

**Scoil Íosagáin**

**Whole School Policy for  
SEN Provision**

## Updated Whole School Policy for SEN Provision

This Policy on SEN Provision in Scoil Íosagáin was updated in 2018, 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 13/17 and 02/05. The Policy was discussed and further developed by the teaching staff of Scoil Íosagáin during January 2018.

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## ✓ 1. Introduction

Scoil Íosagáin was allocated 47.95 hours for SEN provision in September 2017 under the New Model for SEN. Therefore there is one full time support teacher and one shared support teacher based in the school.

Our school has been allocated 1.83 SNAs.

## ✓ School Profile:

Circular 13/2017 (p.6 and p.23) described how each school will be profiled.

(1) Baseline component 20% of the total number of LSRTs nationally in 2016/17, distributed proportionately between all schools in the country;

(2) Educational profile:

(i) Complex Needs 50%;

(ii) Standardised Test results 23%;

(iii) Social context: Disadvantage 3.5% and

(iv) Gender 3.5%

## 2. Aims of SEN Support.

- To support the inclusion of SEN pupils in primary schools.
- To ensure that the Staged Approach / NEPS Continuum of Support is implemented.
- To “*optimise the teaching and learning process in order to enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school*” (Learning-Support Guidelines [LSG]: p. 15). This support may be provided by the Class Teacher and / or the Support Teacher.
- To provide supplementary teaching and additional support in English and/or Mathematics
- To enable pupils to participate in the full curriculum
- To encourage differentiation in the classroom
- To develop positive self esteem and positive attitudes about school and learning in pupils
- To support attainment, and behavioural, social and emotional functioning
- To enable pupils to monitor their own learning and become independent learners
- To involve parents in supporting their children through effective parent-support programmes
- To promote collaboration among teachers in the implementation of whole-school policies on learning support for pupils
- To establish early intervention programmes designed to enhance learning and to prevent / reduce difficulties in learning
- To guard the self-esteem and self-image of the learner.

## 3. Principles

*"The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process"* (Circular 13/17: p. 16).

Effective learning programmes are based on the following principles:

- Quality of teaching
- Effective whole-school policies
- Direction of resources towards pupils in greatest need
- Implementation of a staged approach to support provision at Class Support / School Support / School Support Plus

- Provision of the Model of intervention appropriate for the pupil and the difficulty they are experiencing.

(1) Withdrawal Model:

- 1:1 interventions
- Small group interventions

(2) In-Class Support Model:

- Station teaching / Team Teaching / Peer tutoring etc.
- Parental involvement
- Collaboration between Teachers
- Maintenance of Support Plans by Class Teachers and Support Teachers at Class Support / School Support / School Support Plus
- Thorough Assessment procedures
- Regular contact with SEN pupils
- Manageable caseloads / timetables
- Prevention of failure
- Provision of intensive early intervention
- Support from Outside Agencies
- Continuing Professional Development (CPD)

## 4.0 Roles and Responsibilities.

The role of supporting learning is a collaborative responsibility shared by all of the school community:- The Board of Management; Principal Teacher; Class Teachers; Support Teachers; SNAs; Parents; Pupils and External Bodies & Agencies. It is important that everyone contributes to the implementation of our school plan on SEN Provision.

### 4.1 Role of the Board of Management.

✓ *"Schools should ensure that the additional Special Educational Needs Teaching supports are used in their entirety to support pupils identified with special educational needs, learning support needs, and additional literacy needs such as English Additional Language Support. The additional Teaching Resources which are being provided under this model cannot be used for mainstream class teaching, or to reduce the pupil teacher ratio in mainstream classes, or to provide additional subjects for pupils who do not have special educational needs. In cases where there is misuse of Special Educational Needs Teaching resources and where these resources are being used for purposes other than intended, as set out in this Circular, the Department reserves the right to review the allocations of Special Educational Needs Teaching Supports which have been made to those schools"* (DES Circular 13/17: p. 21).

*"The special education teaching supports **cannot** be used to reduce the pupil-teacher ratio in mainstream classes. Neither can they be used to allow any special education teacher sole responsibility for the delivery of any curriculum subject to any particular class"* (2017 Guidelines: p. 5).

The Board of Management shall:

- Oversee the development, implementation and review of the SEN policy.
- Ensure that satisfactory classroom accommodation is provided for the Support Teachers.
- Ensure that teaching resources are provided for the Support Teachers.
- Provide adequate funds for the purchase of SEN materials.
- Provide secure facilities for the storage of records relating to pupils in receipt of SEN.

#### **4.2 Role of the Principal Teacher.**

✓ *"The principal teacher has overall responsibility for the school's learning-support programme and for the operation of services for children with special educational needs". (Learning Support Guidelines, p.38). The Education Act (1998) and the EPSEN Act (2004) have all reiterated this responsibility, along with Circular 13/17 and the accompanying Guidelines.*

The Principal Teacher is required to:

- Assume overall responsibility for the development and implementation of the school's policies on special needs in co-operation with the Support Teachers.
- Work with teachers and Parents in the development of the school plan on learning-support and special needs.
- Monitor the implementation of the school plan on SEN and special needs on an ongoing basis.
- Liaise with principals in cluster schools, if we are part of a cluster.
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with very low achievement.
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.
- Keep teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Help teachers to increase their knowledge and skills in the area of learning-support.
- Encourage and facilitate staff members to attend CPD courses.
- Liaise regularly with the Support Teachers.
- Organise and co-ordinate the construction of Support Plans. Ensure that individualised planning takes place.
- Ensure that pupils who have been allocated SEN provision receive it.
- Organise the funding and provision of appropriate assessment tests.
- Monitor the completion of application forms for outside agencies such as NCSE; NEPS; CAMHS etc.
- Assume direct responsibility for co-ordinating SEN and special needs services.
- Co-ordinate the caseloads / work schedules of the Support Teachers.
- Advise Parents on procedures for availing of special needs services.
- Liaise with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs.
- Co-ordinate and organise SNAs' work and timetabling.
- The 2017 Guidelines add the following:
  - Include SEN updates as part of Croke Park Hours to keep all staff informed and allow for collaboration.
  - Arrange classroom accommodation for Support Teachers.
  - Arrange for the provision of SEN funding and resources.

