

Additional Support Policy Support for All

April 2019

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Introductory Statement

This review of our SEN Policy was coordinated by the Principal, deputy Principal and SET Coordinators, in consultation with all relevant stakeholders, including our NEPS psychologist Dr. Marie Hayes, in the academic year 2018/19. This review reflects the new SEN allocation model and is in accordance with circular 0013/2017.

School Information

Monaleen National School is a co-educational mainstream primary school under the patronage of the Diocese of Limerick, catering for a full cross section of children. Our school is a four stream school with a current enrolment of 885 (February 2019).

Overview

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.
- fulfil DES circular 0013/17 – Circular to the Management Authorities of all Mainstream Primary Schools; Special Education Teaching Allocation, and new 2017 Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools
- fulfil scheme of grants towards the purchase of assistive technology, circular 0010/2013
- Monaleen N.S. sets out to provide education for all its students, in line with legislation regarding students with SEN as listed below:
 1. The Education Act (1998)
 2. The Education Welfare Act (2000)
 3. The Equal Status Act (2000)
 4. The Education for Persons with Disabilities Bill (2003)
 5. The Equality Act (2004)
 6. The Data Protection Acts (1988, 1998 and 2003)
 7. The Freedom of Education Acts (1997 and 2003)
 8. The Education of Persons with Special Educational Needs Act (2004)

This policy is drafted in the context of:

- DES Circular Letters
- The guidelines published by the NCSE
- The guidelines on the Individual Education Plan Process 2006
- The Guidelines on the Continuum of Support for Primary Schools (NEPS).
- The guidelines published by the Special Educational Needs Support Service (SESS)

Rationale

Our school is dedicated to the inclusion of children with SEN where our available resources make this possible. We are committed 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 children have a right to an education which is appropriate to their individual needs. We strive to ensure that all our pupils feel that they are a valued part of our school community. This policy aims to outline how we enable children with Special Education Needs (SEN) and children whose first language is not English, to become fully integrated members of our school community to the best of their ability. This will be achieved by careful consideration of the needs of each child and by effective differentiation – either modifying the environment, the content, the activities, or by providing support that will help the child to participate to the best of his or her ability.

Enrolment

The school aims to meet the needs of every child who is enrolled in the school. The Education for Persons with Disabilities Act 2004 states that ‘A child is entitled to attend the school which is most suited to his or her overall needs’.

Parents are required to notify the school of their child’s special needs in advance of enrolment through the school enrolment forms and new intake meetings. The Board of Management will request a copy of any relevant reports, including the child’s medical, speech and language, occupational therapy or psychological report. No child will be refused admission solely on the grounds that s/he has SEN except where the provision required is incompatible with that available in our school.

Aims of the Policy

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

- allocate the roles and responsibilities among our school community in relation to pupils with additional needs
- identify additional needs that our pupils may have
- allocate resources to effectively meet the needs of children 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. It also ensures that adequate classroom accommodation, secure storage space and effective teaching resources are provided.

Principal:

The *Learning Support Guidelines (2000, P.39)* outline how 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

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

The school has appointed three SEN co-ordinators, with responsibilities specific to each area of the school (Junior/Senior Infants, 1st-3rd Classes, 4th-6th Classes). The specific responsibilities, which can be reviewed, are appended on this policy.

Class Teacher:

Class teachers have primary responsibility for the teaching and learning of **all** pupils in his/her class, including those identified as being in need of additional support. He/she should

- implement teaching programmes which optimise the learning of all pupils
- create a positive learning environment within the classroom
- differentiate teaching strategies, approaches and expectations to the range of abilities, needs and learning styles in their class
- administer and correct standardised tests of achievement in literacy and numeracy, with the support of the SEN team, in line with school procedures
- discuss outcomes of standardised testing with SEN 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 which require classroom support
- develop classroom support plan for children in receipt of Classroom Support and liaise with previous class teacher/notes on Aladdin for any rolling plans from previous years
- collaborate with SET to develop Individual Profile and Learning Programmes (IPLP) or Group Profile and Learning Programmes (GPLP) for each pupil in receipt of School Support

- Communicate 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
- meet twice a year with Special Education Teachers, relevant staff to review support plans
- meet with Special Education Teachers, relevant staff and parents to review support plans
- where applicable, collaborate with the SET team regarding teaching aims and activities for team teaching
- adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session
- co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN within the class(es) to which they are assigned
- update all relevant paperwork and correspondence e.g. PPPs and correspondence with parents and outside agencies on the Aladdin system
- liaise with and seek advice from relevant SEN coordinator

Special Education Teacher (SET)

The SET teacher should:

- meet with class teachers and SEN teachers at the end of the school year to effect a handover. Handover notes should be saved on Aladdin.
- attend review meetings with SEN coordinators in December and May
- familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs
- assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention
- collaboratively develop Student Support Files (SSF) for each pupil selected for school support and school support plus teaching with class teachers and other staff
- communicate 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 a Student Support File (SSF)
- collaborate with class teachers and relevant staff to develop an Individual Education Plan for each pupil in receipt of School Support Plus
- Meet with class teachers and other relevant staff to review SSFs
- 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 and parental consent 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 SSP meetings and/or meetings with relevant professionals, when necessary
- ensure the safety and social integration of the SEN pupils in the schoolyard/classroom and be present for the duration of the yard breaks along with the teachers on duty
- maintain and appropriately store a record of support provided to their SEN pupil, within school GDPR guidelines
- accompany SEN pupil to supplementary lessons when appropriate

