
Special Education Teaching Policy

SCOIL MUIRE, CLONDRA, CO LONGFORD



Our original learning support policy was devised in 2000. Our policy was reviewed in June 2007 following a visit with the Learning Support Cuiditheoir. Further reviewed in December 2008, following an SPD day with the Cuiditheoir; reviewed again September 2012, May 2015, April 2018, April 2020, April 2023. Current review March 2026.

In September 2006 we became the base school for a shared Learning Support Teacher. This teacher was shared between Cloontagh, Killashee and ourselves. Following new General Allocation Model (GAM/EAL) arrangements in September 2012 our learning support teacher was shared between Clondra NS (base school, 15hrs) and Killashee NS (10hrs). Under the new Special Education Teaching Allocation which replaces the GAM/EAL scheme, we now have one full-time SET (Special Education Teacher) (37.5 hours) and one teacher, presently shared with Cloontagh (15 hours). Clondra is the base school for this shared post. We also have a full-time SNA post.

Rationale

The school community and the Board of Management, teachers and parents fully supports the idea of inclusion. We believe that, where practical, children should be educated in their own community with their siblings and peers. In this school we endeavour to help all of our pupils reach their full potential.

The teacher allocated to this post is reviewed by the school every year. The full-time SET post is allocated on a three-year basis. The shared SET post will be allocated annually on a rotating basis.

PRINCIPLES AND BELIEFS

Effective special education programmes are based on the following principles:

- Effective whole-school policies and parental involvement
- Prevention of failure
- Provision of intensive early intervention
- Direction of resources towards pupils in greatest need.

Our school staff believe that it is important to:

- Place a high priority on the enhancement of classroom-based learning and on the prevention of learning difficulties at all levels within the school
- Support pupils experiencing low achievement and/or learning difficulties through a team approach which involves the pupils themselves, their teachers, parents and relevant support personnel such as psychologists and speech and language therapists

- Draw up and implement whole-school policies, systems and supports for pupils with low achievement in English and Mathematics
- Develop and implement a Student Support File (SSF) for each pupil in receipt of supplementary teaching, based on an assessment of needs and a specification of learning targets for the pupil. These support files are drawn up and implemented collaboratively by the pupil's class teacher, SET and SNA (where applicable). Parents are encouraged to support the work covered. A Student Support Plan (SSP) is developed for each pupil in receipt of supplementary teaching. This plan is reviewed and updated in consultation with parents in September and January.
- Establish effective home/school partnership.

AIMS

The principal aim of support is to optimise the teaching and learning process so as to enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school.

The following subsidiary aims arise from the principal aim of special education:

- To endeavour to enable these pupils to participate in the full curriculum for their class level
- To develop positive self-esteem and positive attitudes about school and learning in these pupils
- To enable these pupils to monitor their own learning and become independent learners
- To provide supplementary teaching and additional support and resources for these pupils in English and/or Mathematics, EAL (English as an additional language) and improving life skills.
- To involve parents in supporting their child's learning
- To promote collaboration among teachers in the implementation of whole-school policies on SET for these pupils
- To establish early intervention programmes and other programmes designed to enhance learning and to prevent/reduce difficulties in learning.

ROLES AND RESPONSIBILITIES

The role of supporting learning is a collaborative responsibility shared by all including the Board of Management, the principal teacher, class teachers, SET/s, parents and children. It is important that everyone contributes in the planning and implementation of our school policy on special education provision.

Teacher Allocation

The teacher allocated to this post is reviewed by the school every year. The full-time SET post is allocated on a three-year basis. The shared SET post will be allocated in consultation with staff and in the best interests of the school community as circumstances dictate.

Board of Management

The Board of Management has an important role in developing, supporting and monitoring school policy and services for children with special education needs. This includes ensuring that adequate classroom accommodation and teaching resources are provided for the SET/s and ensuring a secure facility for storage of records in relation to pupils in receipt of special education and special needs services (see our Data Protection policy).