*Some of these actions may be delegated to other members of staff while the principal retains overall responsibility.*

#### **4.3 Role of the SEN Team.**

✓ The SEN Team undertakes the following duties:

##### **Policy:**

- Taking responsibility for formulating and updating the school's SEN policy.
- Collaborating with the Principal Teacher and meeting with him / her at least once each school year to discuss issues relating to the development and implementation of the school plan on SEN, and to the provision of SEN.

**Selection:**

- Monitoring the selection of pupils for supplementary teaching with the Principal, ensuring that support is focused on the pupils with very low achievement.
- Identifying the level of support that is needed to meet the pupil's needs, in conjunction with the Principal, Class Teacher and Parents.
- Assisting the Principal Teacher to co-ordinate the caseloads / work schedules of the Support Teachers.

**Assessment:**

- Overseeing the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.
- Co-ordinating the administration by Class Teachers of a whole-school screening programme to identify pupils with very low achievement and / or learning difficulties in English and Mathematics
- Consulting 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
  - ☐ Support Teacher caseload.
- Co-ordinating comprehensive diagnostic assessment for each pupil who has been identified as experiencing low achievement and / or learning difficulties.
- Keeping teachers informed about external assessment services that are available and the procedures to be followed for initial referrals, when requested.
- Researching current assessments for primary schools.
- Maintaining assessment tests.
- Ordering standardised assessment scripts each year.
- Distributing standardised assessment scripts to Class Teachers each year.
- Maintaining the results of standardised assessment each year and share the results with the Principal Teacher.
- Advising Class Teachers about baseline and screening assessments each year.

**Support Plans:**

- Advising the Principal Teacher on the construction of Support Plans.
- Advising the Principal on current individualised planning best practice.
- Advising Class teachers and Support Teachers about Support Plans.

**Co-ordination Activities:**

- Maintaining a list of pupils who are receiving supplementary teaching at each stage of support - Classroom Support / School Support / School Support Plus.
- Advising Parents on procedures for availing of special needs services, when requested.
- Advising Class Teachers 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 needs.
- Advising the Principal Teacher about pupils who have been allocated SEN provision.
- Completing application forms for outside agencies such as NCSE; NEPS; CAMHS etc., in collaboration with Class Teachers and the Principal Teacher, as required.
- Advising on "*effective timetabling practices that ensures continuity*" (Circular 13/17).
- Advising on Transition.

#### 4.4 Role of the Class Teacher.

##### ✓ **Effective teaching and learning:**

- The *Learning Support Guidelines* (2000) advocate a significant change in the role of the Class Teacher, in terms of increasing emphasis on differentiation and consultation with the Support Teacher and with Parents. Circular 13/17 reiterates that position.
- The Class Teacher has primary responsibility for the progress of all pupils in her / his class, including those selected for supplementary teaching.
- *"To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons. This can be achieved by:*
  - *Varying the level, structure, mode of instruction and pace of lessons to meet individual needs*
  - *Adapting lessons to take account of pupils' interests*
  - *Matching tasks to pupils' abilities and needs*
  - *Adapting and utilising resources, including the use of technology*
  - *Aspiring towards suitably challenging learning outcomes and assessing accordingly"* (2017 Guidelines: p.13).
- With regard to teaching pupils with low achievement, the following general approaches and methods are recommended:
  - Modifying presentation and questioning techniques to maximise the involvement of pupils with low achievement in class activities
  - Placing an emphasis on oral language development across the curriculum
  - Providing pupils with extra tutoring in the key basic skills of literacy and numeracy
  - Setting learning targets at an appropriate level
  - Providing learning activities and materials which are suitably challenging but which also ensure success and progress
  - Setting up 'buddy systems' in class (high achievers collaboratively working with low achievers).

##### ✓ **Identification of Learning Difficulties:**

- The Class Teacher plays an important role in the initial identification of pupils who may have general or specific learning disabilities.
- In supporting the development and implementation of the school SEN Policy, the Class Teacher will administer and score appropriate screening measures, and discuss the outcomes with the Support Teacher(s).
- The Class Teacher will liaise closely with Parents and elicit relevant information from them regarding e.g. hearing / vision checks.

##### ✓ **Classroom Support / Stage 1:**

- Circular 02/05 demands the implementation of a Staged Approach for the provision of additional support, as does the NEPS Continuum of Support (Appendix 1).
- Stage 1 of the Staged Approach and NEPS' Classroom Support requires Class Teachers to support their pupils' learning, in the first instance.
- Stage 1 / Classroom Support will continue when School Support / School Support Plus is being phased out or discontinued, to meet the pupil's changing needs.

##### ✓ **Support Plans:**

- The Staged Approach requires Class Teachers to construct a simple, individual plan of support, to implement the plan and review its success regularly, before referring the child for Stage 2 interventions. The Class Teacher will open a Support Plan for the pupil at Stage 1 / Classroom Support level of interventions, including targets, interventions and progress.
- The Class Teacher will collaborate to complete and update the Support Plan at School Support and School Support Plus.



- Log actions in the Support Plan.
- For each pupil who is in receipt of supplementary teaching, the Class Teacher will adjust the class programme in line with the agreed learning targets in the pupil's Support Plan.
- A key role of successful support is a high level of consultation and co-operation between the Class Teacher and the Support Teacher. Central to this consultation is the development, implementation and review of Support Plans. This consultation will be achieved through SEN reviews/updates during Croke Park hours at least once per term, through completing the summary of learning collaboratively each month in their cúntas míosúil, and through informal consultation as the need arises.

#### ✍ **Communicating with Parents:**

- It is accepted practice for Class Teachers to consult with the Parents of all pupils in the class from time to time. However, for Parents of pupils who are in receipt of supplementary teaching, additional time should be devoted to consultation and collaborative planning.
- In the case of each pupil who has been identified as experiencing low achievement and / or a learning difficulty following administration of an appropriate screening measure, the Class Teacher should:
  - Make parents aware of concerns about their child's progress.
  - Outline the support that is available to pupils who experience low achievement and / or learning difficulties (Classroom Support / School Support or School Support Plus).
  - Inform Parents that a meeting with the Support Teacher(s) and / or the Class Teacher will follow diagnostic assessments.
  - Attend, if possible, the meeting between the pupil's Parents and the Support Teacher(s).
  - Collaborate with Parents and Support Teachers on the formation of a Support Plan.
- Parental permissions for school-based tests / assessments is sought when the child enrolls in our school and is retained by the Class Teacher in the pupils' files in the classroom.

