

**Special Education Needs Policy**

**2019+**

**Board of Management**

**Scoil Bhríde Nurney**

**2019+**



**Scoil Bhríde**

**Special Education Needs Policy**

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**1. Introduction**

**Please read this policy in conjunction with Appendix A: Glossary of Terms.**

**Teaching staff will be happy to answer any queries you may have on this policy.**

In 2016, staff members collaborated to undertake a review of the existing Policy for Special Education Needs Teaching. The draft policy was presented to the school’s Board of Management (BOM) for their input and approval. Over the intervening years staff have regularly conducted reviews and self evaluation of the agreed policy to take account of subsequent Circulars published by the Department of Education and Skills (DES) and changes in special education teaching supports. This on-going process has also been informed through initiatives for school improvement undertaken by staff through continuous professional development (CPD) and researches both in-house and from external sources.

***1.1 School Context***

Scoil Bhríde Nurney is under the patronage of the Catholic Bishop of the Kildare and Leighlin Diocese. The school is situated in a rural area with pupils from a range of backgrounds.

Following an extensive building and refurbishment programme undertaken since 2000, there are now eight modern classrooms as well as three dedicated teaching areas to support learning on an individual and/or group basis.

***1.2 Types of Support Teaching***

Since the publication of DES circular 0013/2017 schools are allocated special education teaching supports in the form of Special Education Teachers (SETs) but we prefer the term **Support Teachers,** as this is more inclusive.

Scoil Bhríde Nurney’s SEN team comprises of the principal, special education teachers and special needs assistants.

In line with:

* ‘Principle 6’ of the DES guidelines “Supporting Pupils with Special educational Needs in Mainstream Schools” (pgs. 5 and 18)
* Best practice guidelines from the department of the Inspectorate
* The principal’s professional discretion (as outlined in the principal’s duties in the Rules for National Schools and the 1998 Education Act)

One fulltime SET post may be held by the deputy principal whilst the next additional SET post will be determined by best practice guidelines.

**2. Policy Rationale**

* To outline procedures and practices to be followed in relation to pupils requiring Support Teaching.
* To outline our whole school approach to teaching/learning in relation to pupils requiring Support Teaching.
* To outline the roles and responsibilities of all those involved in the provision of Support Teaching.
* To establish communication structures for the involvement of all staff and the parents/guardians of pupils requiring Support Teaching.
* To encourage pupils to become more active in their own learning**.**
* To assist parents/guardians in making an informed decision in relation to the enrolment of their child in this school. Please note the school only provides **information** on placement rather than giving **advice** in this regard.
* To update existing policy following changes in resource allocation.

**3. Mission Statement**

*Scoil Bhríde Nurney is a Catholic Primary School which strives to provide a happy, co-operative and safe school atmosphere where the self esteem of each child will be enhanced and the educational, spiritual, moral and cultural needs of each child identified and developed with compassion, enthusiasm and due regard for the child’s individuality. Our school community promotes excellence in teaching and learning.*

***3.1 School Ethos***

*Scoil Bhríde Nurney is a Catholic school which aims at promoting the full and harmonious development of all aspects of our pupils: intellectual, physical, emotional, cultural, moral and spiritual, including a living relationship with God and with other people.*

*Scoil Bhríde promotes a philosophy of life based on a belief in God and Jesus Christ. Scoil Bhríde provides religious education for our pupils in accordance with the doctrines, practices and tradition of the Catholic Church and promotes the formation of pupils in the Catholic faith.*

*While we embrace the Catholic faith, we welcome and embrace the children of all creeds.*

***3.2 Child Protection***

Our school has adopted in full and without modification the prescribed Child Protection Procedures of the DES. Copies of the school’s Child Protection Policy are available on the school website on www.nurneyns.com

**4. Aims of Support Teaching**

The aim of Support Teaching is to assist pupils with learning and other difficulties to optimise the teaching and learning opportunities afforded them thus enabling each pupil achieve adequate levels of proficiency in literacy and numeracy and also with fine and gross motor and social skills (where necessary) before leaving primary school. We also encourage pupils to monitor and evaluate their own learning thereby enabling them to become more independent learners.

In Scoil Bhríde we aim to support the pupil in a holistic manner where possible. We will seek to achieve this aim through whole school policies based on the following principles:

* Provision of intensive Early Intervention
* Direction of resources towards pupils in greatest need
* Effective implementation of learning strategies using a combination of in class co-operative teaching and withdrawal support as well as co-operative learning.
* Optimum organisation and use of available support teaching resources thereby enabling maximum learning outcomes to accrue.
* Involvement of designated school staff, parents/guardians and the pupils themselves in identifying needs, planning, implementing, monitoring and evaluating Individual Education Plans (IEPs) and Individual Profile and Learning Programmes (IPLPs).

Please also refer to Section 3 of ‘DES Guidelines for Primary Schools – Supporting Pupils with Special educational Needs in Mainstream Schools’

**5. Roles and Responsibilities in Support Teaching**

**Please refer to Appendix B**

These roles are adapted from:

* DES Learning Support Guidelines (Chapter 3, 2000)
* Department of Education and Skills Circulars 0024/2009, Sp Ed 02/05, Sp Ed 24/03, 0051/2007, 0038/2007, 0013/2017 and in relation to SNAs 0009/2009 and 03/03 updated 2007
* DES Guidelines for Primary Schools – Supporting Pupils with Special educational Needs in Mainstream Schools (2017)

We also aspire to conform to the Education Act, 1998. The above are all available at [www.education.gov.ie](http://www.education.gov.ie)

In Scoil Bhríde we foster a partnership approach to support teaching. This involves Class Teachers, parents/guardians, the Support Teacher, Special Needs Assistants (where applicable, see Circulars 07/02 and 30/2014), pupils and other professionals such as Psychologists, Speech and Language Therapists and Occupational Therapists. Our Board of Management has appointed our school principal as Special Education Needs (SEN) Co-ordinator. However all meetings with parents and outside professional agencies regarding SEN provision should be in the presence of both the deputy principal and principal when possible.

**6. Enrolment of Pupils with Special Needs**

*(Taken from Scoil Bhríde’s Enrolment Policy: Please see www.nurneyns.com)*

***6.1 Enrolment in Junior Infants***

Over the years a frank and honest sharing of information, pooling of ideas and perspectives between home and school has been hugely beneficial to all pupils and particularly to the child with special educational needs.

As an inclusive and welcoming school Scoil Bhríde will enrol pupils with special educational needs within the school. It is therefore crucial that parent(s)/guardian(s) make the school aware of any concerns which they have in relation to their child’s development and also their care and/or learning needs prior to enrolment in the school. Failure to do so can have a negative impact on the individual child’s learning and also that of her/his peers.

During an induction meeting with individual parents/guardians, whose children are being offered places in the school, the Principal Teacher discusses the above matters in a supportive way and advises on the provision of extra resources appropriate to the child. This is to enable the child to access the Primary School Curriculum in a meaningful way.

On the **Application Form (for places in the school)**, parents/guardians must provide the school with the fullest information available to them for retention by the school e.g. medical and psychological reports. If these are not available, the Board of Management will require that this information be given to the school

as soon as possible **prior to admission** and should reach the school by February 28th (**at the latest)** of the proposed year of the child’s entry to the school. This information is essential to enable the Principal Teacher and Special Needs Coordinator to source if necessary the resources from the DES which will be required to meet the child’s educational, care and training needs, thereby meeting the legal requirement on the school to provide an appropriate education for the child. It is also in line with the school’s policy and practise of early intervention to support each child’s learning and to ensure that s/he receives the best possible education given the resources available to the school. A member of staff may visit to the pupil in his/her preschool setting with parental permission after the pupil has received an offer of a place in the school.

This school fully supports inclusiveness of children with special educational needs unless the nature or degree of the child’s need is such that to do so would be inconsistent with –

1. The best interests of the child as determined in accordance with any assessment carried out either under The Education for Persons with Special Educational Needs Act, 2004 or through a recognised source.

**- And -**

1. The effective provision of education for children with whom the child is to be educated (Education for Persons with Special Educational Needs Act 2004)

Prior to an application being considered by the Board of Management, a meeting will take place with the parents /guardians of the child, to discuss his/her needs and the suitability or ability of the school to meet these needs. This meeting may also involve the Special Education Needs Organiser (SENO) for the area. The latter is a valuable source of information for parents/guardians on the placement and provision of educational supports for children with ‘complex’ needs.

We feel that with the provision of appropriate accommodation, by the Department of Education and Skills, teaching resources and supports, we in Scoil Bhríde can make a difference to each child enrolled in our school in a positive way.

**The Board of Management regards a failure to disclose full information and reports by parents/guardians prior to enrolment as a breach of trust, which may invalidate the application process.**

***6.2 Enrolment after Junior Infants***

In the case of a child seeking to enter the school after Junior Infants, the BOM will require reports from his/her current school. The offer of a place in the school will be contingent on the availability of a place in the appropriate class, the provision of all relevant documentation from parents/guardians, and the ability of the school, in the view of the Board of Management and professionals involved in the child’s support team, to provide the child with an appropriate education.

**7. Prevention Strategies**

Strategies to address learning needs involve on-going observation and assessment of language, literacy and numeracy skills at an early stage in the Junior Infants and Senior Infants classes. This facilitates early identification of a possible need for support in learning.

These strategies include:

* Whole school policies/approaches to the teaching of literacy/mathematics
* Focus on Emergent Reading – language development, print rich environment, development of sight vocabulary, shared book, developing concepts of print through modelling by the teacher and through collaborative reading activities, initiating the development of a basic sight vocabulary
* Whole school approach to phonological and phonemic awareness
* Paired reading/C.A.P.E.R.
* Individualised spelling programmes
* Differentiation in class situation
* Provision of additional support in language development and in early literacy/mathematical skills to pupils who need it
* Ongoing structured observation and assessment of literacy and mathematical skills of pupils in infants classes
* Implementing classroom programmes designed to enhance learning and prevent learning difficulties e.g. Ready Set Go Maths
* Provision of appropriate ongoing support in the classroom for pupils for whom supplementary teaching has been discontinued/reduced e.g. spelling programmes, maths groups, buddy reading
* Provision of additional resources and materials-maths games, maths materials, teacher resources, software, phonological awareness programme, big books, library resources, supplementary reading schemes

***7.1 Cooperative Teaching and Learning***

Co-operative **teaching** and learning occurs within the classroom where the pupils are involved in station teaching or small group teaching thereby allowing Class Teachers and Support Teachers to target those pupils who require extra support in literacy and numeracy during their first years in school. This enables staff to collaboratively monitor pupil progress in numeracy and literacy on a regular basis. The aim here is to help identify learning needs at an early stage in the child’s primary education with a view to targeting further support.

**Parents/guardians please note that all pupils work with both Class Teachers and Support** **Teachers on a regular basis with roles being shared /alternated as informed by best practice both** **in Ireland and abroad. Children may be withdrawn from class throughout the school year to** **address and screen individual learning needs on a short-term basis. Parents/guardians will be** **consulted should further and ongoing support be required.**

Cooperative **learning** (e.g. buddy reading) is used in a range of classes; here pupils work collaboratively with their peers and on occasions with younger children.

***7.2 A Whole School Graduated Response to Support Teaching***

The school provides a staged approach to the provision of support teaching following the guidelines of the Department of Education and Skills, i.e.