Principal

The Principal Teacher has overall responsibility for the school's special education programme and for the operation of services for children with special educational needs. The Principal Teacher should:

- Assume overall responsibility for the development and implementation of special education policies.
- Work with teachers and parents in the development of the school plan on special education and keep both parties informed about external assessment services
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with very low achievement

The Principal Teacher and Special Education Teacher will co-ordinate the special education programme together to include the following:-

- Maintaining a list of pupils and devising a timetable for pupils who are receiving supplementary teaching and/or special educational services
- Monitor the progress of children with learning difficulties
- Advising parents on procedures for availing of special needs services
- Liaising with external agencies such as psychological services to arrange assessments and special provision for pupils with special educational needs
- Arranging for classroom accommodation and resources, as appropriate.

Class Teacher

The class teacher has primary responsibility for the progress of all pupils in his/her class(es), including those selected for supplementary teaching. The class teacher plays an important role in the initial identification of pupils who may have general or specific learning disabilities. If the class teacher has concerns regarding a child then he/she will open a Student Support File and, in collaboration with the child's parents, develops a Pupil Support Plan. This is to ensure that both school and parents are working towards the same targets for the child. The plan is reviewed at various intervals to see if it has been successful, if the original concerns have changed or if the student's needs have changed. The plan also recommends future actions for the child and allows parents and teachers to decide the best time to get special education for the child.

The Student Support Files were initiated in the 2014-15 academic year following recommendations from NEPS (National Educational Psychological Services). The Student Support File will be a requirement of NEPS should the child need a Psychological Assessment in the Future. Classroom support will be the first intervention (underpinned by the continuum of support or staged approach model – see figure 1.1).

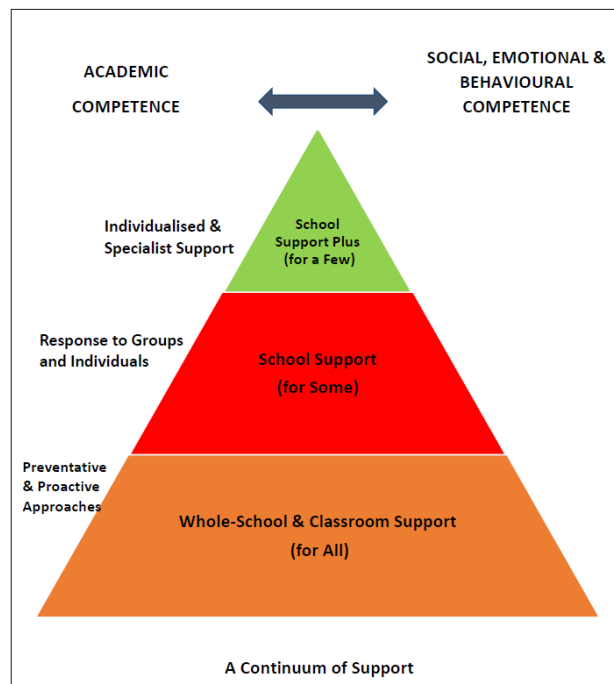


Figure 1.1: Continuum of support/staged approach as outlined in NEPS 2007, and suggested by the staged approach in Circular 2/05 (DES).

In some cases, classroom support may not provide enough support and then school support may be necessary. The class teacher will discuss the concerns with the SET and collaborate to put a learning programme in place. There will be an emphasis on consultation and collaboration with the SET/s and with parents with regard to Pupil Support Files and Plans. The class teacher consults and co-operates with relevant supplementary teachers regarding the learning targets, instructional activities and progress of pupils receiving supplementary teaching.

The class teacher will make appropriate modifications to teaching approaches and expected learning outcomes for children with learning difficulties.

If a pupil's special educational needs are severe or persistent then School Support Plus may be necessary; involving personnel or agencies outside of the school.

Special Education Teachers

The Special Education Teachers will consult with individual class teachers on a regular basis to address the following issues:

- Early intervention – identify children at risk and provide support.
- Implementing classroom programmes designed to enhance learning and prevent learning difficulties;
- Screening pupils for learning difficulties with a view to conducting diagnostic assessments, if needed;
- Identifying and timetabling pupils for supplementary teaching, based on the outcomes of appropriate screening and diagnostic assessment;
- In consultation with the class teacher and parents, develop a Pupil Support File and Pupil Support Plan for each pupil who is selected for supplementary teaching. The Plan is explained orally to parents, a copy is given to them and the Plan is signed by all parties. When we are drawing up a plan of work, we may ask parents for input into this, for example 'What are your child's strengths/weaknesses', etc. (See Appendix 1).
- Maintain a list of pupils who are receiving supplementary teaching.
- Maintain progress records for children receiving supplementary teaching.
- Identifying children who may have general or specific learning disabilities.