#### ✓ **4.5 Role of the Special Educational Needs (SEN) Teacher (Support Teacher).**

Support Teacher activities should include both teaching and non-teaching duties. According to the Learning-Support Guidelines (2000), the Support Teacher's activities should include, where possible:

- Providing supplementary teaching commensurate with the child's particular and individual needs.
- Researching the pupil's learning difficulty / SEN, to become *au fait* with this impediment to learning.
- Being "*familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs*" (2017 Guidelines p.13).
- Implementing suitable recommendations from outside agencies, wherever possible, and liaise with outside agencies pertinent to the children on their caseload.
- Developing a Support Plan for each pupil who is selected for supplementary teaching, in consultation with Class Teachers and Parents.
- Maintaining a support plan, fortnightly plan/cúntas míosúil, including a summary of learning and assessment records, for each individual or group of pupils in receipt of support.
- Providing supplementary teaching in English and / or Mathematics to pupils who experience low achievement and / or learning difficulties at School Support / School Support Plus (as per Selection Criteria).
- Delivering intensive early intervention programmes, caseload and selection criteria permitting.
- Assisting the implementation of whole-school procedures for the selection of pupils for

supplementary teaching.

- Contributing to the development of policy on SEN at the whole school level.
- Providing advice to the Class Teacher about pupils who are experiencing learning difficulties in such areas as:
  - Individual pupil assessment
  - Programme planning
  - Curriculum differentiation
  - Approaches to language development
  - Approaches to reading
  - Approaches to spelling
  - Approaches to writing
  - Approaches to Mathematics
  - Behaviour difficulties
- Meeting with Class Teachers of each pupil who is in receipt of School Support / School Support Plus, to discuss targets and ways in which attainment of the targets can be supported throughout the school day.
- Meeting with Parents of each pupil who is in receipt of support, if possible, to discuss targets and ways in which attainment of the targets can be supported at home, to review the pupil's attainment of agreed targets and to revise the pupil's Support Plan.
- Contributing at the school level to decision making regarding the purchase of learning resources, books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the Support Teacher's room.
- Liaising with external agencies such as speech and language therapists etc.
- Implementing school policies on preventing learning difficulties, screening pupils for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching, where it is deemed necessary.
- In addition to providing supplementary teaching to pupils, the Support Teacher is involved in administering a range of formal and informal assessments and in maintaining records of the outcomes of those assessments. The Support Teachers shall:
  - Conduct an initial diagnostic assessment of each pupil who has been identified as having low achievement and / or a learning difficulty, based on results of an appropriate screening measure and maintain a record of the assessment in the pupil's individual file.
  - Monitor the ongoing progress of each pupil in receipt of supplementary teaching in relation to the attainment of agreed learning targets and short-term objectives that arise from them, and record the observations in the summary of learning.
  - Review the progress of each pupil at the end of an instructional term and record it on the pupil's Support Plan.

#### ✓ 4.6 Role of the Special Needs Assistant (SNAs)

The purpose of the SNA scheme is to provide for the significant additional care needs, which some pupils with special educational needs may have.

##### ➤ 1. Primary Care Needs SNA Tasks:

An SNA's role is to carry out duties based on the Primary Care Needs of the pupil. These may include:

- ✓ • Assistance with feeding: Where a pupil with special needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time.
- ~▪ Administration of medicine: Where a pupil 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: Where a child with special needs cannot independently self-toilet, and until such time as they are able to do so.

- 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 pupil may be required to leave the class for medical reasons or due to distress on a frequent basis.
  - Assistance with moving and lifting of pupils, operation of hoists and equipment.
  - Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs 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...
- The tasks noted above are the primary care support tasks for which access to SNA support is provided.

## ➤ 2. Secondary Care Associated Tasks (SNA Tasks):

The following tasks are the type of secondary care associated tasks which SNAs will often perform, but only once they have been allocated on the basis of the primary care support tasks listed above. The indicative list of secondary associated tasks listed below is not definitive and is reflective of the tasks detailed in Circulars 08/02 and 71/2011.

The associated support tasks which may be carried out include:

- Preparation and tidying of workspaces and classrooms or assisting a pupil 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 pupils 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 and 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.

See Appendix 2 - Personal Pupil Plan (PPP) & NCSE Form 4

#### ✓4.7 Role of Parents.

Parents can support the work of the school in supporting their child by:

- Supporting the work of the school by participating with their child in language, literacy and mathematical activities at home such as:
  - Book sharing / reading stories / storytelling
  - Paired reading (listening to and giving supportive feedback on oral reading)
  - Discussions about school and other activities to build vocabulary and thinking skills
  - Writing lists
  - Counting and measuring and other activities involving number
- Talking positively about school and school work.
- Availing of real-life situations to discuss the importance of language, literacy and mathematics.
- Working on agreed Targets at home.
- Parents should keep the Class Teacher informed of the progress that they observe in their child's learning. They should also let the school know of any learning difficulties that they observe in their child at home. If, following diagnostic assessment, the child has been identified as requiring supplementary teaching, the Parents should attend a meeting with the Support Teacher to discuss:
  - The results of the assessment
  - The learning targets in the child's Support Plan
  - The ways in which attainment of the targets can be supported at home.
- Where a child is in receipt of supplementary teaching from the learning-support teacher, the Parents should:
  - Discuss their child's progress with the Support Teacher and, in cases where supplementary teaching is to be continued, discuss the revised learning targets and activities in their child's Support Plan.
  - At the discontinuation of supplementary teaching, discuss with their child's teachers how the child's future learning needs can continue to be met at school and at home.

#### 4.8 Role of Pupils.

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

- Outline his / her interests, aspirations, strengths.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.
- Contribute to the Support Plan, where appropriate.
- Become familiar with the medium and short-term learning targets that have been set for them and they should be given the opportunity to contribute to the setting of such targets, where appropriate.
- Contribute to the selection of texts and other learning materials that are relevant to the attainment of their learning targets, where appropriate.
- 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.