* *DES Special Education Circulars 24/03 and 02/05 and 0013/2017*
* *DES Learning Support Guidelines P34 and pp. 55-67(Chapter 4)*
* *The Learning Support Teachers Guide: A Practical Handbook Terese Mc Phillips Published by Blackrock Education Centre*
* *DES SEN Continuum of Support*
* *DES Guidelines for Primary Schools – Supporting Pupils with Special educational Needs in Mainstream Schools (2017)*

***Summary: A Whole School Graduated Response to Stages I, II, and III.***

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| ***Stage I*** |  |
| **CLASSROOM SUPPORT**  Classroom Support is the most common, and typically the first response to emerging needs once the usual avenues of differentiation have been exhausted (pg.9 *‘DES Guidelines for Primary Schools – Supporting Pupils with Special educational Needs in Mainstream Schools’*). It is a response for pupils who have distinct and continuing individual educational needs in spite of a differentiated approach being taken within the classroom. They require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in their class. Problem solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs. The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.  This is informed by:   * Parental consultation * Teacher observation records * Teacher-designed measures/assessments * Basic needs checklist * Learning environment checklist * Pupil consultation – My Thoughts About School Checklist * Literacy and numeracy tests * Screening tests of language skills   A Classroom Support Plan runs for an agreed period of time and is subject to review. | *A pupil receiving support within their classroom would be considered to be at* ***stage 1*** *in terms of the "Staged Approach to Assessment, Identification and Programme Planning" (DES Special Education Circular 02/05)* |
| **Roles and Responsibilities** | |
| * ***THE CLASS TEACHER***   Best practice would state that the decision to initiate a Classroom Support process must be communicated to the principal prior to liaising with the parents. The class teacher will then liaise with the parents. Good practice would suggest that the class teacher will generally act as co-ordinator throughout the problem solving process in consultation with the pupil and his/her parents. The class teacher may also seek advice from the support teacher in the school and will keep the principal informed. A classroom support plan for the relevant child should be compiled and acted upon; with the teacher maintaining a record of relevant information which will be used, should more detailed problem solving be required at School Support level.   * ***SUPPORTING TEACHERS***   The role of the support teacher is to provide advice and resources to the class teacher which will assist him/her in the assessment process and in the development of classroom and, where appropriate, home based interventions for the pupil.   * ***THE PRINCIPAL***   The principal, once informed that a Classroom Support process has been initiated, must print out and open a Student Support File and store it securely in the Special Education Needs filing cabinet and update the ‘Special Education Needs Current Year Whole School Provision Overview Plan File’ (located in the Special Education Needs filing cabinet)   * ***OTHER PROFESSIONALS***   Other professionals such as Educational Psychologists, Speech and Language Therapists, Visiting Teachers etc may be involved indirectly, offering consultation or advice in relation to appropriate approaches for pupils presenting with early difficulties. In addition, work on the development of whole school policies, practices and initiatives to support all pupils with special educational needs in partnership with NEPS, DES staff and other outside agencies can support interventions at this stage. | |

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| ***Stage II*** |  |
| **SCHOOL SUPPORT**  In some cases interventions at classroom support level are not enough to fully meet the pupil s special educational needs. School Support may, therefore, be required. The class teacher needs to involve the support teachers in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan or an Individual Pupil Learning Profile (IPLP).  At this level a Support Plan is devised and informed by:   * Teacher observation records * Teacher-designed measures/assessments * Parent and pupil interviews * Learning environment checklist * Diagnostic assessments in literacy/numeracy * Formal observation of behaviour including ABC charts, frequency measures * Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties   A Support Plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition.  A School Support Plan operates for an agreed period of time and is subject to review. | *A pupil receiving mostly group support or occasional individual support in addition to classroom support would be considered to be at* ***stage 2*** *in terms of the "Staged Approach to Assessment Identification and Programme Planning" (DES Special Education Circular 02/05)* |
| **Roles and Responsibilities** | |
| * ***THE CLASS TEACHER***   The class teacher consults with the supporting teacher/s, principal and pupil s parents about initiating the School Support process. The class teacher contributes to the problem solving process and remains responsible for working with the pupil in the classroom, providing/ensuring classroom supports as agreed in the School Support Plan.   * ***THE TEACHER ACTING AS CO-ORDINATOR FOR THE SCHOOL SUPPORT PLAN***   All involved in the process agree on who is best placed to take on this role. The coordinating teacher then takes the lead role and continues to consult with school staff, the pupil and his/her parents throughout the process. Following consultation with parents the coordinating teacher may seek additional information or advice from other professionals to supplement information from the Classroom Support Level. He or she should continue to maintain a record of relevant information which would provide a basis for more detailed problem solving if required at School Support Plus level. This role can be filled by a class teacher or supporting teacher.   * ***SUPPORTING TEACHERS***   The support teacher will usually be involved in the problem solving process or in providing additional support to the pupil. In some schools there may be more than one supporting teacher involved as appropriate to the presenting problem. (e.g. language support teacher, home school liaison teacher).   * ***THE PRINCIPAL***   Having obtained parental consent **\***, the principal records the decision to implement a School Support Plan. The principal should update the Student Support File and the ‘Special Education Needs Current Year Whole School Provision Overview Plan File’ with records in relation to assessment, intervention and reviews (from both the classroom support and school support levels).  **\*** *(i)* *In the situation where parents refuse to grant consent for their child to attend for support in learning, a record of the offer and its rejection should be kept in the child’s file. (ii) The Education Welfare Act 2000 authorises the Board of Management with the consent of the parent of a child to arrange for a child to be assessed as to his or her intellectual, emotional and physical development by such a person as may be determined by the Board with the concurrence of the parent.(Section 10-4). (iii) Where a parent refuses to give consent the Board may apply to the Circuit Court for an order that an assessment of the child be carried out.(Section 10-5)*   * ***OTHER PROFESSIONALS***   Other professionals such as Educational Psychologists, Clinical Psychologists, Speech and Language Therapists, Visiting Teachers etc. may provide services to both teachers and pupils (e.g. Assessment of Need). They may also give advice in relation to appropriate assessment and intervention approaches for particular pupils without necessarily working directly with the pupil. Parental consent should be sought where discussions occur about an individual named pupil. The appropriateness of involvement and availability of the professional in question should be discussed with the professional in the first instance. Advice on the development of whole school policies, practice and initiatives in relation to the provision and development of intensive early intervention programmes for pupils with similar needs can be also be initiated and/or supported by external professionals and agencies. | |

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| ***Stage III*** |  |
| **SCHOOL SUPPORT PLUS**  If a pupil’s special educational needs are severe and/or persistent, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will continue to be an important element of his/her individual education plan. 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:   * Teacher observation * Parent and pupil interviews * Functional assessment * Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc.   Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress.  A Support Plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation. | *A pupil receiving more intensive teaching support including more focused small group work or individual teaching is considered to be at* ***stage 3*** *in terms of the "Staged Approach to Assessment Identification and Programme Planning" (DES Special Education Circular 02/05)* |
| **Roles and Responsibilities** | |
| * ***THE CLASS TEACHER***   The class teacher contributes to assessment and planning and remains responsible for working with the pupil in the classroom and providing/ensuring classroom supports.   * ***THE CO-ORDINATING TEACHER***   Once the process is initiated the co-ordinating teacher takes on the lead responsibility for the School Support Plus process. This will normally involve Reviewing the outcomes of interventions detailed in the Classroom and School Support Plans. Co-ordinating the assessment of the pupils learning/social, emotional and behavioural difficulty and identification of special educational needs involving, as appropriate, and with parental consent, relevant external agencies in the process. Coordinating the development of the Individual Education Plan. Liaising with the Special Educational Needs Coordinator (SENO) as appropriate. Monitoring and supporting interventions and reviewing the Individual Education Plan, working alongside the class teacher, support teachers, external professionals and involving the pupil’s parents.   * ***SUPPORTING TEACHERS***   Support teachers will usually be involved in both the assessment and intervention process. They may provide additional support either on a withdrawal basis or through class support. At this level it is possible that there will be more than one supporting teacher involved with the pupil.   * ***THE PRINCIPAL***   Having obtained parental consent **\***, the principal records the initiation of the School Support Plus process. The principal should update the Student Support File and the ‘Special Education Needs Current Year Whole School Provision Overview Plan File’ with records in relation to consent for the involvement of external professionals, the assessment process, interventions, reviews and records of earlier school and classroom support processes.  **\*** *(i) Having consulted with the teacher and parents involved, the Principal will seek appropriate assessment through the N.E.P.S. with a view to enhancing support from the Support Teacher. (ii) In the situation where parents refuse to grant consent for their child to attend for a psychological assessment, a record of the offer and its rejection should be kept in the child’s file. (iii) The Education Welfare Act 2000 authorises the Board of Management with the consent of the parent of a child to arrange for a child to be assessed as to his or her intellectual, emotional and physical development by such a person as may be determined by the Board with the concurrence of the parent.(Section 10-4). (iv) Where a parent refuses to give consent the Board may apply to the Circuit Court for an order that an assessment of the child be carried out.(Section 10-5)*  *When the EPSEN Act (2004) is fully implemented, it states that "the principal shall … cause a plan to be prepared" for those pupils who meet the terms of Section 3 of the act.*   * ***OTHER PROFESSIONALS***   Other professionals such as Educational Psychologists, Speech and Language Therapists and Visiting Teachers may be involved in providing advice through a range of direct and indirect assessment approaches and in providing support to individual pupils and/or their teachers, including contributing to intervention plans for individual pupils.  The N.E.P.S. provides the school with the services of an educational psychologist with current provision in the shape of approx. 3 days per school year. Scoil Bhríde Nurney has traditionally, though not exclusively, used this service to provide psychological assessments for children with low incidence disabilities (suspected/known) or children with greater needs (suspected/known).  In recognising that demand may often exceed supply and in line with our school ethos, Scoil Bhríde endeavours to assist parents/guardians who fund private psychological assessments for their children.  This assistance, which takes the form of a small donation, is dependent on school budgets and decisions regarding *its* availability etc. are made on an annual basis. | |

***7.3 The Individual Educational Plan (IEP*** *based on* ***School Support Plan Plus) and Individual Profile and Learning Programme (IPLP*** *based on* ***School Support Plan)***

The IEP and IPLP are collaborative documents agreed between home and school and are reviewed twice annually.

For further details on *IPLPs and IEPs* see Appendix for teachers and Chapter 5 of the Departments *Learning Support Guidelines*

The ***Individual Profile and Learning Programme (****based on* ***School Support Plan)*** is used to record relevant information relating to a pupil’s learning attainments and his/her learning strengths and needs. It also contains an outline of his/her individual learning programme. The first stage in the development of an Individual Profile and Learning Programme involves the collection of the relevant information through diagnostic assessment and through discussion with persons who have a knowledge of the pupil. Following this, the pupil’s learning strengths and needs are specified and decisions are taken regarding the choice of learning targets and activities. Much of the work involved in completing an Individual Profile and Learning Programme is carried out and co-ordinated by the support teacher. However, as indicated in Chapter 3 of the Department’s *Learning Support Guidelines*, it is strongly recommended that an inclusive approach involving the pupil’s class teacher, parents and the pupils themselves be adopted both in the diagnostic and planning stages and later in the implementation and monitoring of the learning programmes.

**Supplementary Teaching:**

In the final section of the Individual Profile and Learning Programme organisational details are outlined. These reflect decisions that have been taken in relation to such issues as individual or group teaching, duration of the instructional term, times of instruction and the location of supplementary teaching.

In cases of children with emotional and/or behavioural difficulties more urgent action by the school may be required. In these cases the child’s needs will, with parent’s permission, be discussed with the relevant NEPS psychologist or referred to the clinical services of the Health Service Executive (HSE) or other appropriate agency. This may lead to the implementation of a more detailed plan of behavioural management both at home and in class and may involve further specialist assessment of the child’s behaviour.

For more information on behaviour please refer to Scoil Bhríde Nurney’s Code of Behaviour, Anti-Bullying and Admissions Policies.

Based on the SERC Report, pupils who achieve scores that are at or below the 10th percentile on standardised tests of achievement can be regarded as having low achievement. Therefore, the following recommendations are made with regard to the selection of pupils for support in learning.

