

Scoil Bhríde Eglantine Special Educational Needs Policy.

Guiding Principles:

- All our children have a right to an education, which is appropriate to them as individuals. We want all our children to feel that they are a valued part of our school community
- The resources provided to support pupils with special educational needs will be used to facilitate the development of a truly inclusive school
- Supports provided to pupils with special educational needs will be based on identified needs and be informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines (NCSE)
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs
- Pupils with the greatest levels of need will have access to the greatest level of support and, whenever possible, these pupils will be supported by teachers with relevant expertise who can provide continuity of support

As far as possible, therefore, it is our aim to minimise the difficulties that children may experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Inclusion:

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy, as set out in this document, aims to enable children with SEN, various cultures, traveller children and children whose first language is not English to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child to participate in them.

Three principles for inclusion

1. Setting Suitable Learning Challenges

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. In order to do this, Scoil Bhríde Eglantine will use the 'Continuum of Support Process' as outlined in Table 1 below to identify educational needs. Identification of educational needs is central to setting suitable learning challenges for our SEN pupils. Using the continuum of support framework, our school will identify pupils' educational needs to include academic, social and emotional needs, as well as needs associated with physical, sensory, language, behavioural and communication difficulties. It is important to look at a pupil's needs in context, and to use our resources to support this (for example, learning environment checklist, teacher checklist for whole-class structures and supports*).

Table 1: Identification of Educational Needs through the Continuum of Support Process

| | |
|----------------------------|---|
| Classroom Support | <p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> • Parental consultation • Teacher observation records • Teacher-designed measures/assessments • Basic needs checklist* (taken from • Learning environment checklist* • Literacy and numeracy tests • Screening tests of language skills <p>A classroom support plan runs for an agreed period of time and is subject to review.</p> |
| School Support | <p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none"> • Teacher observation records • Pupil consultation - My Thoughts About School Checklist* • Teacher-designed measures/assessments • Parent and pupil interviews • Learning environment checklist* • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour, frequency measures • Screening tests of language skills • Other assessments as appropriate, including screening measures for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition.</p> <p>A school support plan operates for an agreed period of time and is subject to review.</p> |
| School Support Plus | <p>This level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> • Teacher observation and teacher-designed measures • Parent and pupil interviews • Other assessments • Results of standardised testing . <p>A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</p> |

2. Meeting Children’s Diverse Learning Needs

We take into account the different backgrounds, experiences, interests and strengths that influence the way in which children learn when we plan our approaches to teaching and learning. In planning our support, the ‘Planning Template’ outlining the 6 point action plan below will be utilised.

Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs (Primary Guidelines, pp.19-20).

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| <p>Action 1: Identification of pupils with special educational needs</p> | <p>1. 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, teacher-designed tests, 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.</p> |
| <p>Action 2: Setting targets</p> | <p>Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support.</p> |
| <p>Action 3: Planning teaching methods and approaches</p> | <p>Identify the level and type of intervention required to meet targets for each pupil on the continuum of support. Scoil Bhríde Eglantine chooses methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. We are mindful that the interventions and supports that we are using should be evidence-informed.</p> |
| <p>Action 4: Organising early intervention and prevention programmes</p> | <p>Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required. e.g., Aistear, Team-Teaching. A member of the SEN team will work with each of the teachers at Junior and Senior Infant level for 30-40 minutes every morning to facilitate Aistear. Team-teaching commences in Term 1 for First Class for a six-week block. 2 SEN teachers, the class teacher and an SNA will be assigned to each class. The Senior Infants team-teaching commences in Term 2. The children are tested before and after the intervention and based on this data, the small groups for additional literacy support will be decided upon.</p> |

| | |
|--|---|
| <p>Action 5: Organising and deploying special education teaching resources</p> | <p>Cross-reference the needs of pupils at school support and school support-plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place.</p> <p>Once a week, the resource pupils engage in a Gross Motor skills group which will be facilitated by the whole SEN team in the form of station-teaching. SNAs will assist individual pupils who need one-to-one support in this context. The school playground and PE hall will be used in addition to a range of PE equipment.</p> <p>We are mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.</p> |
| <p>Action 6: Tracking, recording and reviewing progress</p> | <p>Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:</p> <ul style="list-style-type: none"> • 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. |

3. Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Children

We recognise that a minority of children will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements. Our SEN policy envisages a whole school approach that takes into account the roles of the Board of Management, the principal, class teacher, special education teacher and the parents.

In attempting to achieve the above objectives the BoM, principal and staff will take all reasonable steps within the limits of the resources available to fulfil the requirements outlined in this policy document.

Roles:

Board of Management

The BoM will fulfil its statutory duties towards pupils with special educational needs. It will ensure that the provision required is an integral part of the school development plan. Members will be knowledgeable about the school's SEN provision – funding, equipment and personnel. The BoM:

- Oversees the development, implementation and review of school policy on support for children with extra needs
- Provides adequate class accommodation and teaching resources
- Provides a secure facility for storage of records.

Principal

The principal has overall responsibility for the day-to-day management of provision. He/she will work closely with the SEN co-ordinator and will keep the BoM informed about the working of this policy. It will be the role

of the principal in collaboration with the SEN co-ordinator to:

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching roles, including special education roles
- Co-ordinate teachers' work to ensure continuity of provision for all pupils
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area
- Oversee the operation of Aoibhneas, the Special Class for children with ASD and liaise with the teacher and SNAs therein.

Special Needs Co-ordinator

The Special Needs Co-ordinator will be responsible for:

- Overseeing the day-to-day operation of the SEN policy
- Co-ordinating provision for children with special educational needs
- Organising the timetable for support teaching
- Liaising with and advising fellow teachers and contributing to in-service training of staff
- Liaising with and advising SNAs with regard to supporting children with special needs
- Liaising with parents of children with special needs
- Monitoring and evaluating SEN provision
- Keeping a list of pupils who are receiving supplementary teaching
- Facilitating planning for class teacher with support teacher
- Supporting the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support
- Keeping teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals
- Advising parents on procedures for availing of special needs services
- Selecting children for psychological assessment in consultation with class and support teachers and with Gearóidín Farrell (NEPS)
- