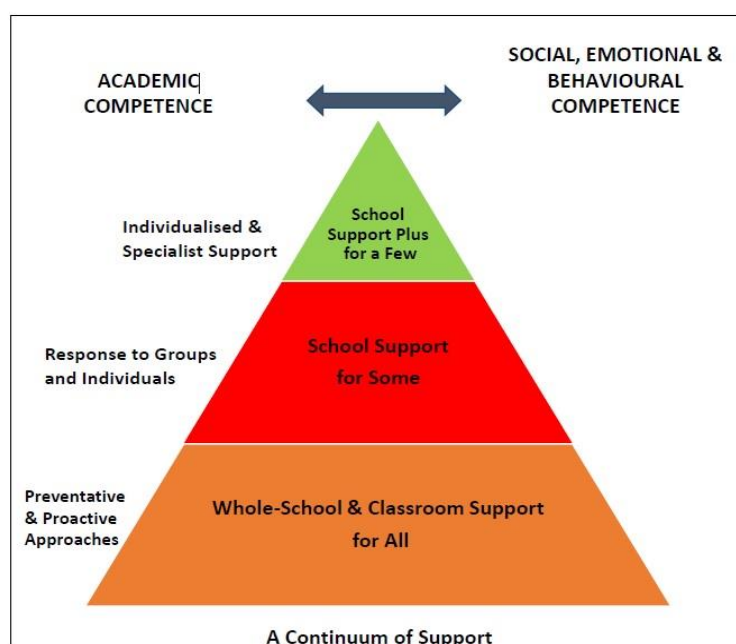
The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

This problem-solving process is illustrated as follows:



Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way.

The Continuum of Support suggests the following levels of support:



STAGE 1 CLASSROOM SUPPORT

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are **additional to or different** from those required by other pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

STAGE 2 SCHOOL SUPPORT

In some cases, interventions at classroom support level are not enough to fully meet the pupil's special educational needs. School Support may, therefore, be required. The class teacher needs to involve the Special Education Needs Team (SEN Team) in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support File.

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 sometimes 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

Starting Point

Concern is expressed by parent/teacher or other professional

The teacher considers- Can concerns be met through whole class teaching approaches & differentiation.

Yes

No

Continue with
differentiated
teaching approaches.

Classroom Support Process

Class teacher & parents complete formal & informal information gathering and assessment to inform Classroom Support Plan. Open a Log of Action and complete Classroom Based checklist, Basic Needs checklist and My Thoughts about School.

Planning & Intervention

Classroom Support Plan is agreed and is implemented by class teacher and parents if applicable

Class teacher
redefines problem,
reviews and
amends Classroom
Support Plan

Continue at
classroom
support level

Discontinue
Classroom
Support Plan

Review Classroom Support

Classroom Support Plan is reviewed after a set time. Classroom teacher decides to....

Some
progress
made

If concerns remain after a number of reviews, the class teacher brings the case to the SEN team and they decide to.....

Initiate School Support Process

* 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 classroom support level or child meets the criteria for a Stage 2 intervention after Standardised testing. SEN teacher and class teacher review the records detailing the classroom support process, re-define the problem and....

Agree & implement
Classroom Support
Plan

Gathering Information

SEN teacher and class teacher gather further information by completing formal & informal assessments to identify specific needs and strengths.

Planning & Intervention

Amend the Log of Actions and Classroom Checklist. SEN teacher will open a School Support Plan. Parents and pupil are involved and informed of changes.

Continue with
differentiated
teaching approaches.

Planning & Intervention

Class teacher, SEN teacher, SNA if applicable and parents implement a School Support Plan. This may include the introduction of supplementary teaching

Review, redefine
needs if necessary
and amend School
Support Plan

Discontinue
School Support
Plan

Continue at
School
support level

Review School Support

School Support Plan is reviewed after a set time. Classroom teacher & SEN teacher decides to....

Some
progress
made

If concerns remain after a number of reviews, the case is brought to SEN Team planning meeting to the they decide to.....

