



BREAFFY NATIONAL SCHOOL

Additional Support Policy Support for All

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Introductory Statement

This Policy on Learning-Support / Resource (LSR) Provision in St. John's N.S., Breaffy, Castlebar, Co. Mayo was formulated by The SET Committee during February 2011, taking cognisance of directives contained in the 1998 Education Act; the Learning-Support Guidelines (2000); the Education for Persons with Special Educational Needs Act (EPSEN) 2004; and recent DES Circulars, especially 02/05.

Reviews take place on an annual basis. The Policy was discussed and further developed by the teaching staff of St. John's N.S. in February 2011.

This Whole School Policy for Learning Support/ Resource Provision was discussed, accepted and ratified by the Board of Management of St. John's N.S. on March 14th, 2011.

Further reviews took place in 2012, 2013, 2014 and the final review took place on 23/10/2015.

It was due to be updated in 2016 but this review was postponed due to the launch of the New Special Education Teaching Allocation Model. This policy is the reviewed and amended policy completed by the SEN Coordinator in September 2017, in accordance with Circular No 0013/2017. It will be circulated to staff in October 2017 and finalised with the BOM in November 2017.

School Information

St. John's N.S., Breaffy is beautifully situated beside Breaffy Wood, two miles east of Castlebar on the main Castlebar-Galway road. This is a mixed school catering for pupils from infants to sixth class. There are 418 pupils on the rolls from 276 families. We have twenty five teachers, one SNA, a secretary and a caretaker. We are a Deis school with a high population of EAL families enrolled in our school.

When our new school opened in 1990, it replaced a building which was then 100 years old. A school extension was completed in September 2005. A further new extension was completed in 2009. A further new extension is planned for this year.

We endeavour to create a positive and inclusive atmosphere that respects all children, regardless of their religious, social, cultural background or special educational needs. Our guiding principle is that "No Child is an Outsider".

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 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.

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 Additional Needs policy on an on-going basis.
- Assign staff strategically 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 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 SENCO (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 SET

- meet with parents regarding any concerns about their child and update them regarding their progress

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 psychological assessments (NEPS)
- liaise with SEN Class Co-ordinators 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
- 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 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

SEN Class Co-ordinators (SENCC)

We are operating a banded SEN support system this year.

The lead teacher in each band is the SEN Class Co-ordinators (SENCC)

SEN Class Co-ordinators will be assigned from the SET team to each class level or stage depending on staffing numbers. They should

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

Banding September 2017

SET	Banded Class	Class 2	Class 3
Claire Mahon SET: Sinead Skeffington	Jnr Infants A	5th/6 th Class excess (Stage 2) in afternoons	
Sinead Commons SET: Siobhan Doherty	Jnr Infants B	Craggagh N.S. (2 afternoons)	1 senior SEN (5th/6 th) Class Group
Ed Scott SET: Connie Fergus	Sen. Infs A (9)	3 rd /4 th Class excess (Stage 2) in afternoons	
James Minogue SET: Mairead Murphy	Sen. Infs B (9)	1st Class excess (Stage 2 or EAL) in afternoons	
Mary Mc Nea Sheila o' Shea SETs: Carmel Ryan/ Marie Henry	1 st class (19)		
Yvonne Nestor Deirdre Mannion SET: Patricia Ryder	2 nd Class (9)	3 rd /4 th Class) excess (Stage 2 or EAL)	
Mr. Duffy Mr. Grealis Ms. Thornton Ms. Gallen SET: John Murphy	3 rd Class (11) 4 th class (9)		
Mr. Duggan Mr. Moran Mr. Hennelly Mr. Canny SET: Brid Tuohy Ward	5 th class (10) 6 th Class (13)		