Parents/Guardians:

Collaboration and sharing of relevant information between home and school are essential elements of successful SEN support. 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 or as they are made available
- 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
- engage in the continuum of support process
- 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 endeavour to use them in other contexts
- contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

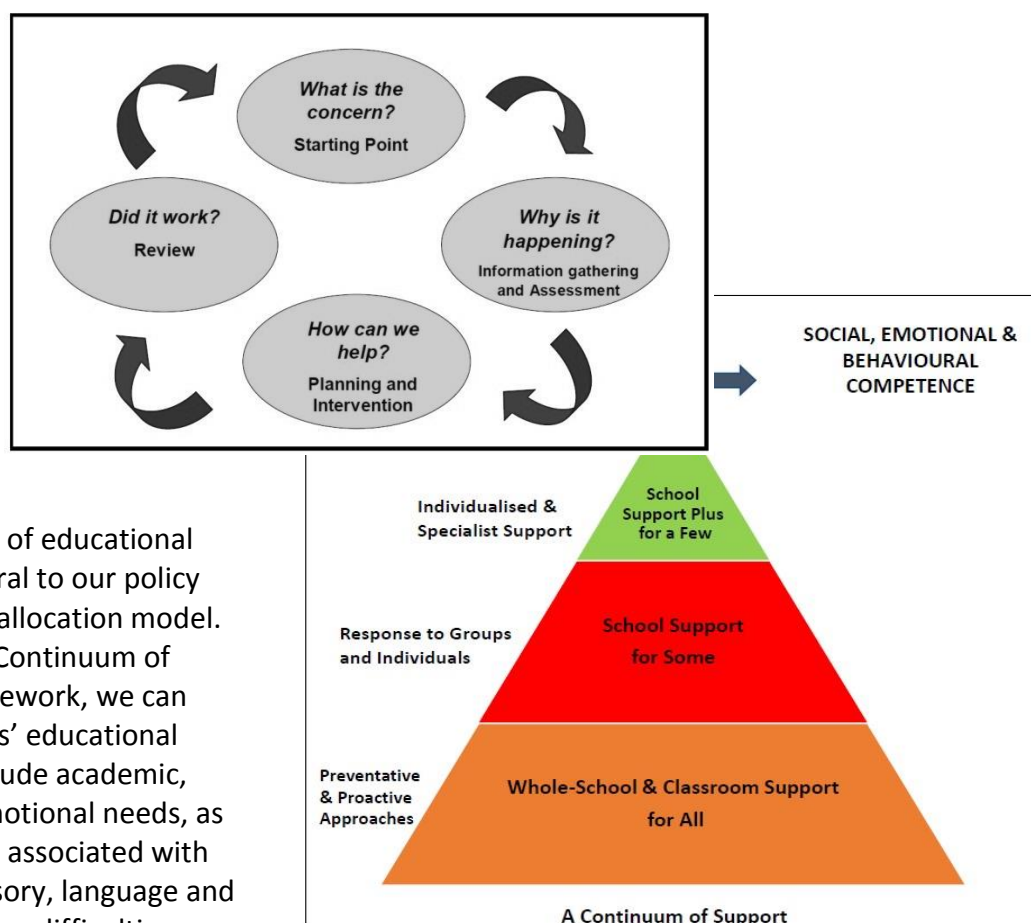
Identifying Pupils with Additional Needs

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. Special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and 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. When a class teacher identifies a child with SEN he/she should consult with a support teacher and provide interventions that are additional to or different from those provided as part of the schools usual differentiated curriculum.

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 (orange)

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. Together they will complete the Classroom Support Checklist and the plan. This document must be saved on Aladdin in the documents section of the pupil's profile. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs. A timeframe of approximately 6 week for a review will be set and the continuum must be signed parent/guardian.

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 a 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.