Initiate School Support Plus Process

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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. SEN teacher and class teacher consider...

- Are the pupil's 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?

Agree & implement
Classroom Support
Plan

Gathering Information

SEN teacher co-ordinates further information gathering & assessment involving class teacher & other supporting teachers, external professionals, the pupil & parents.

Planning & Intervention

A School Support Plus Plan is agreed & implemented by class teacher & SEN teacher. This may include the introduction of supplementary teaching. The Log of Actions and Classroom Support checklist are updated.

Planning & Intervention

A School Support Plus Plan is agreed by class and SEN teacher, SNA if applicable, pupil & parents and is implemented by class and SEN teacher in school.

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

Discontinue
School Support
Plus Plan

Continue at
School support
Plus level

Review School Support Plus

On a given date, class teachers, supporting teachers & external professionals review progress on the SSF, with the pupils and parents. They decide to....

Some
progress
made

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

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. The information gathered from these formal assessments is then used to inform decisions for support and Student Support Files.

Assessment and Screening Tests:

In our school we carry out the following assessment procedures:

- Junior Infants: Observation, Teacher Designed tests, Whole School Plan designed assessment
- Senior Infants: Observation, Teacher Designed tests, Whole School Plan designed assessment, MIST
- 1st class-2nd Class: Observation, Teacher Designed tests, Drumcondra Reading, Drumcondra Maths
- NRIT: 1st class
- Glaisín: Independent Living Assessment-to be confirmed

As a school, we also carry out a range of other assessments when necessary.

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.

Inventory of Test Materials

Assessment of Comprehension and Expression - used to identify children with delayed or impaired language development, as well as those already identified as having language delays to gather valuable and extensive information about their overall language ability

Assessment of Basic Language and Learning Skills (ABLLS-R) - comprehensive review of 544 skills from 25 skill areas including language, social interaction, self-help, academic and motor skills

Aston Index - screening and diagnosis of language difficulties. Includes Schonell Reading and Spelling as subtests

British Picture Vocabulary Scale - assessment tool to assess receptive vocabulary

Ballard and Westwood – timed table test

Drumcondra Spelling - standardised spelling test developed specifically for use in Irish primary schools

Drumcondra Screening Literacy (1st class) - Screening of individual learning difficulties in literacy

Drumcondra Screening Numeracy (1st class) - Screening of individual learning difficulties in numeracy

Drumcondra Literacy (2nd class) - Screening of individual learning difficulties in literacy

Drumcondra Numeracy (2nd class) - Screening of individual learning difficulties in numeracy

Dyscalculia Assessment - tool for investigating pupils' numeracy abilities.

Dyslexia Screening Test - DST-J - is designed for early identification of children who are at risk of reading failure so that they can be given extra support at school.

Get Reading Right (Jackson) - graded test that measures a child's phoneme awareness and phonic ability and is suitable for children of all ages in the, primary school who have begun working with phonics.

Neale analysis of Reading Ability - assess oral reading ability in terms of reading rate, accuracy and comprehension. Can also be used as a diagnostic assessment tool.

Non Reading Intelligence Test (NRIT) - assess aspects of language and thinking that are not necessarily represented in measures of pupil attainments and help to pinpoint low achieving and slow-reading pupils who may have high underlying ability

Phonological Assessment Battery (PhAB) - accurately identify areas of difficulty related to phonological awareness in order to plan appropriate interventions. They are an ideal follow-up assessment for pupils with low scores in phonics screening or literacy tests.

Primary School Assessment Kit (PSAK) - contains three complete sets of tasks for English language assessment. (often used for EAL pupils)

Sentence Reading Test (RAIN)

Quest – screening of individual learning difficulties in reading and maths (1 st upwards)

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 Teacher and the SEN team.
- Promotion of literacy in accordance with targets and actions in the DEIS plan, Paired reading, DEAR time
- Promotion of Numeracy in accordance with the targets and actions in the DEIS
- Parental involvement in promoting literacy and numeracy e.g. Maths for Fun, DEIS
- Differentiation - adapting the learning environment.
- In-class support from the SEN team.
- Literacy Lift Off/Team Teaching/Aistear/Maths stations etc
- Withdrawing individuals/groups.