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 Class Co-ordinators 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 Pupil Support File once additional needs have been identified and require classroom support
- develop classroom support plans for children in receipt of Classroom Support
- collaborate with staff to develop Individual Profile and Learning Programmes (IPLP) or Group Profile and Learning Programmes (GPLP) for each pupil in receipt of School Support
- 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
- collaborate with Special Education Teachers and relevant staff to develop an Individual Education Plan (IEP) for each pupil in receipt of School Support Plus
- regularly meet with Special Education Teachers, relevant staff to review IEPs
- meet regularly with Special Education Teachers, relevant staff and parents to review IEP
- where applicable, collaborate with these 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 she is assigned
- liaise with and seek advice from their SENCC and SENCO

Special Education Teacher (SET)

The SET teacher should:

- familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of need
- assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention
- collaboratively develop Individual Profile and Learning Programmes (IPLP) 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 Individual Education Plan (IEP)
- collaborate with class teachers and relevant staff to develop an Individual Education Plan for each pupil in receipt of School Support Plus
- regularly meet with class teachers, relevant staff to review IEPs
- meet twice a year with class teachers, relevant staff and parents to review IEP
- update and maintain planning and progress records for each individual or group of pupils in receipt of school support
- provide supplementary teaching for literacy and numeracy on a withdrawal and in-class support basis
- support whole-school procedures for screening
- administer and interpret diagnostic tests and inform class teachers and parents of the outcomes
- meet with parents regarding any concerns about their child and update them regarding their progress
- co-ordinate class groups and offer advice and support to class teachers regarding pupils on their caseload
- discuss the needs and progress of children on their caseload at planning meetings
- provide necessary information to a SEN pupil's receiving school once a transfer letter has been received

Special Needs Assistants:

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

The SNA should

- support the needs of pupils in effectively accessing the curriculum
- contribute to the quality of care and welfare of the pupils
- support learning and teaching in the classroom
- attend, where possible, training courses/workshops provided by the BOM
- attend IEP meetings and/or meetings with relevant professionals, when necessary
- ensure the safety of the SEN pupils in the schoolyard, and be present for the duration of the yard breaks along with the teachers on duty
- maintain a record of support provided to their SEN pupil
- accompany SEN pupil to supplementary lessons when appropriate

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 SET team
- support the targets outlined in their child's support plans and engage in all suggested home-based activities
- inform the post-primary school of their child's needs, at the transition stage

Pupils:

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

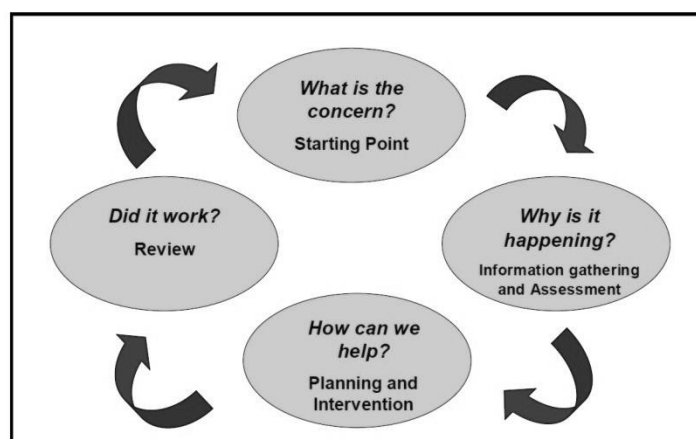
- be given the opportunity to contribute to the setting of the medium and short-term learning targets
- become familiar with the targets that have been set for them
- develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies 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.