The SET/s will:

- Consult with class teachers on the identification of pupils who may need diagnostic assessment, taking into account the pupils scores on an appropriate standardised screening measure, agreed criteria for identifying pupils, teachers own views of the pupils difficulties and needs, and the number of pupils to whom special education can be provided.
- Carry out comprehensive diagnostic assessment of each pupil who has been identified as experiencing low achievement and/or learning difficulties and meet with class teacher/parents.

Special Needs Assistant

At present our Special Needs Assistant (SNA) allocation is one full post.

Role of the Special Needs Assistant

The duties of the Special Needs Assistant are assigned by the principal teacher. These duties will involve tasks of a non-teaching nature, such as:

Primary Care Needs

- Assistance with feeding: where a child with special needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time
- Administration of medicine: where a child requires adult assistance to administer medicine and where the extent of assistance required would overly disrupt normal teaching time

- Assistance with toileting and general hygiene: (including catheterisation) where a child with special needs cannot independently self-toilet, and until such time as they are able to do so
- Assistance with mobility and orientation: on an ongoing basis including assisting a child or children to access the school, the classroom, with accessing school transport (where provided, school Bus Escorts should, in the first instance, assist a child to access school transport), or helping a child to avoid hazards in or surrounding the school. (Every effort must be made by the school to provide opportunities for independence e.g. the removal of hazards.)
- Assisting teachers to provide supervision in the class, playground and school grounds: at recreation, assembly, and dispersal times including assistance with arriving and departing from school for pupils with special needs where the school has made a robust case that existing teaching resources cannot facilitate such supervision
- Non-nursing care needs associated with specific medical conditions: such as frequent epileptic seizures or for pupils who have fragile health.
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential: This may be for safety or personal care reasons, or where a child may be required to leave the class for medical reasons or due to distress on a frequent basis.
- Assistance with moving and lifting of children, operation of hoists and equipment.
- Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs (See also section 9) and those with significant, and identified social and emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc.

Secondary Care Needs

- Preparation and tidying of workspaces and classrooms or assisting a child who is not physically able to perform such tasks to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another. To assist with cleaning of materials.
- Assistance with the development of Personal Pupil Plans for children with special educational needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans.
- Assist teachers and/or Principal in maintaining a journal or care monitoring system for pupils including details of attendance and care needs. Assist in preparation of school files and materials relating to care and assistance required in class by students with special needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with class teachers and other teachers such as the resource teacher and school principal, attending meetings with parents, SENO, NEPS Psychologists, or school staff meetings with the agreement and guidance of class teacher/principal
- Assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of qualified personnel, including class teachers or support teachers.
- Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff.

PREVENTION STRATEGIES AND PARENTAL INVOLVEMENT

Parents

Following recommendations from NEPS, our school has initiated the setting up of Student Support Files and the class teacher, in collaboration with the child's parents, develop a Pupil Support Plan. This is to ensure that both school and parents are working towards the same targets for the child. Parents are involved at the initial stage and the plan is reviewed at various intervals to see it has been successful, if the original concerns have changed or if the student's needs have changed. The plan also recommends future actions for the child and allows parents and teachers to decide the best time to get special education for the child. Classroom support will be the first intervention (underpinned by the continuum of support or staged approach model – see figure 1.1).

The active involvement of parents is promoted, for example, discussing the outcomes of the initial diagnostic assessments in addition to implementing elements of their child's Pupil Support File/Plan. This will be implemented taking cognisance of the importance of parental involvement as outlined in the Learning Support Guidelines (2000) and Circular 0056/2011 and Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools and Circular 0013/2017. Parents can contribute to the initial diagnostic assessment by sharing insights into their child's development and learning difficulties, by discussing the outcomes of the assessment and by participating in the selection of learning targets and associated activities based on the child's needs. The following procedures will be used to involve parents:

- If a child falls below the cut-off point in a screening test a diagnostic assessment will be conducted. The class teacher and SET/s then discuss the child's needs/potential. Parents are contacted and are asked to contribute to the development and implementation of their child's Support Plan. Parents may be advised as to activities that can be implemented at home to support the work done in school.
- A formal meeting between the SET/s and parents takes place at the Parent/Teacher Meeting or on other occasions as necessary.