#### ✓4.9 Role of External Bodies and Agencies.

According to Circular 13/17, *"Support and guidance is available to teachers from external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the NCSE Support Service, the Inspectorate, and allied health professionals."* We endeavour to liaise with the available services for the benefit of our pupils.

## 5.0 Prevention and Early Intervention.

Prevention / early intervention is a cornerstone of supporting learning.

### 5.1 Prevention Strategies.

Our strategies for preventing learning difficulties include:

- The development of agreed approaches to the teaching of English and Mathematics in order to ensure progression and continuity from class to class. (See Plean Scoile for English and for Mathematics).
- Careful development of phonological awareness and rhyming skills in the classroom, before the introduction of formal reading of words and books.
- The use of concrete materials at every opportunity.
- Implementation of whole school parental involvement programmes e.g. home school link sheets for maths, shared reading, information sheet for RSE and Stay safe, information sheets from the NCCA.
- Ongoing observation and assessment of the language, literacy and numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties
- Close collaboration and consultation between the Infant Teachers and the Support Teachers.
- Thorough Assessment procedures throughout the school
- Provision of additional support in language development/early literacy/early mathematical skills to pupils who need it

### 5.2 Early Intervention Programmes.

- Early intervention is a vital component of the NEPS Continuum of Support model.
- Early intervention programmes may be provided by the Class Teacher and/or by the Support Teacher, in accordance with the Staged Approach and the NEPS Continuum.
- Close collaboration and consultation between the Class Teachers and the Support Teachers, should identify pupils who may be in need of early intervention. Teacher observation and professional opinion will be given due consideration in the selection of pupils for early intervention programmes at Classroom Support / School Support level.
- Intensive early intervention programmes in the early primary classes can be an effective response to meeting the needs of children with low achievement. Such programmes will:
  - Be set within a specific time frame (8-20 weeks)
  - Be based on a shared expectation of success by everyone involved
  - Involve small group teaching or one-to-one teaching where small group teaching has not been effective / difficulties are significant
  - Include a strong focus on oral language, where appropriate, laying the foundation for meaningful reading activities and further development of language and comprehension skills
  - Emphasise the development of phonemic awareness
  - Develop phonic skills, once phonological awareness has been developed well
  - Develop 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 in the development of mathematical procedures and concepts.
- Programmes such as *“the Incredible Years - Teacher Classroom Management programme as a means of preventing the emergence of behavioural difficulties; FRIENDS for Life as a means of preventing anxiety and building resilience, or similar evidence-based programmes”* may be implemented if/when teachers can obtain training in these programmes (2017 Guidelines, p.15).

- *"The use of early-intervention and prevention programmes helps mitigate the development of learning, social and emotional difficulties. A Balanced Approach to Literacy Development is an example of a resource for early-intervention and prevention of literacy difficulties" which is utilised in our school (2017 Guidelines, p.14-15).*
- *"the Department's support services offer a wide range of programmes and resource materials related to the social, emotional and behavioural needs of all pupils, including those with special educational needs. These programmes cover such issues as bullying, transition and behaviour management. A sample of programmes currently available includes: Anti-Bullying Support Materials; Transition from Primary to Post-Primary; Challenging Behaviour, Social Skills and Pupils with Special Educational Needs" (2017 Guidelines, p.15). Where relevant these programmes will be utilised by classroom/support teachers.*

## **6.0 Policy regarding Permissions; Screening; Assessment; Caseload; Selection; Allocating Additional Teaching Supports; Time Management and Review.**

### **✓6.1 Parental Permissions:**

- (1) Written parental permissions are required for children to receive Classroom Support/School Support/School Support Plus.
- (2) Written parental permissions for school-based assessments are given to parents on school entry.

**6.2 Initial Screening:** Class Teachers will carry out initial screening tests and standardised assessments (Appendix 3). The Support Teachers will administer further screening tests, if deemed necessary.

**6.3 Diagnostic Assessment:** The Support Teacher will discuss each class's recorded results with the Class Teacher, and carry out further screening tests and / or diagnostic assessments where it is deemed necessary (Appendix 4). The results of these tests will inform the caseload selection process. The Principal Teacher will be kept informed at all times during this process.

**6.4 Caseload Decisions:** The Staged Approach, together with current guidelines (2017), and DES Circulars will inform all decision-making regarding the Support Teachers' caseloads.

### **6.5 Selection Criteria:**

Selection Criteria for Providing Pupils with Additional Teaching Support: Circular 13/2017 states - *"Pupils under the new allocation model will be identified by schools for additional teaching support in accordance with the Continuum of Support Guidelines, and the Guidelines which accompany this Circular" (p. 13). The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process" (pages 15 and 16).*

Support may be provided to pupils at Classroom Support / School Support / School Support Plus level of the NEPS' Continuum of Support Process (DES, 2010).

#### **1. Class Teacher (NEPS' Classroom Support):**

Pupils deemed to need additional support with their learning (literacy & numeracy) and / or specific needs (oral language, social interaction, behaviour, emotional development and application to learning) will be supported in the classroom by the Class Teacher.

## ✓ 2. Support Teacher (NEPS' School Support and School Support Plus):

The Support Teacher may provide additional support for the following pupils, through withdrawal (1:1 or in a small group) or in-class support (e.g. station teaching / team teaching / in-class support / peer tutoring), depending on the child's needs.

The following selection criteria encompasses current DES Circulars, Guidelines and general good practice. The school will select pupils in accordance with these criteria, starting at point (1) and continuing on through the selection criteria until caseloads / timetables are full.

*"Those with the highest level of need should have the greatest level of support"* (2017 Guidelines: p. 19).