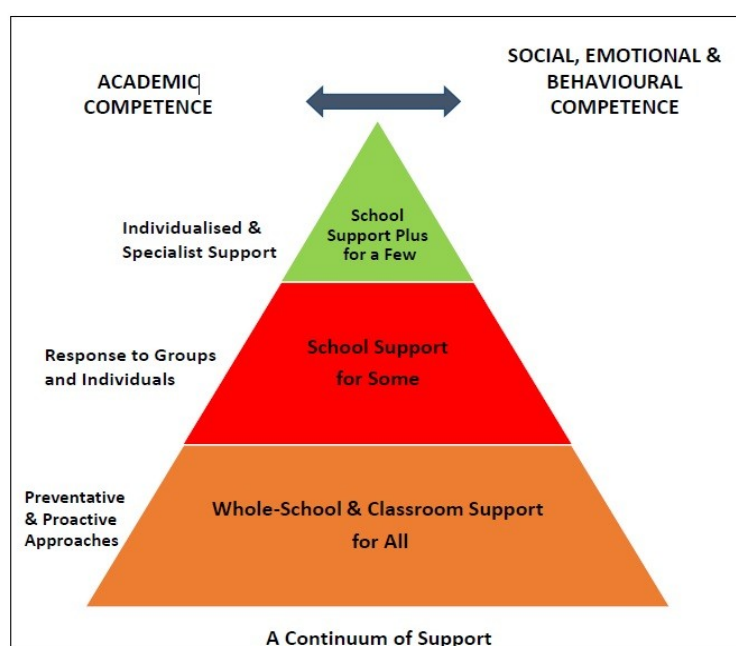
The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

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, Class Co-ordinator 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 Teacher Team (SET Team) in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of school Support Plan.

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

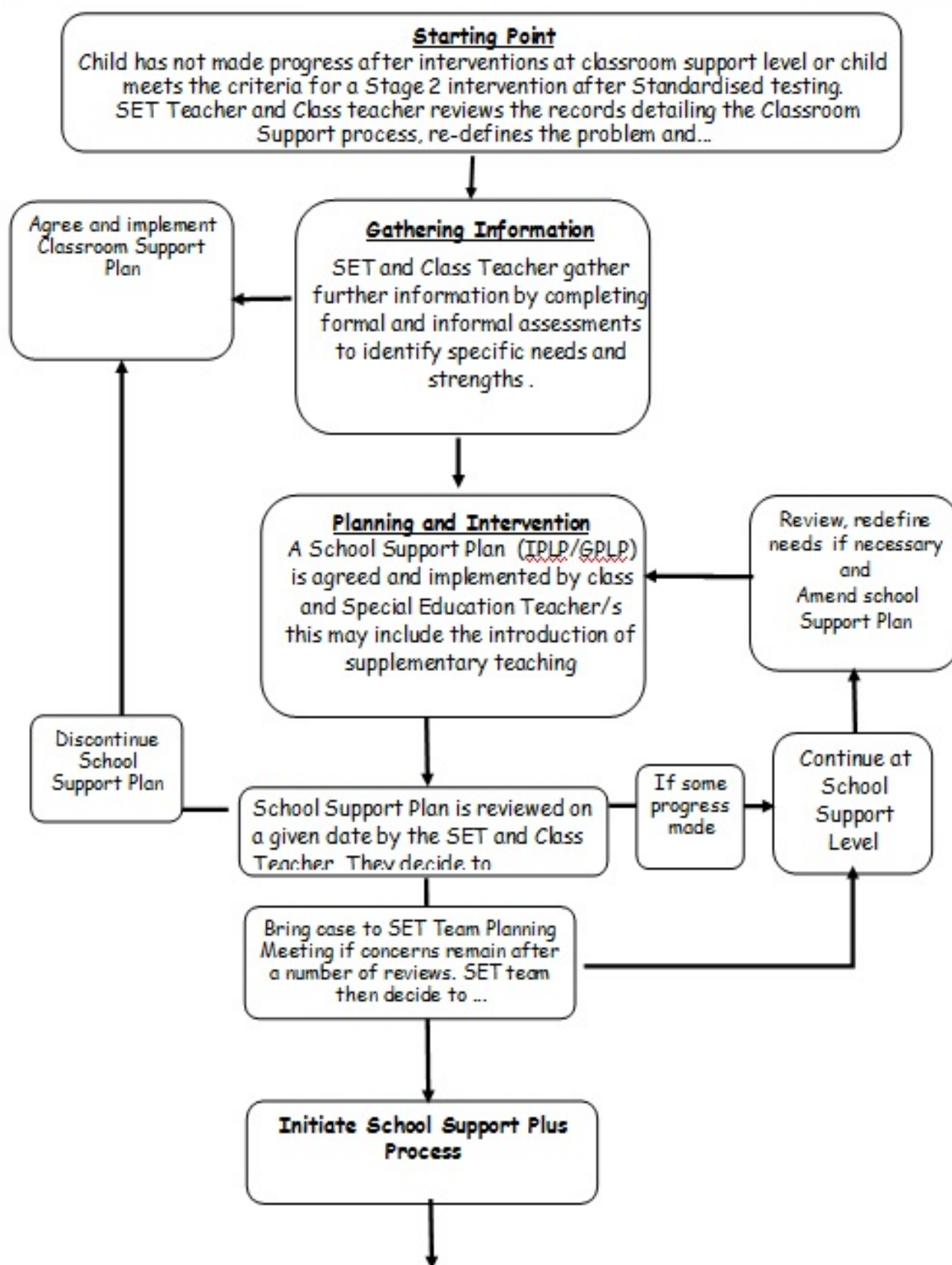
https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf

* 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

SCHOOL SUPPORT PROCESS

STAGE 2

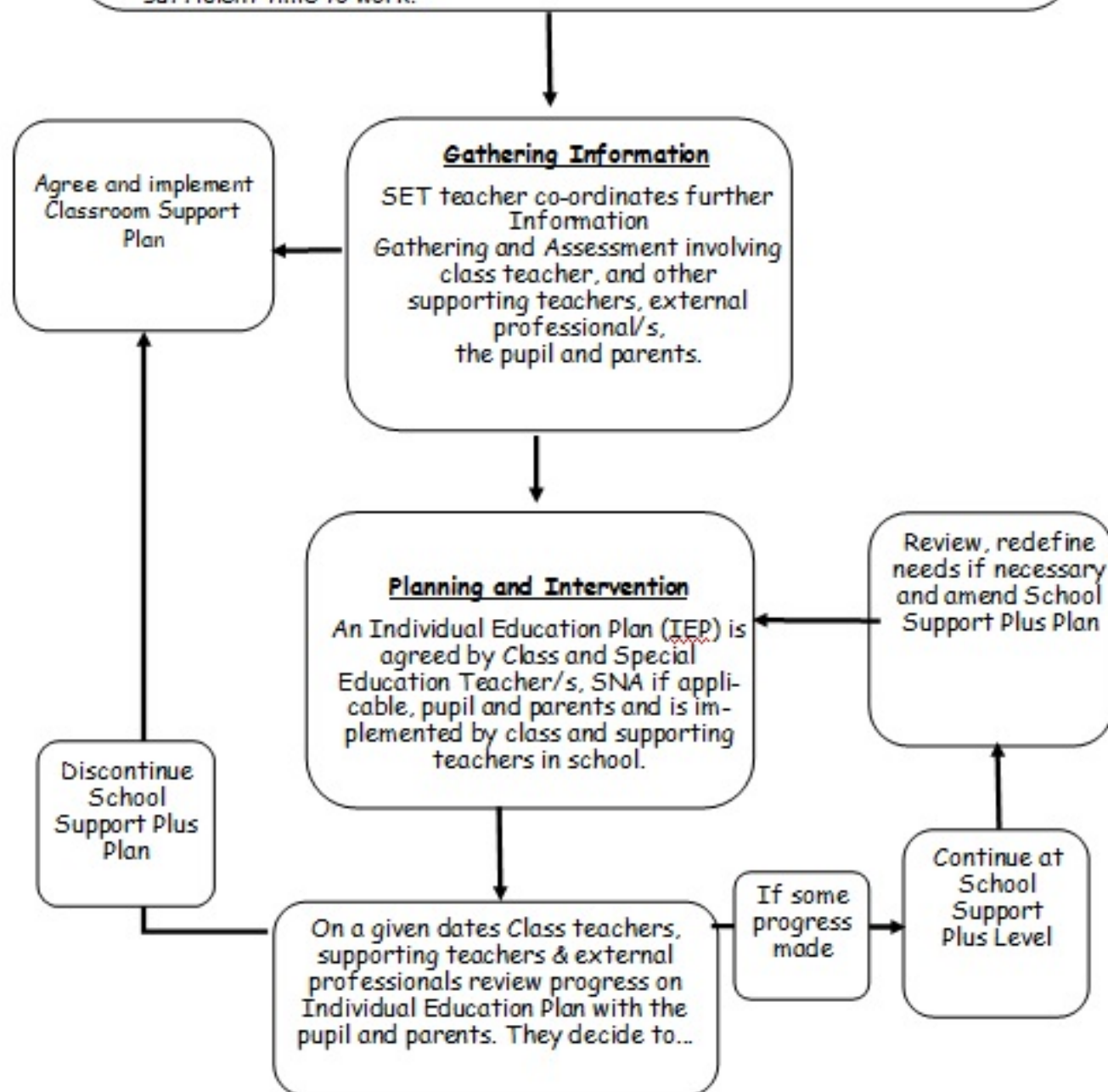


Starting Point

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

SET and Classroom teacher considers...

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



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

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, and 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 pupil's support plans (CSP, IPLP/GPLP and IEP)

Assessment and Screening Tests:

In our school we carry out the following assessment procedures:

- Junior Infants: Observation, Checklists, Jolly Phonics screening tests. BIAP (on selected pupils)
- Senior Infants: Observation, Checklists, Jolly Phonics screening tests. MIST,
- 1st class: Observation, Checklists, SWST, Drumcondra Reading Test, Sigma T.
- 2nd class: Observation, Checklists SWST, Drumcondra Reading Test, Sigma T. NNRIT
- 3rd class: Observation, Checklists, SWST, Drumcondra Reading Test, Sigma T.
- 4th class Observation, Checklists SWST, Drumcondra Reading Test, Sigma T. NNRIT
- 5th class: Observation, Checklists, SWST, Drumcondra Reading Test, Sigma T.
- 6th class: Observation, Checklists, SWST, Drumcondra Reading Test, Sigma T.
- As a school, we also carry out the NNRIT with children scoring on or below the 20th percentile in the Drumcondra Reading Test in classes 2nd- 6th if they are new pupils to the school and were not tested in 2nd Class.
- All standardised test results are input by Class Teacher on Aladdin to inform planning and targeting.