* Priority should be given to pupils who are performing at or below the 10th percentile in English reading and/or mathematics;
* Schools may exercise limited flexibility in the deployment of support teacher(s) provided that the needs of the pupils who achieve scores at or below the 10th percentile have been met;
* Schools should implement a policy of early intervention. The great majority of pupils who receive supplementary teaching from the support teacher will be in the junior section of the school (senior infants to second class). Only those pupils in the senior section (third class to sixth class) who have very low achievement and/or serious learning difficulties should receive supplementary teaching. These recommendations are consistent with the concept of a sliding scale of achievement test scores as suggested in the 1987 Guidelines on Remedial Education;
* Intensive small-group or individual supplementary teaching should be provided by the support teacher. Group size has been identified as an important factor influencing the level of progress that pupils make. While the nature and severity of pupils’ learning difficulties will ultimately influence group size, it is likely that intensive early intervention involving pupils with low achievement in the junior section of the school (senior infants to second class) will be most successful in groups of approximately four pupils. Where a pupil does not make satisfactory progress in a small-group setting, consideration may be given to providing individual teaching
* Since some pupils will make significant progress during a term of supplementary teaching, some turnover of pupils is to be expected at the end of an instructional term, or at the end of the school year. This implies that, over the course of the full school year, a teacher’s caseload may be subject to change.
* The duration of supplementary teaching ideally should not exceed two to three years for the great majority of pupils. Although some level of support may be offered to pupils by the support teacher after this time, only those with very serious difficulties should continue to require ongoing supplementary teaching;
* Supplementary teaching will be made available to pupils with low achievement in mathematics provided that the schools’ needs in English are sufficiently catered for.

*It is not envisaged that the duration of supplementary teaching will exceed two to three years for the majority of pupils as informed by DES Learning Support Teachers Guidelines Section 2.2.18 (p31) and DES Circulars Sp. Ed 02/05 and 24/03. However, we endeavour to afford priority to the needs of pupils over all else.*

**Pupil scores on standardised assessment tests are measured on a scale of 1-10 with a score of 5 being the average.**

The school community in line with NCCA Guidelines (“*Exceptionally Able Students – Draft Guidelines for Teachers”),* endeavours to provide for pupils who attain top scores (9 – 10 STENs) on standardised tests through classroom differentiation, school based provision and personal development. The school also endeavours to advise parents/guardians of the various extra-curricular supports and programmes that exist externally to the school.

***7.4 Pupils Monitoring their Own Learning***

The involvement of pupils (where appropriate) in the development, implementation and review of their own learning programmes is encouraged through them:

* Becoming familiar with the medium to short term learning targets in their IEP/IPLP
* Becoming aware of their own preferred learning medium
* Contributing to the selection of texts and other learning materials that are relevant to the attainment of their learning targets
* Learning to apply strategies that are taught during supplementary teaching to improve their learning
* Contributing to the evaluation of their progress in appropriate assessment activities.

***7.5 Code of Behaviour & Anti-Bullying Policy***

Scoil Bhríde Nurney has a comprehensive Code of Behaviour and Anti-Bullying Policy for all pupils and adults within the school. These aim to promote a learning environment that is free from all unacceptable disruption to learning whether from individuals or groups. The school will endeavour to ensure that all pupils are aware of the need to value and respect difference. Proactive teaching of SPHE (Social, Personal and Health Education) in a whole class, group or /individual context will aim to address issues such as persistent misbehaviour or bullying.

**8. Programme Review and Self Evaluation**

All pupils who have been formally assessed require a pupil learning profile to monitor their progress. Ongoing records are kept of the child’s progress. Communication and record keeping are vital to this (p. 30 Section 2.2.17 DES Learning Support Guidelines).

***8.1 Programme Review for Individual Pupils***

The Support Teacher will convene an in-depth review of a pupil’s progress at the end of each instructional term. This may involve:

* Reviewing the pupil’s ongoing development and progress from planning and progress records
* Administering or re-administering diagnostic tests
* Discussing the pupil progress with the Class Teacher and parents/guardians
* Establishing new learning targets and activities in consultation with the Class Teacher and parents/guardians, and recording these on the pupils IEP/IPLP (in the case of pupils for whom supplementary teaching is to be continued)
* Implementation of **Stage III** of the staged approach to SEN if significant concerns remain after one term’s instruction during **Stage II**
* Consulting with the Class Teacher, Support Teacher and parents/guardians on the appropriate level of continuing extra support deemed necessary. (See DES Learning Support Guidelines Section2.2.18 p31)

***8.2 Communication among Staff***

The Class Teacher is usually the initial form of contact with parents/guardians who will in turn relay any messages to the Support Teachers. Class and Support Teachers meet both informally and during designated teacher collaboration periods. Here they review pupil progress and plan further programmes and attainment targets for each pupil or group of pupils. This also involves a twice yearly meeting for IEP /IPLP planning and review as well as co teaching activities/programmes. Class and Support Teachers (and SNAs where appropriate) may attend parent meetings together. The Special Needs Co-ordinator (Principal) meets the Deputy Principal on a regular basis to discuss Special Education requirements for current and prospective pupils. Regular monthly meetings of the Support Teaching Team are also held.

Our SNA(s) are also a very valuable source of quality information on pupil progress and consult with teaching colleagues on a regular basis.

***8.3 Communication and Collaboration with Parents/guardians***

In Scoil Bhríde Nurney we value and appreciate parental support, suggestions and feedback to inform and evaluate our work with the children. Parents/guardians have intimate knowledge of their child’s learning and are crucial to pupil learning and progress both at home and in school. Meetings with parents/guardians will take place by prior arrangement at a mutually convenient time. All meetings with parents and outside professional agencies regarding SEN provision should be in the presence of both the deputy principal and principal when possible.

***8.4 Record keeping***

Information on each pupil identified as having special education needs is confidential and will only be made available to the Principal, Support Teacher, Special Needs Co-ordinator, Class Teacher, SNA and the pupil’s parents/guardians as required. Parental permission, in writing, must be sought and given before information is disseminated to outside agencies. Records are kept securely within the school.

Support Teachers maintain monthly planning/progress records. The Principal and Class Teacher also have access to these records. Additional records of pupil progress are also securely stored by Support Teachers.

***8.5 Professional Development***

School staff members are supported by the Principal and BOM in accessing continuing professional development (CPD). The BOM provides funds to support in-career development for all staff members as finances permit. The BOM funds annual membership of ILSA (Irish Learning Support Association)

**9. Transfer to Second Level**

Support and Class Teachers advise parents/guardians of their child’s strengths and needs and provide information on transfer to second level schools. The National Council for Special Education guidelines also state that the Special Education Needs Organiser (SENO) will give guidelines to parents/guardians of children with mild general learning disabilities and with special educational needs regarding transfer to second level. When requested by parents/guardians, Scoil Bhríde teaching staff are happy to speak to the relevant second level staff prior to children moving to second level. Support Teacher are also happy to have secondary schools contact them prior to and during a child’s transition to second level thus enabling colleagues in the pupil’s second level school to make provision for differentiation and/or supplementary tuition where necessary.

**Parents/Guardians please note that while staff members in Scoil Bhríde Nurney are happy to provide information on pupil attainment, learning styles and strengths/weaknesses in a professional manner, they cannot nor should not choose a second level school for individual pupils. This crucial task is the sole responsibility of parents/guardians.**

**10. Assistive Technology**

An Educational Psychologist or other relevant professional completing an assessment of a pupil may recommend specific assistive technology for the pupil. The school passes this recommendation plus other relevant reports and application forms to the Special Needs Organiser (SENO) for approval. Upon receipt of said approval, the school can apply to the DES for funding and can source the recommended equipment on behalf of the pupil.

Assistive technology equipment may include (but is not limited to) a personal computer, laptop or tablet, assistive educational software, visual aids or hearing aids such as a magnifier or sound field equipment. Parents/guardians may be asked to purchase additional accessories (e.g. laptop bag), software or warranties deemed necessary by the school but not funded by the DES.

For more detailed information please refer to Scoil Bhríde’s Policy **“Pupils and Parents/Guardians Home Use of School Owned Assistive Technology”**

**11. Links with Outside Agencies**

In the case of children with special education needs, the child’s needs may, with parental permission, be discussed with the relevant NEPS psychologist or referred to the clinical services of the Health Service Executive (HSE) or other outside agencies.

**12. Special Circumstances Relating to Pupil Care**

When a pupil requires adult support in the use of the toilet or where medication is required for long term recurring health problems an individual Care Plan will be drawn up. Guidelines are also included in the relevant school policies. Copies of these policies are available electronically or can be read in the principal’s office. For all matters regarding the department of Education’s SNA scheme, please consult Scoil Bhríde’s SNA policy.

**13. Resources**

Finances to purchase teaching/learning resources are contingent on levels of funding allocated by the DES and monies raised by the Board of Management and Parent Teacher Association. While all resources for special education are stored in designated areas of the school, they are available to all teaching staff.

**14. Success Criteria**

Practical indicators of the success of the policy may include:

* Self evaluation by and feedback from teaching staff, SNAs, parents/guardians, pupils
* Feedback from other professionals such as psychologists, social workers, child support workers and visiting teachers
* Progress of pupils with special needs
* Feedback from second level schools
* Whole School Evaluation (WSE) and incidental inspector’s reports and feedback
* Benchmarking of school practice against that in other similar schools

**Appendix A**

**Glossary of Terms**

**Accommodations/Adaptations/Differentiation:** Strategies to support pupils in achieving the learning outcomes of the curriculum.

**Assessment:** A systemic process of gathering information to inform appropriate decision making.

**Assistive Technology:** Any technological device used to assist a pupil's learning

**Collaborative Teaching:** An interactive process where the teachers plan, implement, and review a teaching programme.

**DES Circulars:** Information Circulars issued by The Department of Education and Skills. The circulars are the prescribed guidelines that must be followed in all schools funded by the DES. Copies of these circulars are available on www.education.ie.

**Diagnostic Test:** Tests designed to provide specific information about a pupil’s strengths and weaknesses in certain aspects of learning.

**Differentiation:** Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

**EYES:** Early Years Easy Screening Test

**Early Intervention:** Some pupils in the junior classes (Junior Infants - 2nd Class) can experience difficulties in acquiring skills in the early years. Staff members focus on giving these pupils support with their learning at the earliest opportunity. This support may be in class, in a small group or on an individual basis.

**EPSEN:**  Education For Persons with Special Educational Needs Act 2004.

**IEP:** Individual Education Plan. This is a written document prepared for a named pupil which specifies what learning targets are to be achieved over an instructional term and sets out the teaching strategies, resources and supports necessary to achieve these targets, e.g. resource hours, teaching materials used, etc.

**IPLP:** Individual Profile and Learning Programme (for pupils receiving Stage 11 and 111 Learning support): A written document prepared for a named pupil which specifies what learning targets are to be achieved over an instructional term and the teaching strategies, resources and supports necessary to achieve these targets.

**Instructional term:** A period of teaching lasting between 13 and 20 weeks.

**LITH:** Low Incidence Teaching Hours

**MIST:** Middle Infant Screening Test. Used in Senior Infants.

**NEPS:** National Educational Psychological Service

**NCCA:** National Council for Curriculum and Assessment

**NCSE:** National Council for Special Education. The state body which decides on allocation of resource hours, assistive technology and SNA support for individual children with special education needs, 13 www.ncse.ie.

**Percentile Rank:** Indicates a pupil’s academic standing in both literacy and numeracy (See Sten Score) relative to pupils in a comparison (norm) group, e.g. all pupils nationally at the same class level or in the same age range.

**Paired Reading:** A method of fostering reading fluency where the emerging reader is ‘coached’ by parent or adult to ‘model’ their reading.

**Peer Tutoring:** A learning method where pupils work in pairs to assist each other in a particular skill/task.

**Cooperative teaching:** When for example, a class and support teacher work together in the same classroom, taking children in groups, pairs or individually. This is also referred to as In-Class Support.

**SENO:** Special Education Needs Organiser. Designated contact person for the NCSE.

**SNA:** Special Needs Assistant

**SEN:** Special Education Needs refers to learning, or other need which requires extra support from the school, parents/guardians or outside agencies.

**SESS:** Special Education Support Service

**SET:** Special Education Teacher (Support Teacher)

**STen Score:** Standard format for reporting pupil scores on standardised tests to the DES. The scale ranges from 1-10, with 10 being the highest. Scores from 4-7 are regarded as being in the average range.