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 and application to learning.

In October, February and May/June, the SEN team meet class teachers and SNAs 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. As a SEN team, we review all support and allocate resources for the subsequent term.

We cross-reference the needs of pupils at School Support and School Support Plus levels and consider common needs that can be met by grouping, to ensure effective and efficient teaching and learning approaches.

In addition to the 'Selection Process for Allocating Additional Teaching Support' grid on the next page; consideration will be given to the teachers' professional opinion about a child's needs and the type of support they deem best suited to meeting the child's needs.

SELECTION PROCESS FOR ALLOCATING ADDITIONAL TEACHING SUPPORT

Stage 3 School Support Plus	<ul style="list-style-type: none">  Children with identified complex needs which are impacting their learning: <ul style="list-style-type: none"> • Physical Disability • Hearing Impairment/Visual Impairment • EBD • Moderate General Learning Disability • Severe/Profound General Learning Disability • Autistic Spectrum Disorder • Assessed Syndrome • Specific Speech and Language Disorder/Impairment  Children who have not made improvements relative to their ability after interventions at Stage 2  Children whose learning is impacted by adverse childhood experiences and other factors that may affect their emotional wellbeing and readiness to learn 	Individual Education Plans	<p>Type of Support</p> <p>In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal</p> <p>Personnel</p> <p>SET teacher Class Teacher Outside Agencies</p>
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Stage 2 School Support	<ul style="list-style-type: none"> ✚ Children who are not reaching criterion in Literacy/Maths Standardised Tests ✚ Prevention and Early Intervention Programs (Aistear, Infant Activities and Literacy Lift Off JI-2nd) ✚ Children with an identified need which is impacting their learning: <ul style="list-style-type: none"> • Borderline Mild General Learning Disability • Mild General Learning Disability • Specific Learning Disability • Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder/ASD ✚ EAL criteria A-New Entrant pupils. Pupils must meet all criteria: <ul style="list-style-type: none"> • First arrived in Ireland in the last school year • Require EAL support • Will have received less than 2 years EAL support in the Irish school system by August of the current year. ✚ EAL Criteria B-Non New Entrants. Pupils must meet all criteria: <ul style="list-style-type: none"> • Require EAL support • Currently have less than B1 (level 3) proficiency in English • Will have received less than 3 years EAL support in the Irish school system by August of the current year ✚ Children who have not made improvements relative to their ability after interventions at Stage 1 ✚ Children whose learning is impacted by adverse childhood experiences and other factors that may affect their emotional wellbeing and readiness to learn 	Group or Individual Profile and Learning Programme	<p>Type of Support</p> <p>In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal</p> <p>Personnel</p> <p>SET teacher Class Teacher</p>
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Timetabling

When drawing up timetables it is important to remember that:

- All staff need to be as flexible as possible
- 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.
- If an SET has spare time due to other activities/absence, they will use the time to review targets and SSFs
- interruptions to classes/classrooms/SEN timetable 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:

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

A class teacher or SET should open a Student Support File once a child is placed on Stage 1 – Classroom Support on the continuum. This is stored digitally on the Aladdin Records, SEN Team and class teachers have access to files on their caseload.