1. Pupils previously in receipt of "Resource hours" who continue to experience significant learning difficulties.
2. Pupils previously in receipt of "Learning-Support" who continue to experience Significant learning difficulties (scoring below the 12<sup>th</sup> percentile on standardised assessments).
3. Pupils diagnosed as having "Low Incidence Learning Disabilities".
4. Pupils diagnosed as having "High Incidence Learning Disabilities".
5. Pupils who have English as an Additional Language (EAL) i.e. (a) pupils who arrive to our school without any English (b) pupils who have lived in Ireland less than two years, and whose English needs further support.
6. Pupils scoring at/below the 10<sup>th</sup> percentile on standardised assessments in literacy.
7. Pupils scoring at/below the 12<sup>th</sup> percentile on standardised assessments in literacy (to allow for a margin of error).
8. Pupils scoring at/below the 10<sup>th</sup> percentile on standardised assessments in Mathematics.
9. Pupils scoring at/below the 12<sup>th</sup> percentile on standardised assessments in Mathematics (to allow for a margin of error).
10. Early intervention in literacy - Infant class pupils who continue to experience difficulties in early literacy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**
11. Early intervention in Mathematics - Infant class pupils who continue to experience difficulties in early numeracy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**
12. Pupils scoring at or below STEN 4 (30th percentile) on standardised assessments in literacy, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**
13. Pupils scoring at or below STEN 4 (30th percentile) on standardised assessments in mathematics, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**
14. Pupils experiencing serious difficulties with oral language / social interaction / behaviour / emotional development / application to learning, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**
15. Transition to Post-Primary School (Appendix 5).
16. Gifted Pupils (those scoring above the 95th%ile in both English and Mathematics on Standardised Assessments and / or have been diagnosed by a NEPS Educational

Psychologist as having a "superior IQ"). Interventions will be made in the first instance by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**

## **6.6 Allocating Additional Teaching Supports:**

### **The 3 Steps from the 2017 Guidelines are:**

- ✓ **Step 1: Identify Needs** - *"The Continuum of Support is a problem-solving model of assessment and intervention that enables schools to gather and analyse data" (2017 Guidelines: p.6). "Using the Continuum of Support framework, schools can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. The principle that **pupils with the greatest level of need have access to the greatest levels of support** is of primary importance. This approach is also supported by information and engagement with external professionals, as required" (2017 Guidelines: p.7) (See Appendix 6: Table 1 from the 2017 Guidelines: Identification of Educational Needs through the Continuum of Support Process).*

The 2017 Guidelines provide a template to support Teachers in maintaining a list of pupils who are in receipt of interventions through the Continuum of Support Framework (Appendix 7).

### ✓ **Step 2: Meeting Needs -**

*"Having identified a pupil's needs and the educational planning required to meet those needs, this second step emphasises the importance of effective teaching and learning strategies.*

#### **➤ Target Setting:**

*"Good target-setting is central to effective teaching and learning for pupils with special education needs. There are four guiding principles when devising targets for pupils. Targets should be:*

- *Linked to assessment*
- *Strengths-based*
- *Linked to interventions*
- *Developed collaboratively (2017 Guidelines: p. 16).*
- *SMART: Specific measurable, achievable, realistic, time bound.*

*(See Appendix 8: Appendix 1 of the 2017 Guidelines: Target setting as part of the problem-solving framework).*

### ✓ **Step 3: Monitor and Record Progress -**

*Determine current level of performance ➤ Identify specific time-bound targets ➤ Measure progress. (See Appendix 9: Table 2: Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs).*

## **6.7 Staff Meetings.**

SEN provision in our school will be included on the agenda for staff meetings at least once per instructional term. Any shared Support Teachers attend staff meetings at their base schools.

## **6.8 Parent-Teacher Meetings.**

The nature of SEN support means that meetings with parents are on-going and regular.

## **6.9 Lunchtime Supervision.**

If shared the Support Teacher will complete lunchtime supervision at their base school only.

## **6.10 Travelling Time.**

If shared, the Support Teacher will ensure that the time spent travelling between schools is kept to



the minimum possible, while providing regular support to pupils.

#### **6.11 Review of this SEN Policy.**

The policy will be reviewed every three years/when the need arises.

### **7. Continuing and Discontinuing Supplementary Teaching.**

- ☐ An instructional term is generally taken to mean 13-20 weeks of instruction.
- ☐ If possible, a meeting/phone call will be held with the parents in cases where supplementary teaching is to be continued, to discuss the revised learning targets and activities in the pupil's Support Plan.
- ☐ Supplementary teaching will normally be discontinued where the targets have been met and the pupil (on assessment) is performing above the percentile laid down in the selection criteria for receiving support. Teacher observation of the pupils' performance and/or confidence level will also be taken into account.
- ☐ The school may decide to discontinue supplementary teaching with some pupils (who have made satisfactory progress), in order for the Support Teacher to provide early intervention/prevention for Senior Infants, after for example the analysis of the MIST screening test results in Term 2/3 (pupils who have not responded to Stage One interventions by the class teacher, under the Staged Approach).
- ☐ Due consideration will be given to the overall needs of the school and all of its pupils.

### **8. Monitoring Progress.**

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

- ☐ Implementing Step 3 of the 2017 Guidelines, as previously mentioned in this policy.
- ☐ 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 assessments administered by the Class Teacher.
- ☐ Diagnostic testing administered by the Support Teacher.
- ☐ Record keeping (Children have a file in their classroom and in the support room, where relevant, where records, test results and assessments are kept in a secure filing cabinet).
- ☐ Support Plans - opened, maintained and updated by Class Teachers at Classroom Support level.
- ☐ Support Plans - opened, maintained and updated by both Class Teachers and Support Teachers at School Support / School Support Plus level.
- ☐ Non-academic progress of pupils in this school can 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.

### **9.0 Liaising with Parents.**

Effective communication with parents is critically important to the success of a support programme.

#### **9.1 Communication with Parents.**

- Details regarding support teaching will be shared at the Infant Information Session in

June.

- Teachers will take every opportunity to make parents familiar with the purpose and procedures of the school's support team.
- Parent/teacher meetings
- School report
- Home/school diary, where necessary

### **10. Monitoring and Reviewing this Policy.**

The Principal and SEN team has overall responsibility for Monitoring and Reviewing this SEN Policy. It is an ongoing and developmental process. Staff and Board of Management will engage in the developmental process, and the policy will be reviewed every three years/when necessary.

The policy was reviewed by the staff and was ratified by the Board of Management in February 2018.