**Appendix B**

**Roles and Responsibilities in Support Teaching Provision**

***The following are the roles and responsibilities of:***

**The Board of Management (BOM)**

* To ensure that teachers and other relevant employees are aware of the importance of identifying children who have SEN and that the roles outlined are being adhered to.
* To ensure that all teachers and other relevant employees of the school are aware of pupil needs.
* To provide a secure facility for storage of records relating to pupils in receipt of special needs and learning services.
* Where possible, to facilitate appropriate in-service education for all relevant personnel.
* To ensure that the school has a special educational needs policy in place, to monitor the implementation of that policy and to ensure its evaluation.
* To ensure that a broad, balanced and differentiated curriculum is provided in the school to ensure in as far as is practical that students with special educational needs leave school with the skills necessary to participate to the level of their capacity in an inclusive way in society.
* To ensure that necessary resources are sought on behalf of students with special educational needs.
* To promote the development of positive partnership with parent/guardians and other relevant agencies / personnel and to ensure that parent/guardians are informed of their child’s special educational needs and how these needs are being met.
* To ensure that parent/guardians are consulted and invited to participate in the making of all significant decisions concerning their child’s education.
* To ensure that the Special Educational Needs Policy forms part of the School plan.

**The Principal**

* On behalf of the Board of Management, the Principal has overall responsibility for the day-to-day management of policy and provision for students with special educational needs.
* To appoint a special needs co-ordinator from amongst the staff.
* In consultation with the Special needs co-ordinator, to ensure that an Individual Educational Plan(IEP) is prepared for relevant students in the given time frame (i.e. one month from the date of issue of an appropriate assessment report)
* To inform the Board of Management of issues, which are relevant to special educational needs
* In consultation with the Special Educational Needs Co-ordinator and other relevant personnel to liaise with the Department of Education and Skills and NCSE regarding needs and provision. This also includes applications for assistive technology and exemptions in relation to Gaeilge as well as assessments.
* To ensure the effective and efficient use of resources.
* To establish a ‘Special Needs Support Team’ within the school with a specific remit to ensure identification of and support for students with special educational needs.
* To promote a whole school approach to special educational need, make all staff aware of their responsibilities in this area and to facilitate appropriate staff development in this area.
* To promote the development of positive partnerships with parent/guardians of students with special educational needs.

**The SEN Coordinator**

* Overseeing the day to day operation of the school’s SEN policy
* Managing the SEN team of teachers, liaising with and advising fellow teachers
* Individual Education Plan co-ordination
* Co-ordinating provision for pupils with SEN
* Overseeing the records on all pupils with SEN
* Liaising with parent/guardians of pupils with SEN
* Contributing to the in-service training of staff
* Irish Exemptions
* To oversee the whole-school assessment and screening programme.
* The co-ordination of test results; comparing and analysing same
* To keep teachers informed about the external assessment services that are available.
* When necessary, in consultation with the Principal, to advise parents/guardians to apply for assessment under the Disability Act 2005
* To contact the NEPS/HSE/other suggested support services to arrange for a pupil’s assessment if necessary.
* To liaise with the NCSE and to file correspondence securely.
* To liaise with the Deputy Principal to record details of correspondence with the Education Welfare Officer regarding pupils with SEN and compile statistics on literacy and numeracy as required by the DES
* To apply to the NCSE for grants available for the provision of assistive technology for pupils with SEN.
* To attend in service training
* Liaising with external agencies, e.g.:

1. NCSE
2. NEPS/SCPA
3. Visiting Teacher Service (if applicable)
4. Psychologists, Speech & language Therapists, Occupational Therapists
5. Dyslexia, Dyspraxia Associations
6. Autism/Asperger Support Ireland
7. National Council for the Blind of Ireland
8. National council for the Deaf
9. Epilepsy Ireland

*(This list is not exhaustive and the school will further develop links with outside agencies as the needs of the students dictate)*

These duties are reviewed regularly and may change to ensure the priority needs of the SEN department are met.

**The Support Teacher**

* To make themselves familiar with Child Protection, Health and Safety and all other relevant policies within the school.
* Overseeing the day to day operation of the school’s SEN policy
* Managing the SEN team of teachers, liaising with and advising fellow teachers
* Individual Education Plan co-ordination
* Co-ordinating provision for pupils with SEN
* Overseeing the records on all pupils with SEN
* To assist in the implementation of whole-school strategies designed to enhance early learning and prevent learning difficulties.
* To contribute to the development of the whole school plan on SEN
* To collaborate with the Class Teacher on individual pupil assessment and programme planning.
* To source learning resources to assist pupils with SEN.
* To meet with the Principal and SEN Coordinator on a regular basis to discuss issues relating to the implementation and development of the school plan.
* To advise and collaborate with Class Teachers at Stage I of the Graduated Response to SEN
* To consult and collaborate with parents/guardians and Class Teachers at each stage of the school’s Graduated Response to SEN Provision.
* To assist Class Teachers with whole class screening programmes.
* To carry out diagnostic testing of pupils at Stage II of the schools Graduated Response to SEN Provision in cooperation with the assigned Class Teacher.
* To maintain monthly planning and progress records for each pupil or group of pupils receiving supplementary teaching.
* To meet with Class Teachers and parents/guardians to monitor the pupil progress benchmarked against agreed targets.
* To develop/update an IEP/IPLP twice yearly for each pupil in receipt of supplementary teaching in collaboration with Class Teacher, parents/guardians, SNAs and relevant professionals.
* To liaise with other staff members in the development and implementation of a parallel and differentiated programme of work/homework for relevant pupils.
* To deliver early intervention programmes to support literacy and numeracy, in collaboration with the Class Teacher.
* To provide supplementary teaching in English and or Maths to pupils in the senior classes who experience low achievement and/or SEN.
* To provide, where necessary, behavioural and social skills programmes designed to help pupils improve their interpersonal skills.
* To explain to and review with pupils, where appropriate, their learning and other targets in their IEP/IPLP with a view to increasing the pupil’s independence as a learner.

**The 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.***
* To be familiar with and adhere to all school policies and procedures in relation to SEN
* To implement teaching programmes which optimise the learning of all pupils.
* To implement school policy on screening /selecting pupils for supplementary teaching.
* To differentiate the class curriculum in collaboration with the Support Teacher to meet the needs of all pupils within the class in an appropriate manner, e.g. with regard to teaching pupils with low achievement, the approaches and methods as set out in section 3.4.1 Learning Support Guidelines *(Dept. Of Ed)* should be followed.
* To draw attention to a pupil’s suspected special needs
* To liaise with the Principal and the Special Needs Coordinator of their concern and the possible implementation of the Graduated Response to SEN.
* To liaise with the Support Teacher in the organisation of timetables, class grouping and available resources so that the pupil receives all possible support to reach her/his targets.
* To maintain on-going liaison with the pupil regarding progress.
* To draw up a list of duties for SNAs, in consultation with the Special Education Needs Coordinator and oversee their implementation
* To engage with in-class support in collaboration with the Support Teacher where appropriate toaddress the learning needs of individual pupils.

**The Special Needs Assistant (SNA)**

* Be familiar with the individual pupil’s care needs.
* Provide general assistance to the Class Teacher (Class teacher and the SNA will draw up a list of duties specific to his /her class SNA work plan).
* Prepare classroom for activity related to the assigned pupil.
* Where appropriate, assist pupil in alighting from or boarding buses etc.
* Assist with care needs, e.g. feeding, clothing, toileting and general hygiene as well as the Administration of Medication in line with relevant school policies.
* Assist teacher on duty in supervising pupils with special care needs during recreational, transitional (between classrooms and visits to support room), class reception and dispersal times.
* Accompany individuals and groups who may have to be withdrawn temporarily from the classroom to support their care.
* Perform other non-teaching duties, modified to suit each particular pupil.
* Attend in-service training inside/outside school hours as appropriate.
* Collaborate with the Class and Support Teacher in the delivery of Code of Behaviour, Stay Safe and R.S.E. programmes.
* Familiarise themselves with and support all relevant school policies.
* Attend IEP review meetings, where appropriate.
* Facilitate the integration of the child with their peer group with a focus on the child’s care needs.
* Attend to duties outside term time as per contract of employment, in consultation with the school Principal.
* Record work undertaken in a weekly diary
* Carry out all duties assigned under the school’s Special Needs Assistant Policy.

**The Parent(s)/Guardian(s)**

* To provide the school with all accurate and relevant information in relation to their child’s health, development and behaviour.
* To participate and support their child in his/her effort to meet their learning targets.
* To afford the child further learning supports within the school as deemed necessary.
* To sign and return copies of any home/school liaison arrangements.
* To co-operate with any arrangements made with outside professionals such as psychologists and Occupational Therapists.
* To act on recommendations made in professional reports, for example Educational Psychology Reports, Occupational Therapy Reports, etc.
* To offer support and encouragement to the child.
* To supervise the child at home when doing work which will help the child achieve set targets, as agreed at the review meetings.
* To liaise with the Class Teacher as necessary.
* To attend all review meetings.
* To ensure that their child is adequately nourished and clothed, acquires adequate rest and is fully equipped for school.
* To reinforce Stay Safe/S.P.H.E. /R.S.E. programmes in liaison with school staff.

**The Pupil**

* Where appropriate, pupils may become involved in setting/reviewing and taking ownership of their learning and targets as set out in their IEP/IPLP
* Where appropriate, pupils may be invited to attend and contribute to IEP /IPLP reviews.
* Where appropriate, pupils may complete a “My Targets” sheet to record IEP /IPLP targets.
* Where appropriate, pupils will be afforded opportunities to contribute to the selection of texts and other learning material/activities that are relevant to attaining their targets.
* All pupils must co-operate with the school’s Code of Behaviour and S.P.H.E. programmes.

**Appendix C**

**Templates**

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***NOTE TO TEACHER:***

**PLEASE ENSURE YOU ALSO INCLUDE ALL STAGE 1, 2 AND 3 DOCUMENTS IN THIS FILE**

|  |  |
| --- | --- |
| **STUDENT SUPPORT FILE Cover Page**  (all Blue sections to be filled in by the Class Teacher) | |
| **Name of Student** |  |
| **Date of Birth** |  |
| **School** |  |
| **Date File Opened** |  |
| **Date File Closed** |  |