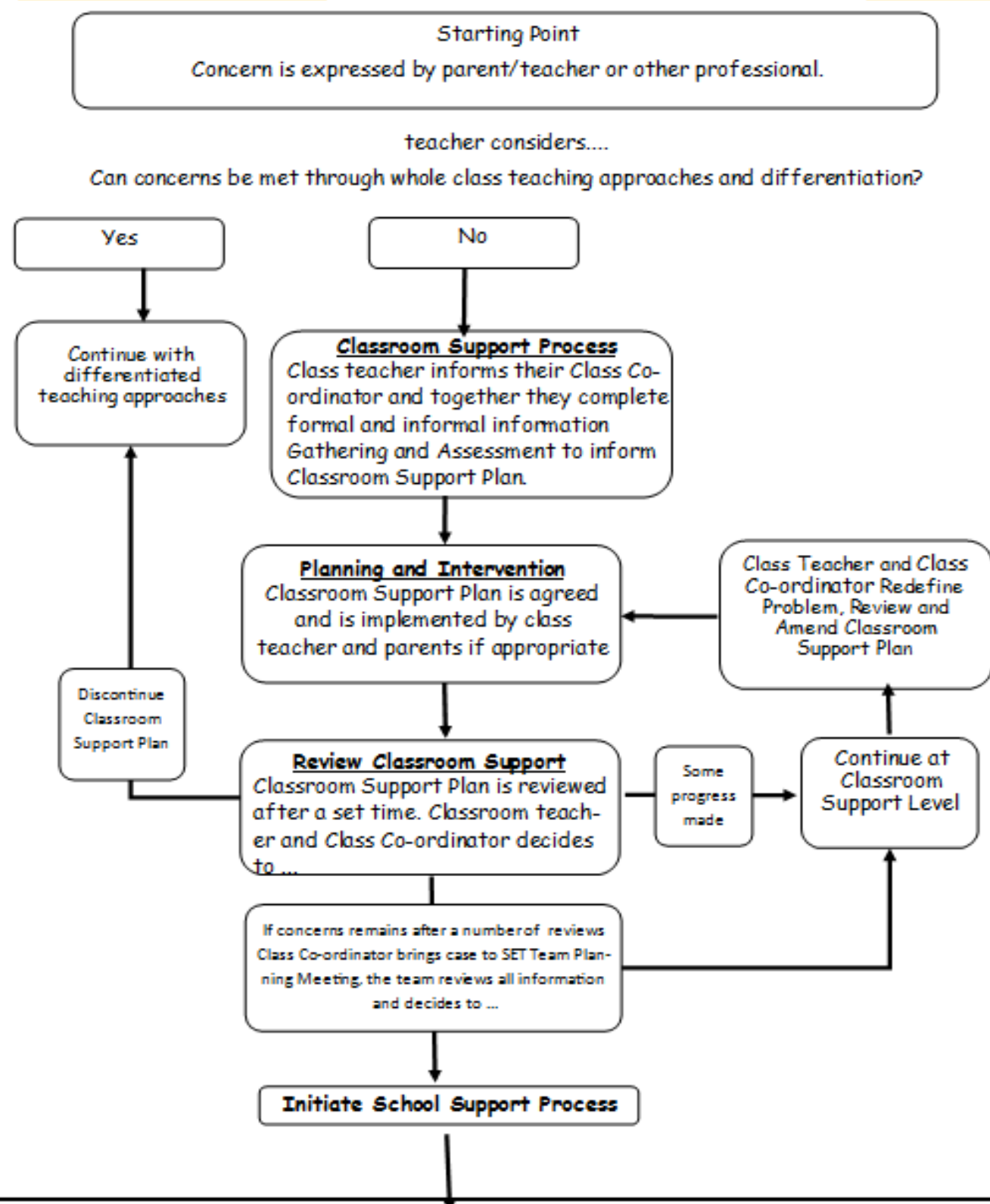
The flow diagrams below outline how we gather information to identify needs and support children with additional needs. A more comprehensive explanation of each stage can be in the Continuum of Support – Guidelines for teachers

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

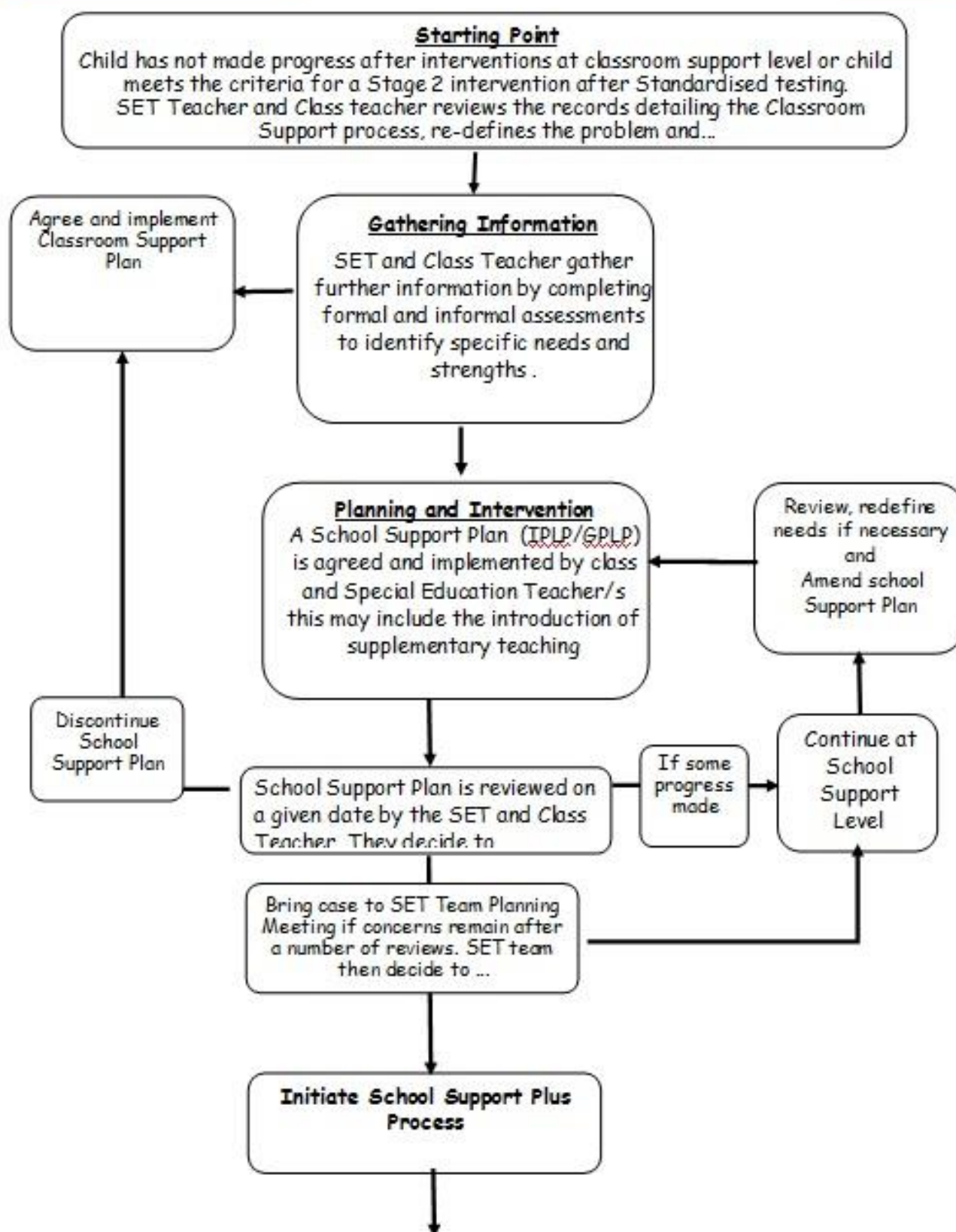
While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support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