Signed: P. J. Harrington  
Chairperson, Board of Management

Date 12<sup>th</sup> Feb '18

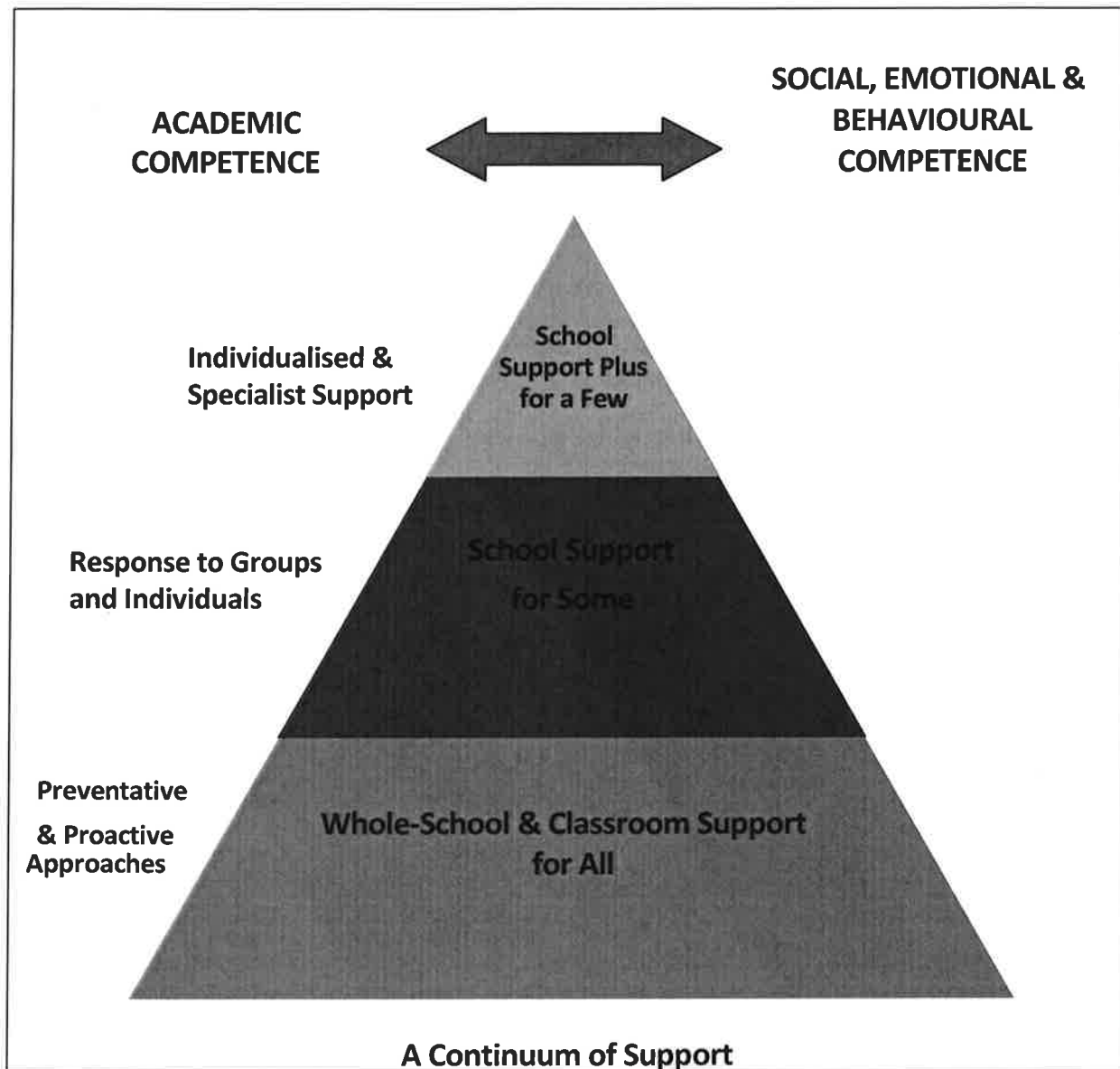
Signed: Alma Quinn  
Principal

Date Feb 12<sup>th</sup> 2018

## Appendix 1

The 2017 Guidelines (p. 8) present the NEPS Continuum of Support as follows -

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



The 2017 Guidelines (p. 11-12) describe the NEPS' three tiers of support as follows - "*As special educational needs can vary from mild to transient to significant and enduring, educational planning should reflect the level of need of the individual pupil. In this regard, the Student Support File facilitates a graduated response across the different levels of the Continuum: Classroom Support, School Support and School Support Plus. For pupils with significant, enduring and complex needs, collaboration with external professionals, including multi-disciplinary teams, is advised (for example, occupational therapist, speech and language therapist and psychologist)*".

## Appendix 2

### Personal Pupil Plan (PPP)

<b>Personal Pupil Plan for _____</b> SNA support is vital in all of the areas ticked	
<b>1. Primary Care Needs SNA Tasks (as per Circular 30/2014):</b>	√
Assistance with feeding: Where a pupil with special needs requires adult assistance & where the extent of assistance required would overly disrupt normal teaching time.	
Administration of medicine: Where a pupil requires adult assistance to administer medicine & where the extent of assistance required would overly disrupt normal teaching time.	
Assistance with toileting & general hygiene: Where a child with special needs cannot independently self-toilet, & until such time as they are able to do so.	
Assistance with mobility & orientation: On an ongoing basis including assisting a pupil or pupils to access the school, the classroom, with accessing school transport (where provided, school Bus Escorts should, in the first instance, assist a pupil to access school transport), or to help a pupil 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 & school grounds: At recreation, assembly, & dispersal times including assistance with arriving & 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 pupil may be required to leave the class for medical reasons or due to distress on a frequent basis.	
Assistance with moving & lifting of pupils, operation of hoists & equipment.	
Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs & those with significant, & identified social & 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.	
<b>2. Secondary Care Associated Tasks (SNA Tasks) (as per Circular 30/2014):</b>	
Preparation & tidying of workspaces & classrooms or assisting a pupil who is not physically able to perform such tasks to prepare & 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 pupils with special educational needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned & the review of such plans.	
Assist teachers & / or Principal in maintaining a journal & care monitoring system for pupils including details of attendance & care needs. Assist in preparation of school files & materials relating to care & assistance required in class by students with special needs.	
Planning for activities & classes where there may be additional care requirements associated with particular activities, liaising with Class Teachers & other Teachers such as the Resource Teacher & School Principal, attending meetings with Parents, SENO, NEPS Psychologists, or school staff meetings with the agreement & 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.	
<b>3. Other Vital SNA Tasks:</b>	