Parents will be asked to support their child's learning and some of the following activities may be suggested:

- Paired/shared reading programmes
- Develop children's oral language
- Motivating children to read more
- Helping children with their homework
- Selecting books that interest children
- Developing children's reasoning and problem-solving abilities
- Developing children's mathematical knowledge

Parents will be encouraged to contact the SET/s and/or school if any difficulties arise.

Effective Whole-School Approaches/Prevention Strategies

- A print-rich school environment;
- Use of real books in classrooms;
- Consistent language in maths throughout all classes;

- Consistent approach to learning spellings;
- Shared reading programmes for parents and children throughout the school (school book packs);
- A book fair is held every two years;
- Use of library facilities is encouraged within school and outside of school;
- Games that promote literacy and numeracy are used within the school;
- Drop Everything and Read (DEAR) every week for 15 minutes;
- Activities which promote self-esteem;
- Use of varied teaching strategies in the classroom; for example in maths we use highlighters – Addition: blue, Subtraction: pink, Multiplication: yellow, Division: orange
- Use of ICT to support literacy and numeracy, for example, IXL App for Literacy and Numeracy

Early Intervention Programmes

- Early intervention is a vital component of the special education provision in this school. Early intervention programmes may be provided by the class teacher and the SET/s (as outlined in circular 02/05 and Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools, and as part of the Student Support File and Pupil Support Plan).
- Close collaboration and consultation between the class teachers and the SET/s will identify pupils who may need early intervention. Teacher observation and professional opinion will be given due consideration and respect in the selection of pupils for early intervention programmes.
- Intensive early intervention programmes in the early primary classes can be an effective response to meeting the needs of children with low achievement. These programmes will:
 - be set within a specific time frame (10-12 weeks);
 - be based on a shared expectation of success by everyone involved;
 - involve whole class/small group teaching;
 - include a strong focus on oral language, laying the foundation for meaningful reading activities and further development of language and comprehension skills;
 - emphasise the development of phonemic awareness and a range of other word identification skills;
 - engage the pupils in frequent supervised oral and silent reading of texts at appropriate levels of difficulty and monitor their comprehension;
 - stress the interconnected nature of listening, speaking, reading and writing;
 - focus on language development in mathematics; and
 - focus on the development of mathematical procedures and concepts.

PLANNING IN INDIVIDUAL SCHOOLS

In planning to meet the special educational needs of pupils, schools should plan in a manner consistent with the size of the school, the learning profile of the pupils with special educational needs, and the expertise of the school staff.

As stated in Circular 20/05, the over-riding principle is that resources should be deployed in individual schools in the manner that best meets the needs of the pupils

with special educational needs in that school. In addition to adherence to the principles set out in section 4, the following factors should be considered in order to achieve this:

- Interventions with pupils should be delivered in a manner that best meets the needs identified, which may be through group or individual teaching.
- Intervention with pupils at stages II and III should include a classroom support plan to ensure that the pupils' needs are met for the whole of the school day.
- The development of literacy and numeracy skills will be a major component of many interventions at stages II and III. However, special educational needs in areas such as oral language, social interaction, behaviour and application to learning tasks may also need to be addressed.

Outline of a possible approach to planning for the deployment of resources at individual school level:

PLANNING

Step 1	Identify all the pupils in need of additional teaching support, including pupils who have special educational needs arising from high-incidence and low-incidence disabilities.
Step 2	Identify the level of intervention required on the basis of the pupils' learning needs. (Stage II and Stage III). It is up to the school to decide whether one-to-one or group teaching, or a mixture of both, is the best type of support for each individual pupil, depending on the nature of their needs.
Step 3	Identify the members of the teaching staff who will be allocated to the identified pupils (all teachers who are appointed on foot of the general allocation model, allocations of additional teacher hours for the support of pupils with special educational needs arising from low-incidence disabilities, and any other allocation to the school.
Step 4	Allocate the identified staff members to the pupils, taking account of: <ul style="list-style-type: none"> • The learning programme needs of individual pupils and groups of pupils, including whether it is short-term focused intervention or long-term, continuing support. • The time available to all pupils and the proportion of time needed by individual pupils and groups of pupils based on identified needs. • The expertise and interest of the teachers, and • Practical and logistical considerations, including increasing chances for SET/s to liaise with mainstream class teachers, availability of staff at times of greatest need etc.
Step 5	Cross-reference the programme needs of pupils with learning needs at Stages II and III, and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree on which teacher or teachers will cater for these groups.
Step 6	<ul style="list-style-type: none"> • Establish a tracking and recording system to ensure that a record is maintained of all pupils who are receiving additional teaching support and of their progress in response to the established interventions.