CLASSROOM SUPPORT PROCESS

STAGE 1



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



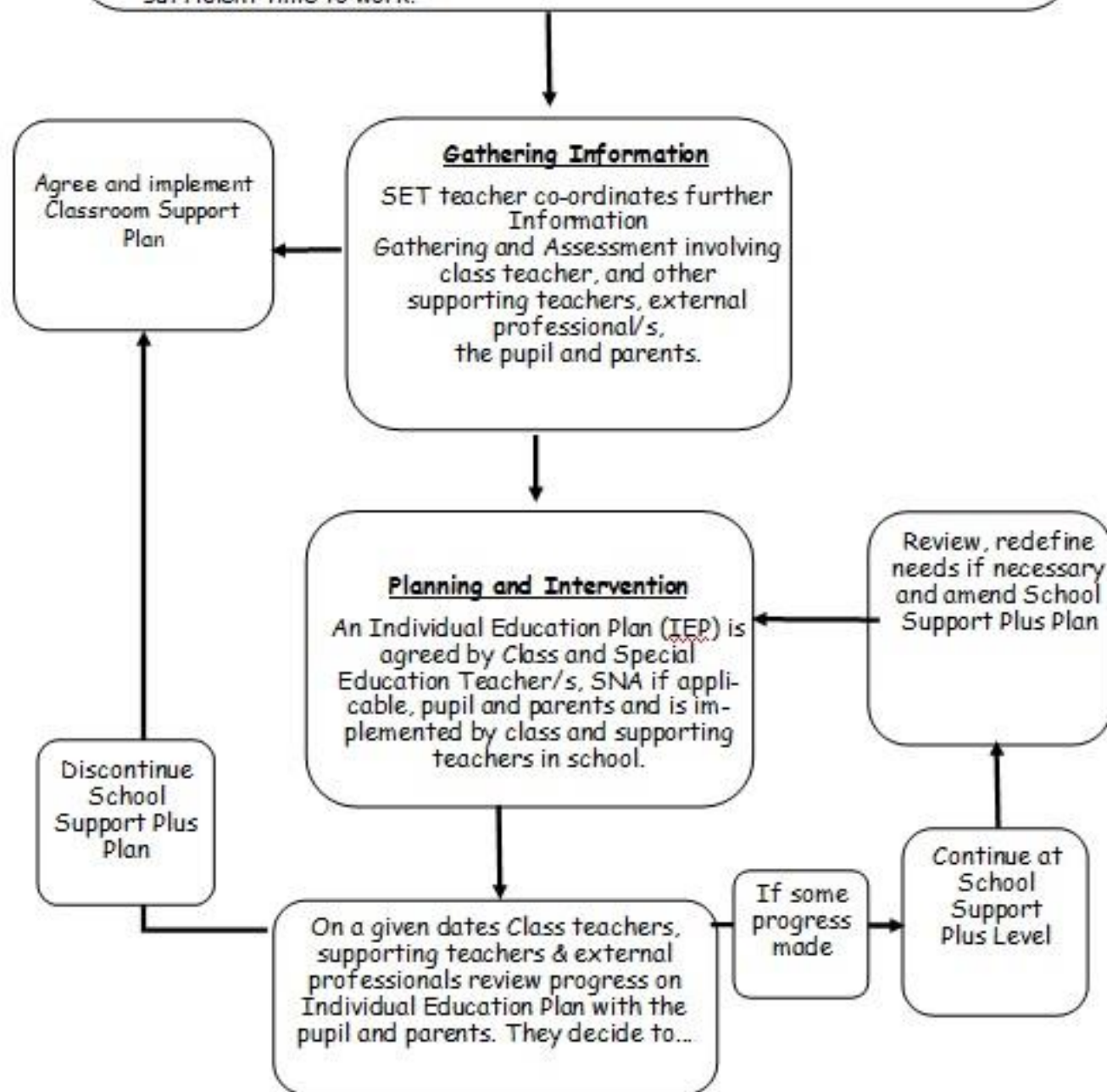
* adapted from NEPS Continuum of Support. For more detailed steps see page 22 - 25 of the continuum of support - Guidelines for teachers

Starting Point

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

SET and Classroom teacher considers...

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



* adapted from NEPS Continuum of Support. For more detailed steps see page 32 - 35 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 pupil's support plans.

Assessment and Screening Tests:

In our school we carry out the following assessment procedures:

- Junior Infants: Observation, Checklists, BIAP
- Senior Infants: Observation, Checklists, Reading Recovery (when trained teachers are available), BIAPS (on selected pupils), Drumcondra Early Numeracy and literacy, Literacy Lift Off benchmarks
- 1st class: Observation, Checklists, Drumcondra Reading and Numeracy, Mata sa Rang assessments
- 2nd class: Observation, Checklists, Drumcondra Reading and Numeracy
- 3rd class: Observation, Checklists, Drumcondra Reading and Numeracy, Mata sa Rang assessments, CAT 4 tests
- 4th class Observation, Checklists, Drumcondra Reading and Numeracy .
- 5th class: Observation, Checklists, Drumcondra Reading and Numeracy
- 6th class: Observation, Checklists, Drumcondra Reading and Numeracy

We also carry out the verbal and non verbal reasoning when a specific learning difficulty is queried and a tool for deciding on whether to make referrals

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 (not exhaustive, often reviewed)

Screening Tests

- | | |
|---|------------------------------------|
| • Belfield Infant Assessment Profile (BIAP) | • Drumcondra Literacy and Numeracy |
| • Micra-T | • Sigma-T |

Other tests are reviewed regularly with a view to administering them as required. Accelerad and Accelewrite are under review currently.

Diagnostic Tests

In our school the following tests are available for administration:

- | | |
|--------------------------------|--|
| • Diagnostic Reading Programme | • Maths Recovery screening tests |
| • Spence Anxiety Scale | • Verbal/ Non-Verbal Reasoning Test (NVRT) |

- CHIPPS assessment
- Quest Literacy and Maths tests
- PM Benchmarking Kit
- Parallel Spelling
- Engage Literacy running records
- Dolch word list
- WIATT
- OWLS
- Schonell
- CAT 4

Prevention and Early Intervention Strategies

Our strategies for preventing learning difficulties include:

- Prevention and Early Intervention Programs (Ready Set Go Maths, Aistear, station teaching, Literacy Lift Off, Oral Language)
- Children in JI & SI whom English is an additional Language or newly arrived EAL students from 1st – 6th classes
- 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, First Steps Literacy Programme, DEAR (Drop Everything and Read), Reading Buddies, Bookworm, Free Writing.
- Promotion of Numeracy e.g. Ready Set Go Maths, Hands-on approach
- Parental involvement in promoting literacy and numeracy e.g. Homework Policy Guidelines for Parents.
- Differentiation - adapting the learning environment.
- In-class support from the SET team.
- Team Teaching/Aistear.
- Withdrawing individuals/groups.
- Reading Recovery
- Mata sa Rang in 1st and 3rd class.

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. Most 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 December and May the SEN Coordinators (SENCO) meet class teachers and SETs to 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. Informed by SET team, SEN coordinators review all support and allocate resources for the subsequent term. SET and class teachers are in constant communication throughout the year. 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.

NEPS assessments and referrals to/from outside agencies

The school is granted a certain number of NEPS assessments on a yearly basis based on the number of pupils enrolled in the school. Children who are referred for a NEPs assessment by outside professionals will be put on the assessment list for consideration. The principal, deputy principal and SEN co-ordinators will use all available information and their professional judgement, under the guidance of the school's NEPs psychologist, to prioritise who should receive an assessment based on the following criteria;

1. Children who require a placement in a special educational setting
2. Children with scores below the 10th percentile in standardized tests, who have not made notable progress after intervention
3. Children with significantly challenging behaviour needs
4. Children who have had an assessment recommended on a report from outside professionals
5. Children who have a discrepancy between scores in ability and academic performance
6. Children with multiple/complex needs
7. Children who require Irish exemptions and meet the criteria

In addition, the school may recommend that the parent/guardian pursue a referral to CAMHS (Child and Adolescent Mental Health Service) or East Limerick Services. This can be of critical importance if an SNA is required to assist with a child's inclusion.

Timetabling

When drawing up timetables it is important to remember that:

- timetables should be reviewed at the end of the first and third term
- children should not miss the same subject each time they are withdrawn
- interruptions to classes/classrooms should be kept to a minimum where possible.

Note: School support groups may contain children from stage 3

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. This is stored digitally on the server in Pupil Records and a paper copy is stored in the class teacher's assessment folder and SEN filing cabinet stored in SENCO's room. 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. If, after a number of reviews, the child's case is moved to School Support, this information is then transferred to an orange folder and into the child's SEN file in the SENCO'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