Preventing the child from harming self.	
Preventing the child from harming other children.	
Preventing the child from harming staff.	
Preventing the child from destroying property.	
Careful supervision of the child to prevent the child from climbing / squeezing into tight spaces etc.	
Supervising the child who is a flight risk	
Accompanying the child to and from Learning Support / Resource	
Removing the child from whole school activities, if the child becomes distressed / overwhelmed	
Removing the child from the classroom when meltdowns occur	
Assisting the class teacher to raise the alarm if dangerous situations occur (children cannot be left alone)	
Assisting the class teacher to comfort other children who are injured / frightened by explosive behaviour	

<div> <div>Summary of Pupil Care Needs Currently being Supported in the school</div> <div>Please insert date</div> </div>					
<div> <div>To be completed for students currently accessing SNA support.</div> <div>Please submit to SENO at the start of the new allocations period, at point of new SNA application or prior to a care needs review</div> </div>					
School Name	Scoil Íosagáin, Upperchurch N.S.	School Roll No.	19677R	Breakdown of current SNA Allocation to the school e.g. 1FT post and 1 x 0.5 post	
Name(s) of students accessing SNA support	DOB	Disability	Details of student's current significant care needs [as per Cir. 0030/2014]	Statement of supports provided by SNA to student	
Signature of School Principal				Date	

## Appendix 3

### **Screening Assessments currently in use:**

#### Junior Infants:

Jolly Phonics Assessment – Prior to and following Literacy Lift Off  
BIAP

#### Senior Infants:

MIST – Beginning of Term 3  
Jolly Phonics Assessment – Prior to and following Literacy Lift Off  
BIAP

#### First Class:

Micra-T - May  
Sigma- T – May  
Drumcondra Primary Spelling Test - May

#### Second Class:

Verbal Reasoning Test (VRT) – Term 1  
Non-Verbal Reasoning Test (NVRT) – Term 1  
Drumcondra Primary Reading Test - November  
Micra-T - May  
Sigma- T – May  
Drumcondra Primary Spelling Test - May

#### Third Class:

Drumcondra Primary Reading Test - November  
Micra-T - May  
Sigma- T – May  
Drumcondra Primary Spelling Test - May

#### Fourth Class:

Verbal Reasoning Test (VRT) – Term 1  
Non-Verbal Reasoning Test (NVRT) – Term 1  
Drumcondra Primary Reading Test - November  
Micra-T - May  
Sigma- T – May  
Drumcondra Primary Spelling Test - May

#### Fifth Class:

Drumcondra Primary Reading Test - November  
Micra-T - May  
Sigma- T – May  
Drumcondra Primary Spelling Test - May

#### Sixth Class:

Drumcondra Primary Reading Test - November  
Micra-T - May  
Sigma- T – May  
Drumcondra Primary Spelling Test - May

## Appendix 4

### **Diagnostic Assessments currently in use:**

#### Junior/Senior Infants:

Early Literacy Test (Gillham)  
Aston Index  
Get Reading Right (Jackson)  
Jolly Phonics Assessment Supplementary Assessment  
My Thoughts About School Questionnaire  
My Language Profile  
Maths Questionnaire  
Basic Number Assessment

#### First – Second Class:

YARC  
Quest Literacy and Numeracy  
Schonell Graded Reading and Spelling Tests  
Aston Index  
Ballard Westwood Timed Tables Assessment  
My Thoughts About School Questionnaire  
My Language Profile  
Maths Questionnaire

#### Third – Sixth Class:

YARC  
Schonell Graded Reading and Spelling Tests  
Aston Index  
Ballard Westwood Timed Tables Assessment  
My Thoughts About School Questionnaire  
My Language Profile  
Maths Questionnaire



## Appendix 5

### **Transition from Primary School to Post-Primary School**

Taken from the 2017 Guidelines:

Good planning and support for transition helps to ensure the successful transfer of pupils from preschool to primary school, from primary school to post-primary school and between special and mainstream settings. Effective transition support and planning can enhance the educational experience of the child and help reduce potential anxiety. Many schools already have excellent practices in place to support pupils at various transitional points.

The National Council for Curriculum and Assessment (NCCA) has developed a suite of materials to support the reporting and transfer of pupil information from primary to post- primary schools. The materials are presented under the umbrella title of Education Passport and are available at [www.ncca.ie/transfer](http://www.ncca.ie/transfer). They include:

- ☐ 6th Class Report Card
- ☐ My Profile sheet (for children)
- ☐ My Child's Profile sheet (for parents)
- ☐ A Special Educational Needs Summary Form is included to support the sharing of information for children with identified learning needs.

Since the 2014/15 school year schools have been required to use the Education Passport materials detailed above and forward to the relevant post-primary school, following confirmation of enrolment, ideally by end of June (Circular 45/2014).

Additional resources for schools in planning for effective transitions are available at the Department of Education and Skills and NCSE websites.

## Appendix 6

Table 1: from the 2017 Guidelines. Identification of Educational Needs through the Continuum of Support Process.

<b>Table 1: Identification of Educational Needs through the Continuum of Support Process</b>	
<b>Classroom support</b>	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parental consultation</li> <li><input type="checkbox"/> Teacher observation records</li> <li><input type="checkbox"/> Teacher-designed measures /assessments</li> <li><input type="checkbox"/> Basic needs checklist *</li> <li><input type="checkbox"/> Learning environment checklist*</li> <li><input type="checkbox"/> Pupil consultation - My Thoughts About School Checklist</li> <li><input type="checkbox"/> Literacy and numeracy tests</li> <li><input type="checkbox"/> Screening tests of language skills</li> </ul> <p>A Classroom Support plan runs for an agreed period of time and is subject to review.</p>
<b>School Support</b>	<p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher observation records</li> <li><input type="checkbox"/> Teacher-designed measures / assessments</li> <li><input type="checkbox"/> Parent and pupil interviews</li> <li><input type="checkbox"/> Learning environment checklist</li> <li><input type="checkbox"/> Diagnostic assessments in literacy/numeracy</li> <li><input type="checkbox"/> Formal observation of behaviour including ABC charts, frequency measures</li> <li><input type="checkbox"/> Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties</li> </ul> <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition.</p> <p>A School Support Plan operates for an agreed period of time and is subject to review.</p>
<b>School Support Plus</b>	<p>This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher observation and teacher-designed measures</li> <li><input type="checkbox"/> Parent and pupil interviews</li> <li><input type="checkbox"/> Functional assessment</li> </ul>