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 (We are in the process of adding to our bank of tests. This list will be updated as new tests become available)

Screening Tests

- | | |
|---|--|
| • Belfield Infant Assessment Profile (BIAP) | • New Non- Reading Intelligence Test (NNRIT) |
| • Middle Infant Screening Test (MIST) | • Non-Verbal Reasoning Test (NVRT) |
| • SWST, | • Dyslexia Screening Test (DST – J) |
| • Drumcondra Reading Test | |
| • Sigma-T | |

Diagnostic Tests

In our school the following tests are currently available for administration:

- Jackson Phonics Test
- Marino Test
- SPAR
- RAIN Sentence Reading Test
- Bangor Dyslexia Test
- Aston Index
- Quest Literacy and Maths tests
- Early Literacy Tests
- Maths Tracker

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 SET team.
- Promotion of literacy e.g. Print-rich environment, DEAR(Drop Everything and Read),
- Promotion of Numeracy e.g. Hands-on approach, Maths for Fun
- Parental involvement in promoting literacy and numeracy e.g. Maths for Fun, Homework Policy Guidelines for Parents.
- Differentiation - adapting the learning environment.
- In-class support from the SET team.
- Team Teaching/Aistear.
- 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.

At the end of each term the SEN Class Coordinators (SENCC) meet class teachers and review children's needs, the resources in place and progress made using the Continuum of Support problem-solving model of assessment and stage approach flow charts. The SENCCs then bring this information to the end of term SET team planning meetings. As a SET team, we review all support and allocate resources for the subsequent term.