**A Continuum of Support**

**Academic Success** **Social, Emotional and**

**Behavioural Competence**

*Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.*

**Student Support File, Log of Actions**

Date Actions

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| --- | --- | --- | --- | --- |
| ***nurney logo jpeg.jpg Classroom Support*** *(support for all)* | | | ***Support Plan – Stage 1 – Green*** | |
| **Basic Needs Checklist** | | | | |
| **Pupils Name:** | **Age:** | **Class:** | | **Date:** |
| **tick.pngHeadings under which to consider a pupil’s basic needs** | | | | |
|  | | | Physiological needs e.g. does the child have adequate food, warmth, housing etc? | |
|  | | | Safety needs e.g. does the child need physical or psychological protection? | |
|  | | | Belonging needs e.g. does the pupil have close family and friends, feel part of his / her class. | |
|  | | | Esteem needs: e.g. does the child receive respect, positive feedback from others and respect others and self? | |
| **Possible actions suggested to the teacher on the basis of the questions above:** | | | | |
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| **tick.pngLearning Environment Checklist** | | | | | | | | | | | | | | | | | | | | |
| **Environment / Physical conditions** | | | | | | | | | ***Tick the area where action could be taken to make a difference for the pupil:*** | | | | | | | | | | | |
| **nurney logo jpeg.jpg** | | | | | Layout of room & furniture | | | |  | | | | | Adequate working space for students & teacher | | | | | | |
|  | | | | | Good decor / lots of displays etc? | | | |  | | | | | Ease of movement in room | | | | | | |
|  | | | | | Temperature | | | |  | | | | | Lighting | | | | | | |
|  | | | | | Noise level | | | |  | | | | | Seating *(Facing board - neighbouring pupil compatibility - height for writing)* | | | | | | |
|  | | | | | Appropriate resources/ equipment organised and readily available for all pupils? | | | |  | | | | |  | | | | | | |
| **Social factors / Relationships** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | Classroom procedures & rules are made clear and understood by all pupils and consistently applied | | | | | | | | | | | | | | | |
|  | | | | | Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures) | | | | | | | | | | | | | | | |
|  | | | | | Changes between tasks are managed smoothly and effectively | | | | | | | | | | | | | | | |
|  | | | | | Pupils know what to do next without asking | | | | | | | | | | | | | | | |
|  | | | | | The class is generally on task | | | | | | | | | | | | | | | |
|  | | | | | A variety of different actions (academic & behaviour) are frequently noticed and praised | | | | | | | | | | | | | | | |
|  | | | | | A variety of praise and rewards are used | | | | | | | | | | | | | | | |
|  | | | | | Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress | | | | | | | | | | | | | | | |
|  | | | | | Any disruptive or off-task behaviour is effectively managed | | | | | | | | | | | | | | | |
|  | | | | | Good communication and feedback between teacher and each pupil about progress is maintained | | | | | | | | | | | | | | | |
| **Teaching & Learning - Methods, Materials & Procedures** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***The extent to which:*** | | | | | | | | | | | | | | | |
|  | | | | | Tasks set are appropriate for the pupil s level of understanding and skills | | | | | | | | | | | | | | | |
|  | | | | | Learning goals are clearly defined and shared with the pupil. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for the pupil to engage in activities in which s/he can be successful. | | | | | | | | | | | | | | | |
|  | | | | | Steps in learning goals are small enough to ensure progress. | | | | | | | | | | | | | | | |
|  | | | | | Activity content / tasks are of interest to the pupil | | | | | | | | | | | | | | | |
|  | | | | | Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate. | | | | | | | | | | | | | | | |
|  | | | | | A variety of teaching approaches used. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for a variety of pupil responses- oral/ practical/ written. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for pupil involvement in decision making and recording. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for pupil to generalise/transfer learning from one situation to another. | | | | | | | | | | | | | | | |
|  | | | | | Regular monitoring and recording of progress occurs | | | | | | | | | | | | | | | |
| **Classroom Activity** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***Routines established for:*** | | | | | | | | | | | | | | | |
|  | | | | | entering class | | | |  | | | | | | | leaving class | | | | |
|  | | | | | giving out resources | | | |  | | | | | | | gathering resources | | | | |
|  | | | | | asking for help | | | |  | | | | | | | gaining whole class attention | | | | |
| **Rules / Rewards / Consequences** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***Rules are:*** | | | | | | | | | | | | | | | |
|  | | few in number | | | | |  | | decided upon in consultation with pupils | | | |  | | | | | | displayed | |
|  | | | | | ***Rewards and consequences are:*** | | | | | | | | | | | | | | | |
|  | | | | | named | | | |  | | | | | | | linked to behaviour | | | | |
|  | | | | | rewards are rewarding to class | | | |  | | | | | | | rewards are achievable | | | | |
|  | | | | | sanctions are understood and fair | | | |  | | | | | | | sanctions are imposed consistently | | | | |
| **School Environment** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***Tick which area needs change:*** | | | | | | | | | | | | | | | |
|  | **Playground/ yard 🡪** | |  | layout | |  | | equipment | |  | | Supervision | | | | |  | | | rules |
|  | **Movement: effective routines for 🡪** | | |  | | movement around school | |  | | lining up | | | | |  | | | | | corridors |
|  | **Break/lunchtimes**  **🡪** | | |  | | clear simple rules | |  | | rewards and consequences clear | | | | |  | | | | | activities available |
|  | | | | Staff support | | | |  | | | | | | | staff discuss difficulties | | | | | |
|  | **Policy 🡪** | | |  | | | | behaviour policy exists | | |  | | | | | | | policy is understood and agreed by staff | | |
|  |  | | |  | | | | range of rewards for good class, yard, school behaviour | | |  | | | | | | | range of sanctions in place | | |
|  |  | | |  | | | |  | | |  | | | | | | | range of strategies used for managing behaviour | | |
|  |  | | |  | | | |  | | |  | | | | | | | behaviour is assessed and monitored | | |
| **Summary of concerns:** | | | | | | | | | | | | | | | | | | | | |
| **Provisions already in place:** | | | | | | | | | | | | | | | | | | | | |
| **Further actions required:** | | | | | | | | | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **nurney logo jpeg.jpg“My Thoughts about School” Checklist** | | | | | | |
| **Name:** | | **Age:** | | **Class:** | | **Date:** |
| **The things I like best at school are:** | | | | | | |
| **The things I don t like about school are:** | | | | | | |
| **The things that I am good at are:** | | | | | | |
| **The things I find hard are:** | | | | | | |
| **I am happy in class when:** | | | | | | |
| **I am happy during break and lunch times when:** | | | | | | |
| **My friends are:** | | | | | | |
| **I need help with:** | | | | | | |
| **Teachers in school can help me by:** | | | | | | |
| **My teacher would describe me as:** | | | | | | |
| **My parents would describe me as:** | | | | | | |
| **My friends would describe me as:** | | | | | | |
| **The following questions can be asked if children have an emotional and behavioural difficulty in school.** | | | | | | |
| **Adults I get on best with in school are:** | | | | | | |
| **I get into trouble in school when:** | | | | | | |
| **The things I do that make my teacher feel unhappy are:** | | | | | | |
| **The things my teacher does that make me feel unhappy are:** | | | | | | |
| **I make my teacher happy when:** | | | | | | |
| **The things my teacher does that make me feel happy are:** | | | | | | |
| **The class rules are:** | | | | | | |
| **If someone breaks the rules:** | | | | | | |
| **Rewards I like best are:** | | | | | | |
| **The things that I need to change are:** | | | | | | |
| **Support Checklist** | | | | | | |
| **Name:** | | **Age:** | | **Class:** | | |
| **General Information** | | **Date Checked** | | **Comments** | | |
| 1. Parents/ Guardians Consulted | |  | |  | | |
| 1. Information from previous school/preschool gathered | |  | |  | | |
| 1. Hearing | |  | |  | | |
| 1. Vision | |  | |  | | |
| 1. Medical Needs | |  | |  | | |
| 1. Basic Needs Checklist completed | |  | |  | | |
| 1. Assessment of learning- screening | |  | |  | | |
| 1. Observation of learning style/approach to learning | |  | |  | | |
| 1. Observation of behaviour | |  | |  | | |
| 1. Interview with pupil | |  | |  | | |
| 1. Classroom work differentiated? | |  | |  | | |
| 1. Learning environment adapted? | |  | |  | | |
| 1. Yard/school environments adapted? | |  | |  | | |
| 1. Informal or formal consultation/advice with outside professionals? | |  | |  | | |
| 1. Advice given by learning support/resource teacher or other school staff? | |  | |  | | |
| 1. Other interventions put in place in school? | |  | |  | | |
| **Action needed** | |  | |  | | |
| *Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20* | | | | | | |

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| **Classroom Support**  (Support for all) | **Support Plan\***  **Stage 1**  **Green** |

**To be completed by the teacher(s).**   
For help, see *SEN: A Continuum of Support - Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74*; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers,* pp. 51, 53, 54, 57*.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student’s name |  | | Age |  |
| Lead teacher |  | | Class/year |  |
| Start date of plan |  | | Support Plan No: |  |
| Review date of plan |  | |
| Student’s strengths and interests | | | | |
| Priority concerns | | | | |
| Possible reasons for concerns | | | | |
| Targets for the student | | | | |
| Strategies to help the student achieve the targets | | | | |
| Staff involved and resources needed | | | | |
| Signature of parent(s)/ guardian(s) | |  | | |
| Signature of teacher | |  | | |

\*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.

|  |  |
| --- | --- |
| **Classroom Support**  (Support for all) | **Support Review Record\***  **Stage 1**  **Green** |

**To be completed by the teacher(s) as a review of the plan and as a guide for future actions.**For help, see *SEN: A Continuum of Support - Guidelines for Teachers; BESD: A Continuum of Support – Guidelines for Teachers;*

*A Continuum of Support for Post-Primary Schools, Resource pack for Teachers; Student Support Teams in Post-Primary Schools.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student’s name | | | | | Class/ Year |  |
| Names of those present at review | | | | | Date of Review | |
| What areas of the plan have been most successful and why? | | | | | | |
| Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them? | | | | | | |
| Have the student’s needs changed since the start of the plan, and if so how? | | | | | | |
| Recommended future actions – *what, how, who, when?* | | | | | | |
| Any comments from the student? | | | | | | |
| Any comments from the parent(s)/guardian(s comment? | | | | | | |
| Signature of parent(s)/ guardian(s) | |  | | | | |
| Signature of teacher(s) | |  | | | | |
| **Outcome of review (tick as appropriate)** | | | | | | |
|  | Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support | |  | Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus | | |
|  | Continue at Current Level of Support | |  | Request consultation with other professionals | | |

\*A consultation with a NEPS psychologist/ other professionals may contribute to this review.