## Appendix 7

Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework

<b>Classroom Support</b>				
<b>Pupil Name</b>	<b>Class</b>	<b>Description of SEN</b>	<b>Nature of Supports</b> Literacy, Numeracy Social, Emotional, Behavioural, Life-skills	<b>Focus of Support</b> In-class, withdrawal in small groups or individual, school yard

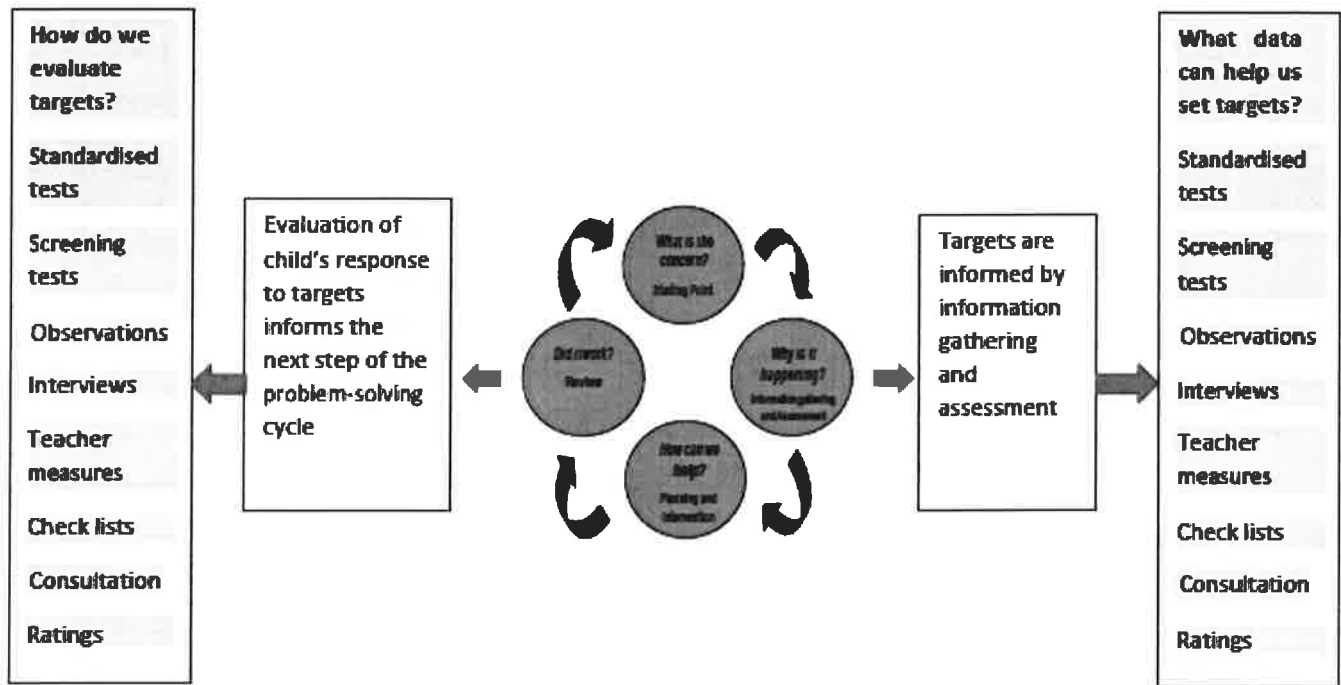
<b>School Support</b>				
<b>Pupil Name</b>	<b>Class</b>	<b>Description of SEN</b>	<b>Nature of Supports</b>	<b>Focus of Support</b>

<b>School Support Plus</b>				
<b>Pupil Name</b>	<b>Class</b>	<b>Description of SEN</b>	<b>Nature of Supports</b>	<b>Focus of Support</b>

<sup>5</sup> Schools may hold information on pupils and level of support on a class basis, as an integral part of classroom planning.

## Appendix 8

From the 2017 Guidelines Appendix 1: Target-setting as part of the problem-solving framework.



Targets are written as desired skills which are:

Specific  
Measurable  
Achievable  
Relevant  
Time Limited



Targets should be written in definitive language to facilitate monitoring and review of progress, for example:

*John will correctly identify the first 50 Doich Words with 80% accuracy*

*Sean will speak in a full sentence which includes a subject, verb and object*

*Anne will use her PECS to request an activity break*

## Appendix 9

Table 2: from the 2017 Guidelines - Planning the allocation of special education teaching supports

<b>Table 2: Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs</b>	
<b>Action 1: Identification of pupils with special educational needs</b>	<p>Review existing information on pupils' needs, using school-based data, and any information from parents and external professionals.</p> <p>Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify <b>all</b> pupils with special educational needs in the school.</p> <p>Match their needs to the appropriate level on the Continuum of Support.</p>
<b>Action 2: Setting targets</b>	<p>Based on individual needs, set clear learning targets for each pupil at each level of the Continuum of Support.</p>
<b>Action 3: Planning teaching methods and resources</b>	<p>Identify the level and type of intervention required to meet targets for each pupil on the Continuum of Support.</p> <p>Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching.</p> <p>They should also be mindful that the interventions and supports that they are using are evidence-informed.</p>
<b>Action 4: Organising early-intervention and prevention programmes</b>	<p>Based on identified needs, choose evidence-informed early-intervention/prevention programmes to address concerns.</p> <p>Identify time needed and staffing commitment required.</p>
<b>Action 5: Organising and deploying special education teaching resources</b>	<p>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.</p> <p>Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place.</p> <p>Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.</p>
<b>Action 6: Tracking, recording and reviewing progress</b>	<p>Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> At <b>Whole-school and Classroom Support</b> level by all teachers</li> <li><input type="checkbox"/> At the <b>School Support and School Support Plus</b> levels by class teachers and special education teachers</li> </ul>