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| | <ul style="list-style-type: none"> • SET/s should regularly and actively monitor the progress of the pupils who receive support under the general allocation model and those who have special educational needs arising from low-incidence disabilities, in consultation with parents, class teachers, and relevant professionals. This is particularly important in cases where support for a pupil has been increased, reduced or discontinued. |
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Prevention of Failure and Provision of Intensive Early Intervention

All children in Junior Infants and Senior Infants are monitored in order to identify children experiencing difficulties in learning.

The following monitoring measures are used:

- Information on enrolment form
- Input from Parents
- Teacher Observations
- Early at Risk Indicators, sheets 1-13 (Appendix 2)
- Belfield Infant Assessment Programme for specific pupils
- Middle Infant Screening Test (MIST) is administered in Senior Infants in order to identify children in need of Early Intervention. The follow on Forward Together Programme is carried out in the last term in collaboration with parents of children who are identified in the M.I.S.T. (Programme to be discussed)
- Phonological Assessment Battery (PhAB).
- Drumcondra Early Literacy
- Drumcondra Early Numeracy.
- There is a consistent approach to phonics and phonological awareness.

Our staff feel that the implementation of an intensive early intervention programme in the early primary classes (i.e. junior infants to second, p. 81 from 2012 Literacy and Numeracy Strategy) is an effective response to meeting the needs of children who experience low achievement and/or learning difficulties. Early intervention is a vital component of the learning support provision in this school. Early interventions programmes may be provided by the class teacher and the SET/s (as outlined in Circular 02/05). This is done using the Student Support File and the Pupil Support Plan. Parental involvement in the development of these occur from the outset. Our programmes, which to strive to help improve pupils achievement, will be as follows:

- Set within a specific timeframe (for example, by term)
- Based on a shared expectation of success by everybody involved
- Involve small-group teaching
- As intensive as time allows
- Include a strong focus on the development of oral language, laying the foundation for meaningful reading activities and further development of language and comprehension skills
- Emphasise the development of phonemic awareness and a range of other word identification skills
- Stress the interconnected nature of listening, speaking, reading and writing
- Focus in mathematics on language development and the development of mathematical procedures and concepts
- Include experience in multisensory activities

TYPES OF SUPPLEMENTARY TEACHING

Supplementary teaching should be based on the individual strengths and needs of each pupil.

At the early reading or emergent literacy stage (senior infants and first class) these will include:

English

- Oral skills
- Auditory skill
- Visual skills
- Print awareness (knowledge of functions of print and awareness of environmental print)
- Print conventions
- Phonemic awareness and ability to identify rhyming words
- Letter identification (upper and lower case)
- Knowledge of letter sounds and sound blending
- Word identification skills
- Understanding of the meanings of words and sentences
- Spelling (including the quality of approximate spellings)
- Dictation skills

Maths

- Oral skills
- Numeracy
- Computation
- Understanding concepts
- Problem solving

For older pupils strategies will include

English

- Oral competency
- Auditory skills
- Dictation skills
- Reading accuracy
- Sentence and passage comprehension
- Word identification skills and recognition
- Systematic analysis of pupils difficulties in oral reading (e.g. miscue analysis)
- Reading rate and fluency
- Spelling
- Writing (composition)

Maths

- Oral skills
- Numeracy
- Computation

- Understanding concepts
- Problem solving
- Mental maths
- Rote learning
- tables

IDENTIFICATION AND SELECTING PUPILS FOR SUPPLEMENTARY TEACHING

We use the staged approach and identification of pupils involves:-

- (a) administration, scoring and interpretation of an appropriate standardised screening measure by the class teacher (or, in the case of very young pupils, appropriate checklists or profiles)
- (b) selection of pupils for diagnostic assessment by the SET/s, in consultation with the class teacher
- (c) administration of diagnostic tests by the SET/s to each selected pupil (subject to approval by the pupil's parents) to identify the pupil's learning strengths and needs
- (d) Determination of the nature of the intervention to be provided to the pupil, such as additional support from the class teacher and/or supplementary teaching from the SET/s – staged approach.
- (e) Identification of learning targets and the development of an Pupil Support File and Plans for each pupil to whom supplementary teaching is to be provided, in consultation with the pupil's class teacher
- (f) The Pupil Support Plan will identify pupils who are not reaching their targets despite home and school intervention.