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

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 Disturbance - Moderate General Learning Disability - 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 Outside Agencies
Stage 2	2. Prevention and Early Intervention Programs (Aistear, Team Teaching, In Class support, Infant Activities and 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 20th Percentile in Literacy Standardised Tests	Group or	Type of Support In-Class Support Team-Teaching Group Withdrawal

1.1 Selection Criteria:

The following selection criteria encompass all current guidelines and general good practice. The SET will select pupils in accordance with these criteria, stopping at (1) if his / her caseload is full, but will continue on to point (2) caseload permitting, and so on through the selection criteria.

- (1) Pupils diagnosed as having Low Incidence learning disabilities.
- (2) Pupils scoring at/below the 10th percentile on standardised assessments in literacy. (Drumcondra Reading)
- (3) Pupils scoring at/below the 10th percentile on standardised assessments in mathematics. (Sigma T)
- (4) Pupils scoring at/below the 12th percentile on standardised assessments in literacy (to allow for a margin of error). (Drumcondra Reading)
- (5) Pupils scoring at/below the 12th percentile on standardised assessments in mathematics (to allow for a margin of error). (Sigma T)
- (6) Children with a high incidence learning disability.
- (7) Early intervention in literacy (Infants-2nd class pupils who continue to experience difficulty, despite Stage One interventions by the class teacher).
- (8) Early intervention in mathematics (Infants-2nd class pupils who continue to experience difficulty, despite Stage One interventions by the class teacher).
- (9) Pupils scoring at/below the 20th percentile on standardised assessments in literacy, who continue to experience difficulty, despite Stage One, interventions by the class teacher, under the Staged Approach. 1st and 2nd Class
- (10) Pupils scoring at/below the 20th on standardised assessments in mathematics, who continue to experience difficulty, despite Stage One interventions by the class teacher, under the Staged Approach. 1st and 2nd Class
- (11) Pupils scoring at/below the 20th percentile on standardised assessments in literacy, who continue to experience difficulty, despite Stage One, interventions by the class teacher, under the Staged Approach. 3rd to 6th classes.
- (12) Pupils scoring at/below the 20th percentile on standardised assessments in literacy, who continue to experience difficulty, despite Stage One, interventions by the class teacher, under the Staged Approach. 3rd to 6th

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 the school server. 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 class coordinator should open a Student Support File once a child is placed on Stage 1 –Classroom Support on the continuum. A paper copy is stored in the class teacher's assessment folder and SEN filing cabinet stored in SET's room. At the end of the year, a copy of the information gathered is moved to the Child's SEN file in the office filing cabinet.

If, after a number of reviews, the child's case is moved to School Support, this information is then transferred to the child's SEN file in their SET's room. It is the responsibility of the class teacher and the allocated SET to access and update the information in the Student Support File. The same system is in place for children on School Support Plus.

Support Plans

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

Stage 1 – Classroom Support

A Support Plan at stage 1 is a **Classroom Support Plan**. (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. This could be at the end of a school term.