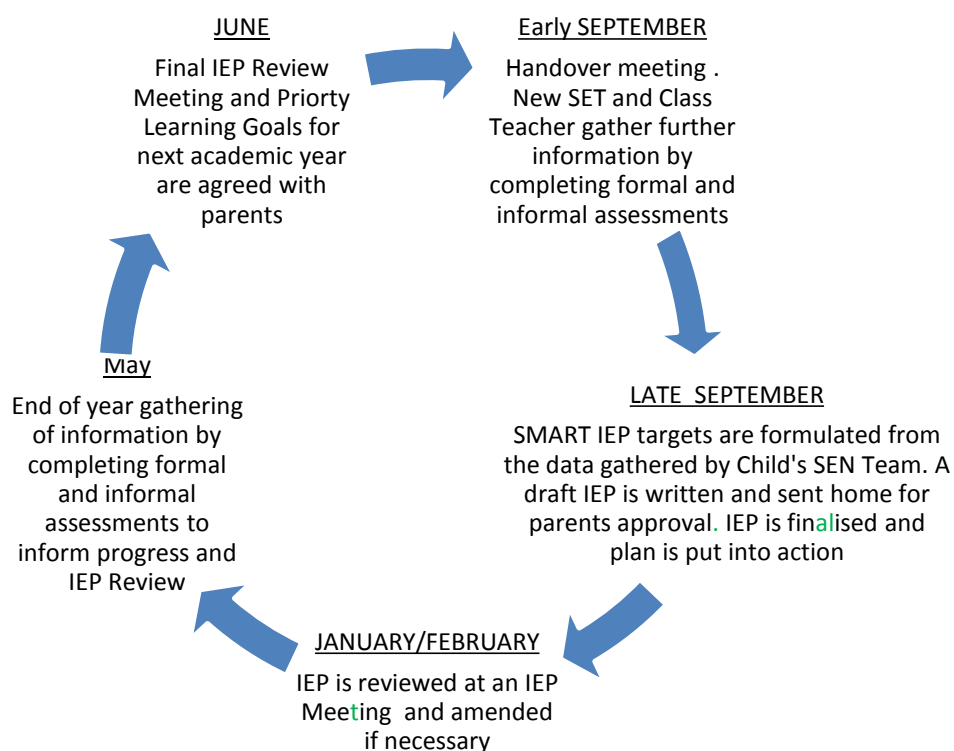
A Support Plan at stage 2 is a **Group or Individual Profile and Learning Programme** (GPLP/IPLP). This plan is drawn up by the class teacher and appointed SET teacher. It will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan should, for the most part, be implemented within the normal classroom setting and complimented by focused school based intervention programmes. Depending on the nature of the needs and on the school context, additional teaching might be within a small group or individual or a combination of both either in class or on a withdrawal basis. Home-based actions may also be included. After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken.

Stage 3 – School Support Plus

A Support Plan at stage 3 is an **Individual Education Plan (IEP)**. This plan is drawn up by the class teacher and appointed Special Education Teachers, in consultation with the child's parents/guardians, professionals external to the school and (if appropriate) the child based on the information gathered. It will set out;

- The nature and degree of the pupil's abilities, skills and talents
- The nature and degree of the pupil's special educational needs and how those needs affect his/her educational development
- The present level of educational performance of the pupil
- The special educational needs of the pupil
- The special education and related support services to be provided to the pupil to enable the pupil to benefit from including:
 - Strategies for supporting the pupil's progress and inclusion in the classroom setting
 - Individual and/or small group/special class interventions/programmes
 - Specific methodologies/programmes to be implemented
 - Specific equipment/materials and/or IT supports, if required to support learning and access to the curriculum
 - Support required from a Special Needs Assistant (SNA), if appropriate
 - The goals which the pupil is to achieve over a 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 an appointed IEP coordinator. This is usually one of the child's Special Education Teachers. Parents will be invited to at least two out of three meetings depending on the needs of the child.



SELECTION PROCESS FOR ALLOCATING ADDITIONAL TEACHING SUPPORT

Stage 3 School Support Plus	<ul style="list-style-type: none"> Children with identified complex needs by an external professional such as a: <ul style="list-style-type: none"> Physical Disability Hearing Impairment Visual Impairment Emotional Disturbance Moderate General Learning Disability Severe/Profound General Learning Disability Autistic Spectrum Disorder Assessed Syndrome Specific Speech and Language Disorder/Impairment Children with an identified need assessed by external professionals who are not on or below the 10th percentile in Literacy and numeracy such as <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 	School Support Plus Plan	<p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal</p> <p>Personnel SET teacher Class Teacher Outside Agencies</p>
Stage 2 School Support	<ol style="list-style-type: none"> Prevention and Early Intervention Programs (Aistear, Ready Set Go Maths, Literacy Lift Off, Friends For Life, Mata sa rang) 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 Children on or under the 12th Percentile in Literacy and numeracy Standardised Test, but where possible we try to cater for children above this percentile, based on resources granted. Children who have not made adequate progress after interventions at Stage 1 Children in 1st – 6th who have not made adequate progress after EAL interventions 	School Support Plan	<p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal</p> <p>Personnel SET teacher Class Teacher</p>

SEN Records

Individual SEN Files

All pupils' SEN files are stored in a locked filing cabinet in the SENCO's room. It is the responsibility of 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 to update and manage the SEN files of children on classroom support. The following should be stored

- Student Support File (orange folder)
- Psychological Report (blue folder)
- 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 black folder in a locked filing cabinet in the SENCO's room. It is the responsibility of the SEN Class Coordinators to manage and update these. The following should be stored in these black, whole class SEN folders:

End of Term Needs Analysis record sheets

Whole class test results (SIGMA – T, MICRA – T, NNRIT)

SEN children in receipt of interventions record sheets

Communication between SET Team/Principal/Class Teachers

SET timetables have been organised so that 1.10-2.10 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 year and 'cover buddies' are assigned.

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/SNA is responsible for ensuring that both themselves and the pupil are visible through the glass panel in the door if using an SET room.
- 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 appropriate.
- Where a child has access to an SNA, the SNA may withdraw the child from the class if a plan is in place with the class teacher (eg movement breaks, sensory room).

Ratification and Communication

This revised policy was ratified by the Board of Management in May 2019

Implementation and Review

This policy will be implemented from March 2019. It will be reviewed annually by the Special Education Team and all staff at Monaleen National School.