Selection of Pupils

General Allocation Model (GAM)

In 2012 the Department of Education and Skills introduced a new system to cater for children with special educational needs in mainstream primary schools – the General Allocation Model (GAM) based on the number of mainstream teachers. In 2017, the Special Education Teaching Allocation came into operation. Allocation of resources is based on a School Profile which is composed of:

- Baseline component based on enrolment. to support inclusion, prevention of learning difficulties and early intervention – 20%
- Students with Complex Special Educational Needs – 50%
- Percentage of students performing below a certain threshold on standardised tests – 22%
- The schools' social context which includes educational disadvantage - 4%
- Gender – 4%

Prioritisation

Resources and provision will be directed towards pupils in the greatest need of support. We follow the 3-step process to implement the Continuum of Support for pupils with Special Educational needs. (See Appendix 3) This prioritisation is based on Circular 02/05 and the Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools (2017) and will include.

1. Pupils identified as having low-incidence disabilities;
2. Pupils identified as having high-incidence disabilities;
3. Pupils on the learning support caseload. For example, priority will be given to:
 - Pupils scoring at or below the 10th/12th percentile on a standardised test in English reading. When these children have been catered for then pupil scoring at or below 12th.
 - Early literacy intervention – second term of Junior Infants to 2nd class;
 - Pupils scoring at or below the 10th/12th percentile on a standardised test in maths; and
 - Early numeracy intervention – senior infants to 2nd class.
 - In most instances, children who need English as an Additional Language (EAL) are now under GAM also.

See Appendix 4: Tests Used and Timetable for Assessment

Programme Planning:

There will be a meeting between the SET/s and the class teacher at the beginning of each instructional term and as required. Pupil Support Folders and Plans (PSF, PSP) will be prepared by the class teacher in consultation with the SET/s and parents. Transition information sheets will be used with class teachers and parents in order to contribute to the PSPs. Pupils will be involved in this process through self-assessment, if appropriate.

Programme Implementation:

Teaching approaches will be modified appropriately by the class teacher in the mainstream class. Supplementary teaching will be provided by the SET/s for an instructional term. This may involve withdrawal, in-class support or any combination of these depending on the needs of the child. Progress is monitored on an ongoing basis to ensure that children most in need are being prioritised in addition to ensuring that the most appropriate model of support is being used to cater for the needs of pupils.

Programme Review at End of the Instructional Term:

The pupil's progress will be assessed and the learning programme will be evaluated. The level of support now required by the child will be decided through a consultation process between the SET/s, class teacher and, where necessary, parents. The principal will be kept informed of all such decisions.

Continuation or Discontinuation of Supplementary Teaching:

(a) Continuation of appropriate support in mainstream class and at home

or

(b) Continuation of Supplementary Teaching for a Further Instructional Term

or

(c) If a significant concern remains after a period of at least one instructional term of learning support, the school may consider the need to refer the pupil for assessment by other specialist services, such as an Educational Psychologist, Speech and Language Therapist, Psychiatrist, Occupational Therapist, etc. Parents will be consulted regarding any changes in the duration or frequency of learning support provision.

Organisational Settings

A variety of settings may be used for supplementary teaching, for example, in-class support; team teaching; station teaching and withdrawal. These settings will be determined by the needs of the pupils as outlined in Circular 02/05 and Circular 15/09. Opportunities for team-teaching will be discussed at a whole-school level at the beginning of each instructional term by cross-referencing the needs of pupils with SEN with the common needs within the class. If appropriate, models and timeframes for particular team-teaching opportunities will be identified and recorded. We view team-teaching as a collaborative approach where responsibilities are shared equally between all participating teachers. In consultation with the principal, requisite planning time will be identified and scheduled for the team of teachers. This planning time will be used for programme planning, monitoring and review.