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| ***nurney logo jpeg.jpg School Support*** *(support for some)* | | | ***Support Plan – Stage 2 – Yellow*** | |
| **Basic Needs Checklist** | | | | |
| **Pupils Name:** | **Age:** | **Class:** | | **Date:** |
| **tick.pngHeadings under which to consider a pupil’s basic needs** | | | | |
|  | | | Physiological needs e.g. does the child have adequate food, warmth, housing etc? | |
|  | | | Safety needs e.g. does the child need physical or psychological protection? | |
|  | | | Belonging needs e.g. does the pupil have close family and friends, feel part of his / her class. | |
|  | | | Esteem needs: e.g. does the child receive respect, positive feedback from others and respect others and self? | |
| **Possible actions suggested to the teacher on the basis of the questions above:** | | | | |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **tick.pngLearning Environment Checklist** | | | | | | | | | | | | | | | | | | | | |
| **Environment / Physical conditions** | | | | | | | | | ***Tick the area where action could be taken to make a difference for the pupil:*** | | | | | | | | | | | |
| **nurney logo jpeg.jpg** | | | | | Layout of room & furniture | | | |  | | | | | Adequate working space for students & teacher | | | | | | |
|  | | | | | Good decor / lots of displays etc? | | | |  | | | | | Ease of movement in room | | | | | | |
|  | | | | | Temperature | | | |  | | | | | Lighting | | | | | | |
|  | | | | | Noise level | | | |  | | | | | Seating *(Facing board - neighbouring pupil compatibility - height for writing)* | | | | | | |
|  | | | | | Appropriate resources/ equipment organised and readily available for all pupils? | | | |  | | | | |  | | | | | | |
| **Social factors / Relationships** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | Classroom procedures & rules are made clear and understood by all pupils and consistently applied | | | | | | | | | | | | | | | |
|  | | | | | Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures) | | | | | | | | | | | | | | | |
|  | | | | | Changes between tasks are managed smoothly and effectively | | | | | | | | | | | | | | | |
|  | | | | | Pupils know what to do next without asking | | | | | | | | | | | | | | | |
|  | | | | | The class is generally on task | | | | | | | | | | | | | | | |
|  | | | | | A variety of different actions (academic & behaviour) are frequently noticed and praised | | | | | | | | | | | | | | | |
|  | | | | | A variety of praise and rewards are used | | | | | | | | | | | | | | | |
|  | | | | | Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress | | | | | | | | | | | | | | | |
|  | | | | | Any disruptive or off-task behaviour is effectively managed | | | | | | | | | | | | | | | |
|  | | | | | Good communication and feedback between teacher and each pupil about progress is maintained | | | | | | | | | | | | | | | |
| **Teaching & Learning - Methods, Materials & Procedures** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***The extent to which:*** | | | | | | | | | | | | | | | |
|  | | | | | Tasks set are appropriate for the pupil s level of understanding and skills | | | | | | | | | | | | | | | |
|  | | | | | Learning goals are clearly defined and shared with the pupil. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for the pupil to engage in activities in which s/he can be successful. | | | | | | | | | | | | | | | |
|  | | | | | Steps in learning goals are small enough to ensure progress. | | | | | | | | | | | | | | | |
|  | | | | | Activity content / tasks are of interest to the pupil | | | | | | | | | | | | | | | |
|  | | | | | Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate. | | | | | | | | | | | | | | | |
|  | | | | | A variety of teaching approaches used. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for a variety of pupil responses- oral/ practical/ written. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for pupil involvement in decision making and recording. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for pupil to generalise/transfer learning from one situation to another. | | | | | | | | | | | | | | | |
|  | | | | | Regular monitoring and recording of progress occurs | | | | | | | | | | | | | | | |
| **Classroom Activity** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***Routines established for:*** | | | | | | | | | | | | | | | |
|  | | | | | entering class | | | |  | | | | | | | leaving class | | | | |
|  | | | | | giving out resources | | | |  | | | | | | | gathering resources | | | | |
|  | | | | | asking for help | | | |  | | | | | | | gaining whole class attention | | | | |
| **Rules / Rewards / Consequences** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***Rules are:*** | | | | | | | | | | | | | | | |
|  | | few in number | | | | |  | | decided upon in consultation with pupils | | | |  | | | | | | displayed | |
|  | | | | | ***Rewards and consequences are:*** | | | | | | | | | | | | | | | |
|  | | | | | named | | | |  | | | | | | | linked to behaviour | | | | |
|  | | | | | rewards are rewarding to class | | | |  | | | | | | | rewards are achievable | | | | |
|  | | | | | sanctions are understood and fair | | | |  | | | | | | | sanctions are imposed consistently | | | | |
| **School Environment** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***Tick which area needs change:*** | | | | | | | | | | | | | | | |
|  | **Playground/ yard 🡪** | |  | layout | |  | | equipment | |  | | Supervision | | | | |  | | | rules |
|  | **Movement: effective routines for 🡪** | | |  | | movement around school | |  | | lining up | | | | |  | | | | | corridors |
|  | **Break/lunchtimes**  **🡪** | | |  | | clear simple rules | |  | | rewards and consequences clear | | | | |  | | | | | activities available |
|  | | | | Staff support | | | |  | | | | | | | staff discuss difficulties | | | | | |
|  | **Policy 🡪** | | |  | | | | behaviour policy exists | | |  | | | | | | | policy is understood and agreed by staff | | |
|  |  | | |  | | | | range of rewards for good class, yard, school behaviour | | |  | | | | | | | range of sanctions in place | | |
|  |  | | |  | | | |  | | |  | | | | | | | range of strategies used for managing behaviour | | |
|  |  | | |  | | | |  | | |  | | | | | | | behaviour is assessed and monitored | | |
| **Summary of concerns:** | | | | | | | | | | | | | | | | | | | | |
| **Provisions already in place:** | | | | | | | | | | | | | | | | | | | | |
| **Further actions required:** | | | | | | | | | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| **nurney logo jpeg.jpg“My Thoughts about School” Checklist** | | | | | | |
| **Name:** | | **Age:** | | **Class:** | | **Date:** |
| **The things I like best at school are:** | | | | | | |
| **The things I don t like about school are:** | | | | | | |
| **The things that I am good at are:** | | | | | | |
| **The things I find hard are:** | | | | | | |
| **I am happy in class when:** | | | | | | |
| **I am happy during break and lunch times when:** | | | | | | |
| **My friends are:** | | | | | | |
| **I need help with:** | | | | | | |
| **Teachers in school can help me by:** | | | | | | |
| **My teacher would describe me as:** | | | | | | |
| **My parents would describe me as:** | | | | | | |
| **My friends would describe me as:** | | | | | | |
| **The following questions can be asked if children have an emotional and behavioural difficulty in school.** | | | | | | |
| **Adults I get on best with in school are:** | | | | | | |
| **I get into trouble in school when:** | | | | | | |
| **The things I do that make my teacher feel unhappy are:** | | | | | | |
| **The things my teacher does that make me feel unhappy are:** | | | | | | |
| **I make my teacher happy when:** | | | | | | |
| **The things my teacher does that make me feel happy are:** | | | | | | |
| **The class rules are:** | | | | | | |
| **If someone breaks the rules:** | | | | | | |
| **Rewards I like best are:** | | | | | | |
| **The things that I need to change are:** | | | | | | |
| **Support Checklist** | | | | | | |
| **Name:** | | **Age:** | | **Class:** | | |
| **General Information** | | **Date Checked** | | **Comments** | | |
| 1. Parents/ Guardians Consulted | |  | |  | | |
| 1. Information from previous school/preschool gathered | |  | |  | | |
| 1. Hearing | |  | |  | | |
| 1. Vision | |  | |  | | |
| 1. Medical Needs | |  | |  | | |
| 1. Basic Needs Checklist completed | |  | |  | | |
| 1. Assessment of learning- screening | |  | |  | | |
| 1. Observation of learning style/approach to learning | |  | |  | | |
| 1. Observation of behaviour | |  | |  | | |
| 1. Interview with pupil | |  | |  | | |
| 1. Classroom work differentiated? | |  | |  | | |
| 1. Learning environment adapted? | |  | |  | | |
| 1. Yard/school environments adapted? | |  | |  | | |
| 1. Informal or formal consultation/advice with outside professionals? | |  | |  | | |
| 1. Advice given by learning support/resource teacher or other school staff? | |  | |  | | |
| 1. Other interventions put in place in school? | |  | |  | | |
| **Action needed** | |  | |  | | |
| *Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20* | | | | | | |

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| **School Support**  (Support for some) | **Support Plan\***  **Stage 2**  **Yellow** |

**To be completed by the teacher(s).**   
For help, see *SEN: A Continuum of Support - Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74*; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers,* pp. 51, 53, 54, 57*.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student’s name |  | | Age |  |
| Lead teacher |  | | Class/year |  |
| Start date of plan |  | | Support Plan No: |  |
| Review date of plan |  | |
| Student’s strengths and interests | | | | |
| Priority concerns | | | | |
| Possible reasons for concerns | | | | |
| Targets for the student | | | | |
| Strategies to help the student achieve the targets | | | | |
| Staff involved and resources needed | | | | |
| Signature of parent(s)/ guardian(s) | |  | | |
| Signature of teacher | |  | | |

\*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.

|  |  |
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| **School Support**  (Support for some) | **Support Review Record\***  **Stage 2**  **Yellow** |

**To be completed by the teacher(s) as a review of the plan and as a guide for future actions.**For help, see *SEN: A Continuum of Support - Guidelines for Teachers; BESD: A Continuum of Support – Guidelines for Teachers;*

*A Continuum of Support for Post-Primary Schools, Resource pack for Teachers; Student Support Teams in Post-Primary Schools.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student’s name | | | | | Class/ Year |  |
| Names of those present at review | | | | | Date of Review | |
| What areas of the plan have been most successful and why? | | | | | | |
| Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them? | | | | | | |
| Have the student’s needs changed since the start of the plan, and if so how? | | | | | | |
| Recommended future actions – *what, how, who, when?* | | | | | | |
| Any comments from the student? | | | | | | |
| Any comments from the parent(s)/guardian(s comment? | | | | | | |
| Signature of parent(s)/ guardian(s) | |  | | | | |
| Signature of teacher(s) | |  | | | | |
| **Outcome of review (tick as appropriate)** | | | | | | |
|  | Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support | |  | Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus | | |
|  | Continue at Current Level of Support | |  | Request consultation with other professionals | | |

\*A consultation with a NEPS psychologist/ other professionals may contribute to this review.

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| ***School Support Plus*** *(support for a few)* | | | ***Support Plan – Stage 3 – Red*** | |
| **Basic Needs Checklist** | | | | |
| **Pupils Name:** | **Age:** | **Class:** | | **Date:** |
| **tick.pngHeadings under which to consider a pupil’s basic needs** | | | | |
|  | | | Physiological needs e.g. does the child have adequate food, warmth, housing etc? | |
|  | | | Safety needs e.g. does the child need physical or psychological protection? | |
|  | | | Belonging needs e.g. does the pupil have close family and friends, feel part of his / her class. | |
|  | | | Esteem needs: e.g. does the child receive respect, positive feedback from others and respect others and self? | |
| **Possible actions suggested to the teacher on the basis of the questions above:** | | | | |
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| **tick.pngLearning Environment Checklist** | | | | | | | | | | | | | | | | | | | | |
| **Environment / Physical conditions** | | | | | | | | | ***Tick the area where action could be taken to make a difference for the pupil:*** | | | | | | | | | | | |
| **nurney logo jpeg.jpg** | | | | | Layout of room & furniture | | | |  | | | | | Adequate working space for students & teacher | | | | | | |
|  | | | | | Good decor / lots of displays etc? | | | |  | | | | | Ease of movement in room | | | | | | |
|  | | | | | Temperature | | | |  | | | | | Lighting | | | | | | |
|  | | | | | Noise level | | | |  | | | | | Seating *(Facing board - neighbouring pupil compatibility - height for writing)* | | | | | | |
|  | | | | | Appropriate resources/ equipment organised and readily available for all pupils? | | | |  | | | | |  | | | | | | |
| **Social factors / Relationships** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | Classroom procedures & rules are made clear and understood by all pupils and consistently applied | | | | | | | | | | | | | | | |
|  | | | | | Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures) | | | | | | | | | | | | | | | |
|  | | | | | Changes between tasks are managed smoothly and effectively | | | | | | | | | | | | | | | |
|  | | | | | Pupils know what to do next without asking | | | | | | | | | | | | | | | |
|  | | | | | The class is generally on task | | | | | | | | | | | | | | | |
|  | | | | | A variety of different actions (academic & behaviour) are frequently noticed and praised | | | | | | | | | | | | | | | |
|  | | | | | A variety of praise and rewards are used | | | | | | | | | | | | | | | |
|  | | | | | Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress | | | | | | | | | | | | | | | |
|  | | | | | Any disruptive or off-task behaviour is effectively managed | | | | | | | | | | | | | | | |
|  | | | | | Good communication and feedback between teacher and each pupil about progress is maintained | | | | | | | | | | | | | | | |
| **Teaching & Learning - Methods, Materials & Procedures** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***The extent to which:*** | | | | | | | | | | | | | | | |
|  | | | | | Tasks set are appropriate for the pupil s level of understanding and skills | | | | | | | | | | | | | | | |
|  | | | | | Learning goals are clearly defined and shared with the pupil. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for the pupil to engage in activities in which s/he can be successful. | | | | | | | | | | | | | | | |
|  | | | | | Steps in learning goals are small enough to ensure progress. | | | | | | | | | | | | | | | |
|  | | | | | Activity content / tasks are of interest to the pupil | | | | | | | | | | | | | | | |
|  | | | | | Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate. | | | | | | | | | | | | | | | |
|  | | | | | A variety of teaching approaches used. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for a variety of pupil responses- oral/ practical/ written. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for pupil involvement in decision making and recording. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for pupil to generalise/transfer learning from one situation to another. | | | | | | | | | | | | | | | |
|  | | | | | Regular monitoring and recording of progress occurs | | | | | | | | | | | | | | | |
| **Classroom Activity** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***Routines established for:*** | | | | | | | | | | | | | | | |
|  | | | | | entering class | | | |  | | | | | | | leaving class | | | | |
|  | | | | | giving out resources | | | |  | | | | | | | gathering resources | | | | |
|  | | | | | asking for help | | | |  | | | | | | | gaining whole class attention | | | | |
| **Rules / Rewards / Consequences** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***Rules are:*** | | | | | | | | | | | | | | | |
|  | | few in number | | | | |  | | decided upon in consultation with pupils | | | |  | | | | | | displayed | |
|  | | | | | ***Rewards and consequences are:*** | | | | | | | | | | | | | | | |
|  | | | | | named | | | |  | | | | | | | linked to behaviour | | | | |
|  | | | | | rewards are rewarding to class | | | |  | | | | | | | rewards are achievable | | | | |
|  | | | | | sanctions are understood and fair | | | |  | | | | | | | sanctions are imposed consistently | | | | |
| **School Environment** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***Tick which area needs change:*** | | | | | | | | | | | | | | | |
|  | **Playground/ yard 🡪** | |  | layout | |  | | equipment | |  | | Supervision | | | | |  | | | rules |
|  | **Movement: effective routines for 🡪** | | |  | | movement around school | |  | | lining up | | | | |  | | | | | corridors |
|  | **Break/lunchtimes**  **🡪** | | |  | | clear simple rules | |  | | rewards and consequences clear | | | | |  | | | | | activities available |
|  | | | | Staff support | | | |  | | | | | | | staff discuss difficulties | | | | | |
|  | **Policy 🡪** | | |  | | | | behaviour policy exists | | |  | | | | | | | policy is understood and agreed by staff | | |
|  |  | | |  | | | | range of rewards for good class, yard, school behaviour | | |  | | | | | | | range of sanctions in place | | |
|  |  | | |  | | | |  | | |  | | | | | | | range of strategies used for managing behaviour | | |
|  |  | | |  | | | |  | | |  | | | | | | | behaviour is assessed and monitored | | |
| **Summary of concerns:** | | | | | | | | | | | | | | | | | | | | |
| **Provisions already in place:** | | | | | | | | | | | | | | | | | | | | |
| **Actions required:** | | | | | | | | | | | | | | | | | | | | |