Signed: _____
(Chairperson)

Date: _____

Appendix

The junior and senior infant SEN co-ordinator (SENCO) duties:

Administrative:

- To assist and support the Principal in the day-to-day organisation and supervision of the school.
- To meet the management team of the school once a month to co-ordinate the implementation of curricular content and administrative policies.

Curricular:

- To co-ordinate and implement the Belfield Infant Assessments (or other appropriate assessments) across all Junior Infant classes.
- To analyse the results of these and also the results of the Drumcondra Tests of Early Literacy and the Drumcondra Tests of Early Numeracy (Senior Infants) to decide on necessary intervention.
- To liaise with Class Teachers to ensure the Continuum of Support is fully implemented across the Junior and Senior Infant Classes to support all pupils with emerging needs.
- To advise Class Teachers to ensure that appropriate differentiation is put in place for such pupils, that parents / guardians are consulted and that all actions are recorded (“Classroom Support Level”).
- To subsequently liaise with the Principal, Deputy Principal and other SEN Post holders in deciding if further intervention is necessary and if the pupil will be supported at the “School Support Level” / “School Support Plus Level”.
- To communicate with outside professionals such as Speech & Language Therapists, Occupational Therapists, Educational Psychologists etc.
- To communicate with outside agencies such as Child and Adolescent Mental Health Services (CAMHS), East Limerick Children’s Services, Assessment of Need Officer etc.
- To liaise with the appropriate school personnel, the other SEN Post holders, the Principal and Deputy Principal in relation to NEPS assessments and to ensure that appropriate paperwork is completed prior to each assessment.
- To obtain the required number of quotations and to submit the necessary application in conjunction with the supporting reports for Assistive Technology, based on the recommendations of outside professionals.
- To apply for grants and ensure purchase of equipment.
- To liaise with the Special Educational Needs Organiser (S.E.N.O.) in relation to the allocation of additional Special Educational Teaching hours.
- To submit the appropriate supporting documentation for the above
- To liaise with the Special Educational Needs Organiser (S.E.N.O.) in relation to the allocation of additional Special Educational Assistants (SNAs).
- To submit applications and supporting evidence for the above.
- To compile SNA timetables based on allocation granted by the S.E.N.O.
- To ensure that all relevant requirements are complied with in relation to retention of data.
- To advise and support staff in relation to supporting pupils with Special Educational Needs.
- To ensure the completion of the appropriate documentation by Class Teachers and Special Education Teachers at all levels of the Continuum of Support.
- To review the school’s Special Educational Needs policies and strategies at regular intervals.
- To standardise short-term planning and Student Support Plans etc. amongst the SEN team.
- To collate a list of all pupils at the different levels of the Continuum of Support for Junior and Senior Infants.
- To arrange for the provision of an appropriate range of resources, materials and equipment for pupils with SEN.
- To supervise the maintenance and refurbishment of the Soft Play Area and Quiet Room.

- To compile Special Educational Teaching timetables based on the SEN policy and through analysis of the results of Standardised Testing in English and Mathematics and to allocate time.
- To review timetables and adjust, where necessary.
- To identify the pupils with English as Additional Language (E.A.L.) needs and to include these pupils in the SEN timetables.
- To ensure the effective implementation of class-based interventions such as Literacy Lift Off and Mata sa Rang and follow-up interventions, where necessary.

Pastoral:

- To assist in promoting and safe-guarding the well-being, health and welfare of all staff and children.
- To encourage and foster a culture of good behaviour in the school and a reward system for classes that achieve certain targets.
- To assist with the induction of new Junior Infants to our school.

So that the changing needs of the school are met and to ensure that there is accountability at all levels within the management structure, a review and evaluation of these duties will take place after one calendar year and on a regular basis, thereafter.

The 1st/2nd/3rd class SEN co-ordinator (SENCO) duties:

Administrative:

- To assist and support the Principal in the day-to-day organisation and supervision of the school.
- To meet the management team of the school once a month to co-ordinate the implementation of curricular content and administrative policies.

Curricular:

- To liaise with Class Teachers to ensure the Continuum of Support is fully implemented across the 1st, 2nd and 3rd Classes to support all pupils with emerging needs.
- To advise Class Teachers to ensure that appropriate differentiation is put in place for such pupils, that parents / guardians are consulted and that all actions are recorded (“Classroom Support Level”).
- To subsequently liaise with the Principal, Deputy Principal and other SEN Post holders in deciding if further intervention is necessary and if the pupil will be supported at the “School Support Level” / “School Support Plus Level”.
- To communicate with outside professionals such as Speech & Language Therapists, Occupational Therapists, Educational Psychologists etc.
- To communicate with outside agencies such as Child and Adolescent Mental Health Services (CAMHS), East Limerick Children’s Services, Assessment of Need Officer etc.
- To liaise with the appropriate school personnel, the other SEN Post holders, the Principal and Deputy Principal in relation to NEPS assessments and to ensure that appropriate paperwork is completed prior to each assessment.
- To obtain the required number of quotations for Assistive Technology and to submit the necessary application in conjunction with the supporting reports, based on the recommendations of outside professionals.
- To apply for grants and ensure purchase of the above equipment.
- To liaise with the Special Educational Needs Organiser (S.E.N.O.) in relation to the allocation of additional Special Educational Teaching hours.
- To submit the appropriate supporting documentation for the above