Timetabling

The principal and support teachers collaborate with class teachers to devise a suitable timetable for all classes. This timetable ensures that the pupils most in need of support are being supported appropriately.

Homework

Teachers collaborate to ensure that there is no duplication of homework for children with special educational needs. It is ensured that pupils with SEN do not get more homework than other pupils and that homework is differentiated appropriately. The class teacher has overall responsibility for coordinating the homework for pupils with special educational needs.

Monitoring Progress

Monitoring the progress of the pupils in this school will be accomplished through:

- ongoing structured observation and assessment of the language, literacy and numeracy skills of the pupils in the infant classes to facilitate early identification of possible learning difficulties by the class teacher;
- formal and informal testing and observation of work by the class teacher;
- implementing the school policies on screening and the selection of pupils for supplementary teaching in English and / or in Mathematics by administering and scoring appropriate measures;
- standardised testing and diagnostic testing by the SET/s;
- tracking of all pupils' standardized testing results is done throughout the school;
- record keeping (children have a file where records, test results and assessments are kept in a secure press for each class teacher and the whole school results are kept in the principal's office. See our Record Keeping Policy);
- non-academic progress of pupils in this school will be reviewed informally, for example under the headings of improvements in the pupil's self esteem; school attendance; attitude to learning; attitude to school and general behaviour.

LINKS WITH OUTSIDE AGENCIES

The principal teacher will oversee the development of links between teachers, outside agencies and specialist services, such as an educational psychologist; speech and language therapist; psychiatrist; occupational therapist; SENO; SESS; PDST; etc. The principal will oversee the transfer of assessment information to other schools (after enrolment in the new school) as outlined in the Literacy and Numeracy Strategy (DES, 2011).

Psychological Assessment

Pupils will be referred for psychological assessment where the class teacher/ SET/s in consultation with the parents and Principal feels there is a need. The NEPS psychologist will then assess our child's needs and provide an assessment if appropriate. The teacher will first receive written permission on the appropriate NEPS form from the pupil's parents before submitting the teacher's report. Our school receives one assessment funded under the NEPS Scheme per year. .

Assessment will be sought where it is felt pupils have a mild/moderate learning disability, dyslexia, ADHD etc.

Clinical assessment

Where a psychologist or other agencies have recommended a clinical assessment for a child, the school will discuss and advise parents on the importance of having their child assessed. The parents must seek a clinical assessment through their GP and the HSC. The school/teachers will provide information/test results/observations, etc., if asked to do so by the parents.

Speech Problems

The above procedure will also apply for pupils with speech problems. The school will consult with parents if they feel the child has a speech and language problem and will seek written parental permission on the appropriate HSE form which will then be forwarded to the Health Board by the school.

Sight/Hearing Problems

If a teacher feels a pupil has a problem in one of the above areas they will discuss this with the parents and suggest they get it checked with their own G.P. or Health Board.

MONITORING AND REVIEW OF POLICY

This policy will be reviewed and updated after 3 years or as the need arises in accordance with DES guidelines and circulars. This policy will be updated at the latest in April 2029, or as the need arises in accordance with DES guidelines and circulars.

RATIFICATION: This policy was ratified on _____

SIGNED: _____

Ms Mary Duignan, Chairperson, Scoil Mhuire, Clondra, Co Longford.

DATE: _____

Glossary of acronyms

BoM	Board of Management
EAL	English as an Additional Language
GAM	General Allocation Model
HSE	Health Service Executive
LS	Learning Support
NEPS	National Educational Psychological Service
NEWB	National Educational Welfare Board
PDST	Professional Development Service for Teachers
RT	Resource Teacher
SENO	Special Education Needs Officer
SNA	Special Needs Assistant
SET	Special Education Teacher
SSF	Student Support File
SSP	Student Support Plan

Addendum

01/09/2021

We have been granted 0.5 of an SNA Post from 01/09/21. Our SNA will work 16 hours per week plus 36 Croke Park Hours: 10am-1.15pm x 3 days, 10am-1.30 x 2 days. The extra 45 mins per week accounts for 27 hours + 9 hours CPD = 27 Croke Park hours. Breaks: 20mins

Addendum

24/01/2019

Senior Infant MIST test will be changed from February/March to January as new Student Support Files to be ready for February
First Class Quest English will be changed from February/March to January as new Student Support Files to be ready for February