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| **nurney logo jpeg.jpg“My Thoughts about School” Checklist** | | | | | | |
| **Name:** | | **Age:** | | **Class:** | | **Date:** |
| **The things I like best at school are:** | | | | | | |
| **The things I don t like about school are:** | | | | | | |
| **The things that I am good at are:** | | | | | | |
| **The things I find hard are:** | | | | | | |
| **I am happy in class when:** | | | | | | |
| **I am happy during break and lunch times when:** | | | | | | |
| **My friends are:** | | | | | | |
| **I need help with:** | | | | | | |
| **Teachers in school can help me by:** | | | | | | |
| **My teacher would describe me as:** | | | | | | |
| **My parents would describe me as:** | | | | | | |
| **My friends would describe me as:** | | | | | | |
| **The following questions can be asked if children have an emotional and behavioural difficulty in school.** | | | | | | |
| **Adults I get on best with in school are:** | | | | | | |
| **I get into trouble in school when:** | | | | | | |
| **The things I do that make my teacher feel unhappy are:** | | | | | | |
| **The things my teacher does that make me feel unhappy are:** | | | | | | |
| **I make my teacher happy when:** | | | | | | |
| **The things my teacher does that make me feel happy are:** | | | | | | |
| **The class rules are:** | | | | | | |
| **If someone breaks the rules:** | | | | | | |
| **Rewards I like best are:** | | | | | | |
| **The things that I need to change are:** | | | | | | |
| **Support Checklist** | | | | | | |
| **Name:** | | **Age:** | | **Class:** | | |
| **General Information** | | **Date Checked** | | **Comments** | | |
| 1. Parents/ Guardians Consulted | |  | |  | | |
| 1. Information from previous school/preschool gathered | |  | |  | | |
| 1. Hearing | |  | |  | | |
| 1. Vision | |  | |  | | |
| 1. Medical Needs | |  | |  | | |
| 1. Basic Needs Checklist completed | |  | |  | | |
| 1. Assessment of learning- screening | |  | |  | | |
| 1. Observation of learning style/approach to learning | |  | |  | | |
| 1. Observation of behaviour | |  | |  | | |
| 1. Interview with pupil | |  | |  | | |
| 1. Classroom work differentiated? | |  | |  | | |
| 1. Learning environment adapted? | |  | |  | | |
| 1. Yard/school environments adapted? | |  | |  | | |
| 1. Informal or formal consultation/advice with outside professionals? | |  | |  | | |
| 1. Advice given by learning support/resource teacher or other school staff? | |  | |  | | |
| 1. Other interventions put in place in school? | |  | |  | | |
| **Action needed** | |  | |  | | |
| *Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20* | | | | | | |

|  |  |
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| **School Support Plus**  (Support for a few) | **Support Plan\***  **Stage 3**  **Red** |

**To be completed by the teacher(s).**   
For help, see *SEN: A Continuum of Support - Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74*; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers,* pp. 51, 53, 54, 57*.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student’s name |  | | Age |  |
| Lead teacher |  | | Class/year |  |
| Start date of plan |  | | Support Plan No: |  |
| Review date of plan |  | |
| Student’s strengths and interests | | | | |
| Priority concerns | | | | |
| Possible reasons for concerns | | | | |
| Targets for the student | | | | |
| Strategies to help the student achieve the targets | | | | |
| Staff involved and resources needed | | | | |
| Signature of parent(s)/ guardian(s) | |  | | |
| Signature of teacher | |  | | |

\*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.

|  |  |
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| **School Support Plus**  (Support for a few) | **Support Review Record\***  **Stage 3**  **Red** |

**To be completed by the teacher(s) as a review of the plan and as a guide for future actions.**For help, see *SEN: A Continuum of Support - Guidelines for Teachers; BESD: A Continuum of Support – Guidelines for Teachers;*

*A Continuum of Support for Post-Primary Schools, Resource pack for Teachers; Student Support Teams in Post-Primary Schools.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student’s name | | | | | Class/ Year |  |
| Names of those present at review | | | | | Date of Review | |
| What areas of the plan have been most successful and why? | | | | | | |
| Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them? | | | | | | |
| Have the student’s needs changed since the start of the plan, and if so how? | | | | | | |
| Recommended future actions – *what, how, who, when?* | | | | | | |
| Any comments from the student? | | | | | | |
| Any comments from the parent(s)/guardian(s comment? | | | | | | |
| Signature of parent(s)/ guardian(s) | |  | | | | |
| Signature of teacher(s) | |  | | | | |
| **Outcome of review (tick as appropriate)** | | | | | | |
|  | Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support | |  | Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus | | |
|  | Continue at Current Level of Support | |  | Request consultation with other professionals | | |

\*A consultation with a NEPS psychologist/ other professionals may contribute to this review.

**I.E.P. Writer**

Scoil Bhríde uses *“IEP Writer 3”* to produce its IEPs. This is accessed through the school office computer. The IEP Writer 3 Software Disc is stored in the Principal’s Office.

IEP Writer 3 is an easy to use computer program that produces IEPs of a highly professional standard in a fraction of the time normally taken. IEP Writer was nominated for 2 BETT Awards at the 2002 BETT Conference. Key features are:

*Complete, detailed IEPs created in minutes. · Written by teachers for teachers. · Easy to use - get started straight away. · Saves time - hours of tedious typing replaced by a few clicks of the mouse. · Designed for use with students from Junior Infants age to 16+. · Past IEPs are saved for record keeping, reviews and monitoring progress. · Produces individual or group education plans. IEP Writer 3 provides a choice of approximately 2000 SMART targets, each of which is accompanied by: · The relevant criterion for success. · Suggested resources for target achievement. · Realistic strategies for the busy class teacher. · Ideas for support staff. There are also suggested ideas for the parent / carer and for the student. The user can change any of the wordings in IEP Writer 3. Target lists can be printed out and distributed to relevant staff for discussion Five comprehensive databases are available: MATHS LITERACY BEHAVIOUR / S.P.H.E. COMMUNICATION SKILLS BASIC / EARLY LEVEL TARGETS · Targets from different databases can be combined on any single IEP. · The user can amend any part of the targets. · Extra targets can be added to suit the needs of the individual student. · Subject specific databases can be created.*

Scoil Bhríde,

Nurney,

*Principal – Vinny Thorpe*

*Dep. Principal – Catherine Owens*

County Kildare.

Te/Fax: (045)526767

Email: [nurneyns@eircom.net](mailto:nurneyns@eircom.net)

www.nurneyns.com

Roll no: 16345A

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent(s)/Guardian(s)

We wish to inform you that, during this coming school year\_\_\_\_\_\_\_\_\_\_\_\_ *(insert school year here),* your child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(insert pupils name here)* will be given the opportunity to work in a smaller group of children, with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(insert teachers name here),* the purpose of which is to devote extra time and attention to English Reading.

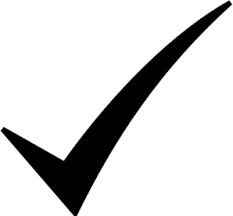
Extra support may also be provided on a one to one basis or in class with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(insert learning support teachers name here)* working in tandem with your child’s class teacher.

If you wish your child to be included, please fill and sign the consent form below and return it to the school by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(enter the deadline date here and below in Consent Form).*

Should you have any queries, please feel free to contact the school.

|  |  |
| --- | --- |
| Yours faithfully, | Yours faithfully, |
|  |  |
|  |  |
| **Support Teacher** | **Principal** |

**Literacy Support Consent Form** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(please enter the school year here)*

Please tick the appropriate box;

* **I wish** my child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(enter your child’s name here)* to avail of learning support (English)
* **I do not wish** my child \_\_\_\_\_\_\_\_\_\_\_\_\_ *(enter your child’s name here)* to avail of learning support (English)

|  |  |
| --- | --- |
| Signed | Date |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| This **Literacy Support Consent Form** must be returned to the school by \_\_\_\_\_\_\_\_\_\_\_\_ *(enter the deadline date here)* | |

Scoil Bhríde,

Nurney,

*Principal – Vinny Thorpe*

*Dep. Principal – Catherine Owens*

County Kildare.

Te/Fax: (045)526767

Email: [nurneyns@eircom.net](mailto:nurneyns@eircom.net)

www.nurneyns.com

Roll no: 16345A

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent(s)/Guardian(s)

We wish to inform you that, during this coming school year\_\_\_\_\_\_\_\_\_\_\_\_ *(insert school year here),* your child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(insert pupils name here)* will be given the opportunity to work in a smaller group of children, with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(insert teachers name here),* the purpose of which is to devote extra time and attention to Maths.

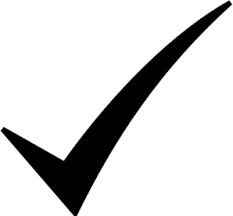
Extra support may also be provided on a one to one basis or in class with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(insert learning support teachers name here)* working in tandem with your child’s class teacher.