- To liaise with the Special Educational Needs Organiser (S.E.N.O.) in relation to the allocation of additional Special Educational Assistants (SNAs).
- To submit applications and supporting evidence for the above.
- To compile SNA timetables based on allocation granted by the S.E.N.O.
- To ensure that all relevant requirements are complied with in relation to retention of data.
- To advise and support staff in relation to supporting pupils with Special Educational Needs.
- To ensure the completion of the appropriate documentation by Class Teachers and Special Education Teachers at all levels of the Continuum of Support.
- To review the school's Special Educational Needs policies and strategies at regular intervals.
- To standardise short-term planning and Student Support Plans etc. amongst the SEN team.
- To collate a list of all pupils at the different levels of the Continuum of Support for 1st, 2nd and 3rd Classes.
- To arrange for the provision of an appropriate range of resources, materials and equipment for pupils with SEN.
- To supervise the maintenance and refurbishment of the Soft Play Area and Quiet Room.
- To compile Special Educational Teaching timetables based on the SEN policy and through analysis of the results of Standardised Testing in English and Mathematics and to allocate time.
- To review timetables and adjust, where necessary.
- To identify the pupils with English as Additional Language (E.A.L.) needs and to include these pupils in the SEN timetables.
- To ensure the effective implementation of class-based interventions such as Literacy Lift Off and Mata sa Rang and follow-up interventions, where necessary.

Pastoral:

- To assist in promoting and safe-guarding the well-being, health and welfare of all staff and children.
- To encourage and foster a culture of good behaviour in the school and a reward system for classes that achieve certain targets.
- To assist with the induction of new Junior Infants to our school.

So that the changing needs of the school are met and to ensure that there is accountability at all levels within the management structure, a review and evaluation of these duties will take place after one calendar year and on a regular basis, thereafter.

The 4th/5th/6th class SEN co-ordinator (SENCO) should:

Administrative

- To assist and support the Principal in the day-to-day organisation and supervision of the school.
- To meet the management team of the school once a month to co-ordinate the implementation of curricular content and administrative policies.

Curricular:

- To liaise with Class Teachers to ensure the Continuum of Support is fully implemented across the 4th, 5th and 6th Classes to support all pupils with emerging needs.

- To advise Class Teachers to ensure that appropriate differentiation is put in place for such pupils, that parents / guardians are consulted and that all actions are recorded (“Classroom Support Level”).).
- To subsequently liaise with the Principal, Deputy Principal and other SEN Post holders in deciding if further intervention is necessary and if the pupil will be supported at the “School Support Level” / “School Support Plus Level”.
- To communicate with outside professionals such as Speech & Language Therapists, Occupational Therapists, Educational Psychologists etc.
- To communicate with outside agencies such as Child and Adolescent Mental Health Services (CAMHS), East Limerick Children’s Services, Assessment of Need Officer etc.
- To liaise with the appropriate school personnel, the other SEN Post holders, the Principal and Deputy Principal in relation to NEPS assessments and to ensure that appropriate paperwork is completed prior to each assessment.
- To obtain the required number of quotations for Assistive Technology and to submit the necessary application in conjunction with the supporting reports, based on the recommendations of outside professionals.
- To apply for grants and ensure purchase of the above equipment.
- To liaise with the Special Educational Needs Organiser (S.E.N.O.) in relation to the allocation of additional Special Educational Teaching hours.
- To submit the appropriate supporting documentation for the above
- To liaise with the Special Educational Needs Organiser (S.E.N.O.) in relation to the allocation of additional Special Educational Assistants (SNAs).
- To submit applications and supporting evidence for the above.
- To compile SNA timetables based on allocation granted by the S.E.N.O.
- To ensure that all relevant requirements are complied with in relation to retention of data.
- To advise and support staff in relation to supporting pupils with Special Educational Needs.
- To ensure the completion of the appropriate documentation by Class Teachers and Special Education Teachers at all levels of the Continuum of Support.
- To review the school’s Special Educational Needs policies and strategies at regular intervals.
- To standardise short-term planning and Student Support Plans etc. amongst the SEN team.
- To collate a list of all pupils at the different levels of the Continuum of Support for 4th, 5th and 6th Classes.
- To arrange for the provision of an appropriate range of resources, materials and equipment for pupils with SEN.
- To supervise the maintenance and refurbishment of the Soft Play Area and Quiet Room.
- To compile Special Educational Teaching timetables based on the SEN policy and through analysis of the results of Standardised Testing in English and Mathematics and to allocate time.
- To review timetables and adjust, where necessary.
- To identify the pupils with English as Additional Language (E.A.L.) needs and to include these pupils in the SEN timetables.
- To ensure the effective implementation of class-based interventions such as Literacy Lift Off and Mata sa Rang and follow-up interventions, where necessary.
- To liaise with Castletroy College to aid with the transition of S.E.N. pupils to Second Level (to send the necessary paperwork, reports etc and to organise for the pupils to visit the school) with consent of parents / guardians.

Pastoral:

- To assist in promoting and safe-guarding the well-being, health and welfare of all staff and children.
- To encourage and foster a culture of good behaviour in the school and a reward system for classes that achieve certain targets.
- To assist with the induction of new Junior Infants to our school.

So that the changing needs of the school are met and to ensure that there is accountability at all levels within the management structure, a review and evaluation of these duties will take place after one calendar year and on a regular basis, thereafter.