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

Stage 2 – School Support

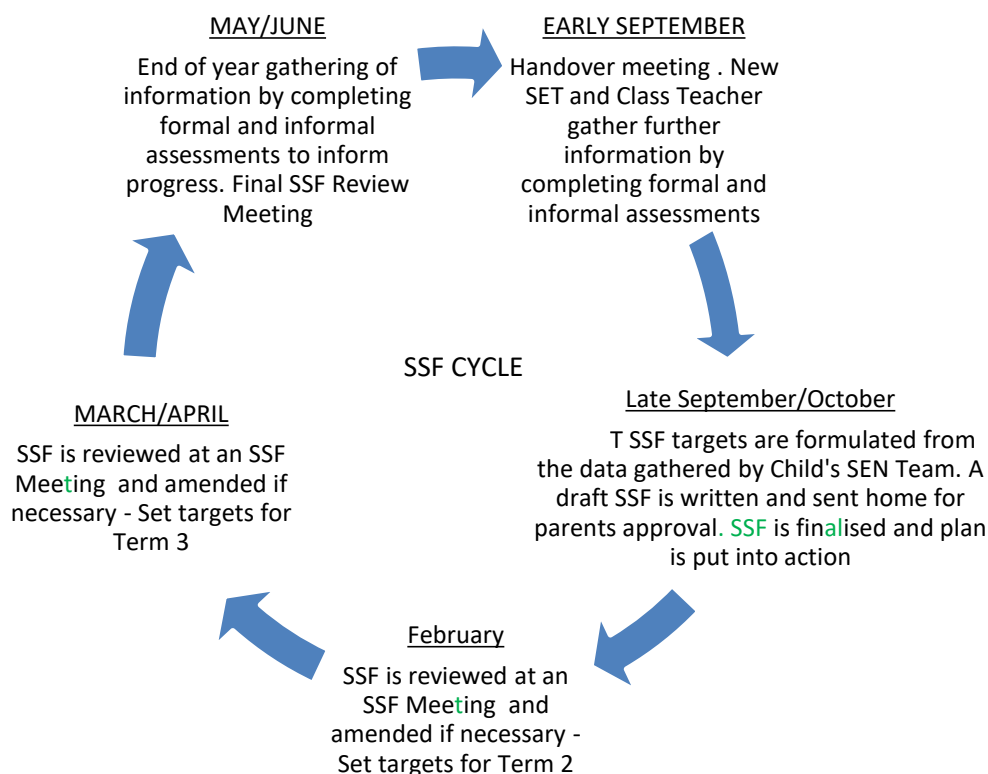
A Support Plan at stage 2 is a plan drawn up by the class teacher and appointed SET teacher. It will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan should, for the most part, be implemented within 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 a plan drawn up by the class teacher and appointed Special Education Teachers, in consultation with the child's parents/guardians, professionals external to the school and (if appropriate) the child based on the information gathered. It will set out;

- The nature and degree of the pupil's abilities, skills and talents
- The nature and degree of the pupil's special educational needs and how those needs affect his/her educational development
- The present level of educational performance of the pupil
- The special educational needs of the pupil
- The special education and related support services to be provided to the pupil to enable the pupil to benefit from including:
 - Strategies for supporting the pupil's progress and inclusion in the classroom setting
 - Individual and/or small group/special class interventions/programmes
 - Specific methodologies/programmes to be implemented
 - Specific equipment/materials and/or IT supports, if required to support learning and access to the curriculum
 - Support required from a Special Needs Assistant (SNA), if appropriate
 - The goals which the pupil is to achieve over a period not exceeding 12 months
 - The pupil's priority learning needs, long and short term targets to be achieved, the monitoring and review arrangements to be put in place

SSF meetings are coordinated by a member of the SEN team. This is usually one of the child's Special Education Teachers. Parents will be kept informed of developments.



SEN Records

Individual SEN Files

All pupils' SEN files are stored on Aladdin. 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. 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

Communication between SET Team/Principal/Class Teachers

At the beginning/end of each term planning/review meetings between class teachers and SETs will take place. The regular SEN timetable will not be followed during these weeks. This flexibility ensures adequate cover for class teachers and also facilitates regular SET team planning meetings with the principal.

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

- 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 SEN teacher should collect and return children to their classrooms.
- 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.

Ratification and Communication

This revised policy was ratified by the Board of Management in October 2023.

Implementation and Review

This policy will be reviewed in 2027/28 by the Special Education Team and all staff at Catherine McAuley Junior school.

Signed *Mary Browne*
(Chairperson)

Date: 12.03.2024

Signed: *Taragh Nolan*
(Principal)