If you wish your child to be included, please fill and sign the consent form below and return it to the school by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(enter the deadline date here and below in Consent Form).*

Should you have any queries, please feel free to contact the school.

|  |  |
| --- | --- |
| Yours faithfully, | Yours faithfully, |
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| **Support Teacher** | **Principal** |

**Numeracy Support Consent Form** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(please enter the school year here)*

Please tick the appropriate box;

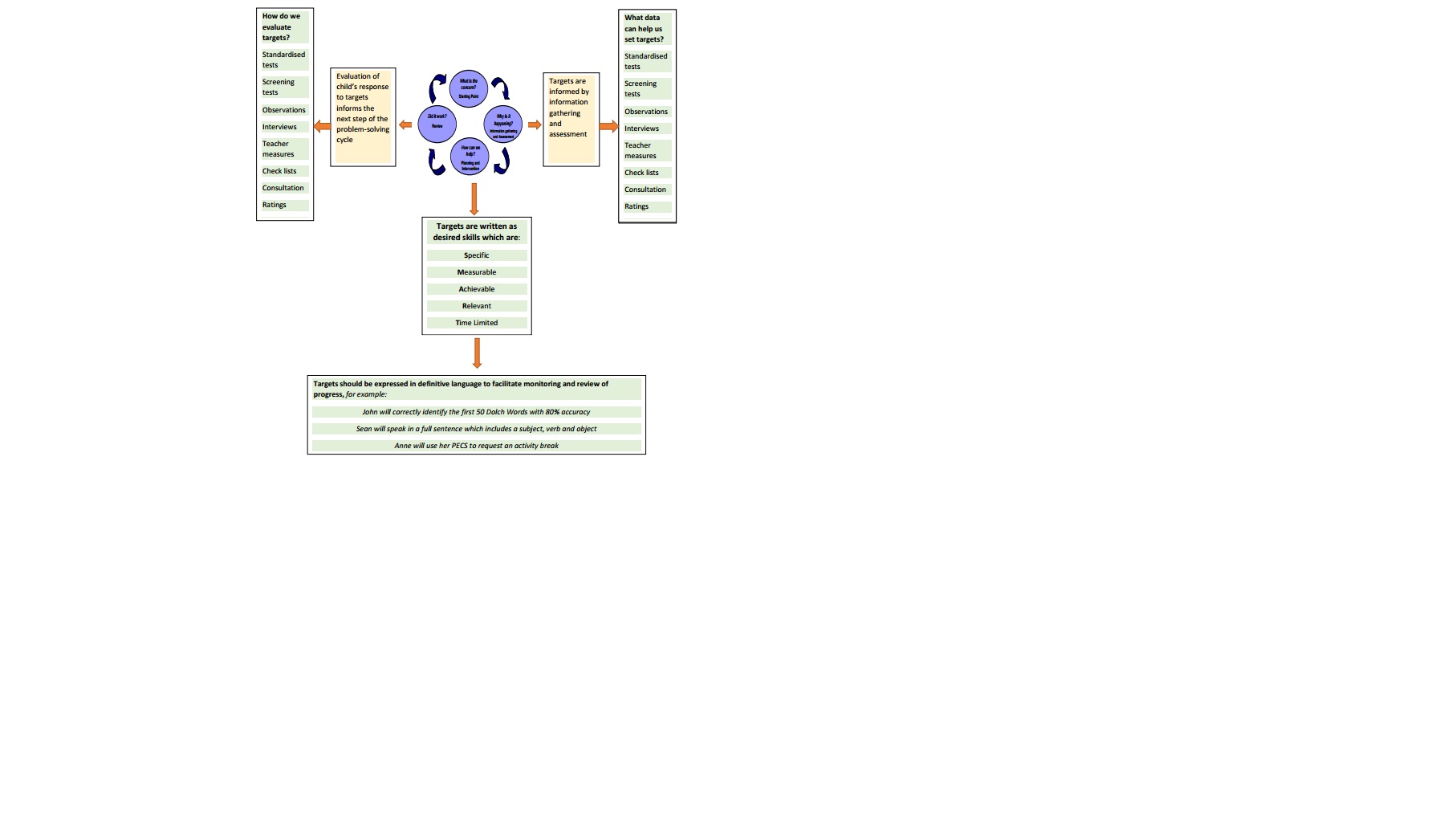
* **I wish** my child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(enter your child’s name here)* to avail of learning support (Maths)
* **I do not wish** my child \_\_\_\_\_\_\_\_\_\_\_\_\_ *(enter your child’s name here)* to avail of learning support (Maths)

|  |  |
| --- | --- |
| Signed | Date |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| This **Numeracy Support Consent Form** must be returned to the school by \_\_\_\_\_\_\_\_\_\_\_\_ *(enter the deadline date here)* | |

**Appendix D**

**Target-Setting as part of the problem solving process**

**(for more detail see DES Guidelines for Primary Schools – Supporting Pupils with Special educational Needs in primary Schools - Appendix 1)**

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**Appendix E**

**School Provision Plan**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School Support Plus** |  |  |  |  |  |
| **Pupil name** | **Class** | **Description of SEN** | **Nature of Support**  **1.** literacy**, 2.** numeracy,  **3.** social, **4.** emotional  **5.** behavioural, **6.** life skills,  **7.** motor skills **8.** other | **Type of Support \***  **A.** individual**, B.** small group, **C.** in-class, **D.** school yard, **E.** other | **Date** |
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***\**** *Pupils also receive differentiated support in the classroom. Type of support is subject to review and may be amended according to need*

**School Provision Plan**

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

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| **School Support** |  |  |  |  | |
| **Pupil name** | **Class** | **Description of SEN** | **Nature of Support**  **1.** literacy**, 2.** numeracy,  **3.** social, **4.** emotional  **5.** behavioural, **6.** life skills,  **7.** motor skills **8.** other | **Type of Support \***  **A.** individual**, B.** small group, **C.** in-class, **D.** school yard, **E.** other | **Date** |
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***\**** *Pupils also receive differentiated support in the classroom. Type of support is subject to review and may be amended according to need*

**School Provision Plan**

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

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| **Classroom Support** |  |  |  |  | |
| **Pupil name** | **Class** | **Description of SEN** | **Nature of Support**  **1.** literacy**, 2.** numeracy,  **3.** social, **4.** emotional  **5.** behavioural, **6.** life skills,  **7.** motor skills **8.** other | **Type of Support \***  **A.** individual**, B.** small group, **C.** in-class, **D.** school yard, **E.** other | **Date** |
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**Appendix F**

**DES Action Planning Guide to the Allocation of Additional Teaching Supports for Pupils with SEN**

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| **Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs** | |
| **Action 1:**  ***Identification of pupils with special educational needs*** | Review existing information on pupils’ needs, using school-based data, and any information from parents and external professionals. 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).  Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support. |
| **Action 2:**  ***Setting of targets*** | Based on individual needs, set clear learning targets for each pupil at each level of the Continuum of Support. |
| **Action 3:**  ***Planning teaching methods and approaches*** | Identify the level and type of intervention required to meet targets for each pupil on the Continuum of Support. Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. They should also be mindful that the interventions and supports that they are using are evidence-informed. |
| **Action 4:**  ***Organising early-intervention and prevention programmes*** | Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required. |
| **Action 5:**  ***Organising and deploying special education teaching resources*** | 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. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place. 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. |
| **Action 6:**  ***Tracking, recording and reviewing progress*** | Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:   * At Whole-school and Classroom Support level by all teachers * At the School Support and School Support Plus levels by class teachers and special education teachers |

**Appendix G**

**Scoil Bhríde Nurney SEN Whole School General Annual Schedule**

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| **September** | *In the following numerical order....*   1. Review the School Provision Plan and make amendments 2. Review and complete SET Team timetables 3. Distribute the teacher feedback forms from the previous class teacher to the current class teacher (e.g. 1st feedback form, June, given to 2nd class teacher in September) Copies to be returned to principal 4. Distribute School Provision Plan and standardised test information per class to class teacher, class teachers to familiarise themselves with any current ‘stage 1’ school support plans (green) pertaining to their new class (review time in October) 5. Screening of senior infant and 1st classes 6. SEN team meeting 7. Scheduled collaborative meetings between class teachers and SEN team 8. Scheduled classroom observation 9. Draw up IPLPs and IEPs with class teachers, support teachers, principal, parents and pupils *(****Actions 2-5****)* 10. Support teaching/team teaching begins after Actions 2-5 are complete 11. Team meeting re: filling in collaboration stages 1-5 properly |
| **October** | * Testing (General Ability) 1ST Class & 4th Class * SEN Team meeting * SEN Continuum of Support Stage 1 – *Audit and Communicate* |
| **November/December** | * Parent/Teacher Meetings * SEN Team meeting |
| **January** | * SEN Team meeting |
| **February** | * IPLP/IEP reviews with class teachers, support teachers, principal, parents and pupils – pre mid- term break *(****Action 6****)* * New admissions Flags for end of February |
| **March/April** | * Middle Infant Screening Test (MIST) – Senior Infants. * SEN Team meeting * Triail Ghaeilge Dhroim Conrach – 2nd, 4th, 6th * SEN Continuum of Support Stage 1 – *Audit and Communicate* |
| **May** | * Standardised Testing - 1st Class – 6th Class. * SEN Team meeting * SNA letter to parents re: any extra care needs info * Distribute Teacher SEN Feedback Form to class teachers for return to Principal in 1st week in June |
| **June** | *In the following numerical order....*   1. Belfield Infant Assessment Profile (BIAP) – Junior Infants/selected pupils 2. SEN Continuum of Support Stage 1 – *Audit and Communicate* 3. Prep. work for IPLP’s and IEP’s with class teachers 4. Set date for September’s collaborative meetings. 5. Set ***Action 1*** in motion (Appendix F) 6. The SEN Team fill in Appendix E of this SEN policy (***Action 1*** – “identification of pupils with Special Education Needs”) 7. SEN timetabling for new school year (provisional) |

**Appendix H**

**Steps followed on receipt of a hard or soft copy of a report**

1. The report will be passed to each relevant member of staff to read it, process it, research it (this may involve talking to parents) and take notes e.g. the parent(s), the Principal, the deputy principal, the class teacher, all the special education teachers. This can take up to two weeks.
2. A hard or soft copy of the school’s Special Education Policy and Appendix H of the same said policy will be given to parents for reference.
3. The Special Education Team will discuss the report and their research on it at their monthly special education team meeting. The date of this meeting can vary according to other school activities and staff absence due to sickness, leave or training. At this meeting the Special Education Team will apply the school’s Special Education Policy in any decisions made.
4. Parent(s) will be consulted/notified of any decisions made
5. When a report is received by a parent about their child it can be quite an emotional experience. The first thing you need to know is that your child is beautiful and amazing, whose personality and winning ways are going to serve them well in life – irrespective of what may be written in a report. Add to that the sheer effort involved in actually reading it, never mind understanding all of the details in the report. It is no surprise that you can feel overwhelmed and a sudden rush of urgency to fix and solve any issues and make things better again. It is only natural for a parent to feel this way. If you bypass the testing information and go straight to the recommendations section, that feeling of being overwhelmed can reappear again. This is perfectly normal.

Please be aware that these recommendations, and there are sometime pages and pages of them, are intended to be treated as a menu. Like all menus, you choose and commit to something, knowing that there are other options when you return to the menu again. You may even be able to work on more than one recommendation at a time, but remember, for good reason, this is a marathon, not a sprint. It is important not to overwhelm both you or your child.

1. Scoil Bhríde Nurney is here to support you on this journey. The school has dealt with over 20 reports over the last 4 years. The school has vast experience and professional expertise in dealing with reports, recommendations, Irish exemptions, assistive technology applications, SNA applications, dyslexia and dyscalculia etc. Scoil Bhríde Nurney provides on average, 40 pupils with additional educational learning support every year. We know what we are doing and you need to have trust.

**Appendix I**

**Application process for assistive technology**

1. A National Council for Special Education (NCSE) application form for assistive technology has to filled out by the class teacher, Special education teachers, the school principals and the parents(s)/guardian(s) for the Special Education Needs Organiser for Kildare (SENO). This can take at a minimum 2 weeks
2. The school has to get three quotes for each piece of equipment being applied for. Depending on the equipment, this can take at a minimum 2 weeks.
3. The form is sent to the SENO
4. The SENO approves it and then sends it to the Department of Education for approval. This can take up to 2 months
5. When the school receives the approval letter from the Department of Education, the school must purchase the equipment from its own funds. If the school is low on funds, this can delay the process. The school sometimes may have to wait until they receive capitation grants etc. to boost up their financial capability to purchase the equipment. It is rare this happens (but it can happen in November and December whilst schools await much needed capitation grants from the Department, which arrive in January of every year).
6. When the equipment is purchased the receipts are sent to the department for the school to be paid back. There is no delay here to the pupil getting the equipment however.
7. Before the equipment is handed over to the pupil and their family, they must read and sign up to the school policy called “Home use of School Owned Assistive Technology Policy”
8. The uploading of any required software etc (educational or operational) may have to be done by an external agent as the school has no ICT employee on their staff. This can sometimes delay use of the equipment.

**Appendix J**

**Resources**

* National Council for Education website [*www.ncse.ie*](http://www.ncse.ie)
* National Educational Psychological Service (NEPS) website

[*http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Home-Page.html*](http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Home-Page.html)

* Special Education Support Service website [*www.sess.ie*](http://www.sess.ie)
* Irish Learning Support Association (ILSA) website [*www.ilsa.ie*](http://www.ilsa.ie)
* Irish Association for Teachers of Special Education website [*www.iatse-online.ie*](http://www.iatse-online.ie)

**Ratification of Special Education Needs Policy**

This policy was adopted by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson of Board of Management Principal

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of next review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_