Stage 2 – School Support

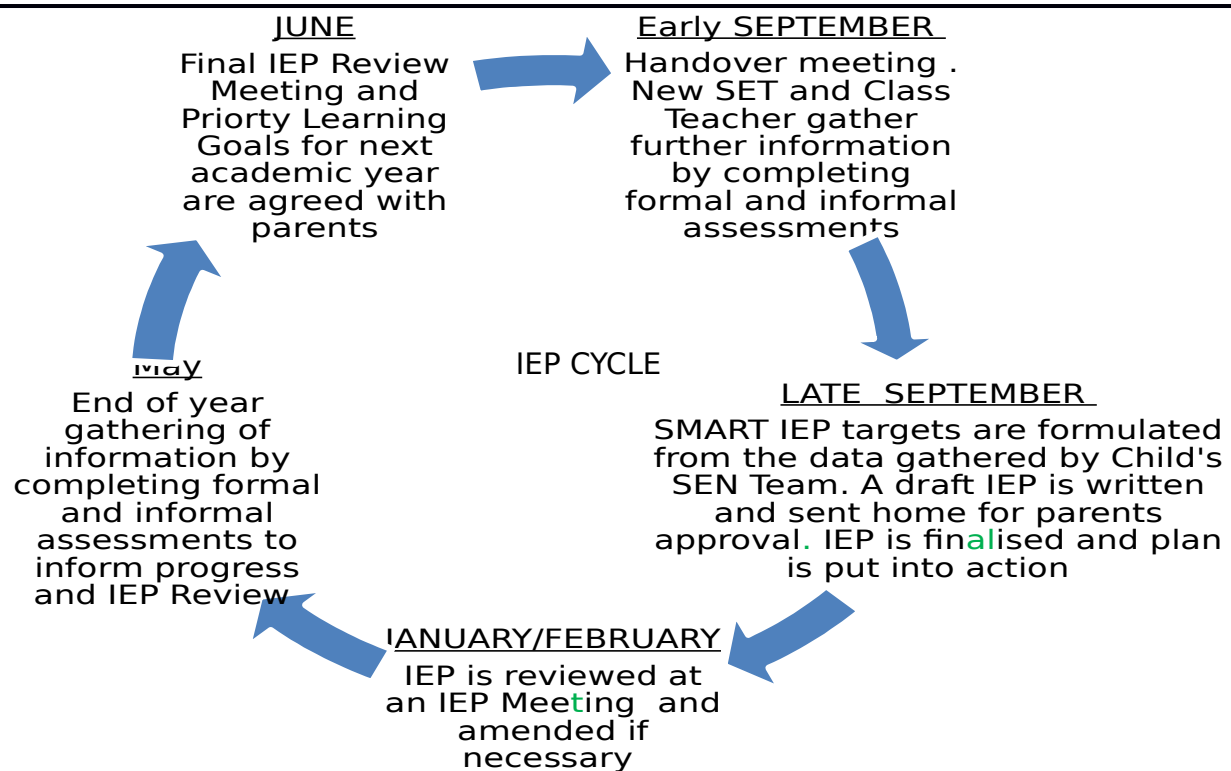
A Support Plan at stage 2 is a **Group or Individual Profile and Learning Programme** (GPLP/IPLP). This plan is drawn up by the class teacher and appointed SET teacher. It will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan should, for the most part, be implemented within the normal classroom setting and complemented 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 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

IEP meetings are coordinated by the child's Special Education Teacher and the class Teacher. Parents will be invited to at least two meetings depending on the needs of the child.



SEN Records

Individual SEN Files

All pupils' SEN files are stored in a locked filing cabinet in the SET's room. It is the responsibility of SETs to update and manage the files of the children on school support and school support plus that they support. It is the responsibility of the SEN Class Coordinators and Class Teachers to update and manage the SEN files of children on classroom 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

Whole Class SEN Files

Whole class SEN records are stored in a locked filing cabinet in the School Office. It is the responsibility of the SEN Class Coordinators to manage and update these. The SENCO also stores a copy of these documents in the School SEN Provision Folder.

The following should be stored in class SEN folders:

- End of Term Needs Analysis record sheets
- Whole class test results (Drumcondra Reading Tests, Sigma – T, NNRIT)
- SEN children in receipt of interventions record sheets

Communication between SET Team/Principal/Class Teachers

SET timetables have been organised so that 1.10-2.40 each Friday is our designated co-ordination time. This allows all staff the opportunity to attend pupils support planning meetings, care team meetings, Team Teaching Planning Meetings, SEN Class Coordinator meetings and SEN consultation/planning/review meetings, when necessary. This flexibility ensures adequate cover for class teachers and also facilitates regular SET team planning meetings with the principal. In order to make effective use of this time, a SEN calendar is drawn up at the beginning of the term.

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 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.
- 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 2017

Implementation and Review

This policy will be implemented from October 2017. It will be reviewed in June 2019 by the Special Education Team and all staff at St. John's N.S., Breaffy, pending a proposed review of the New SEN Allocation Model by the Department of Education and Science in 2019.

Signed: _____
(Chairperson)

Date: _____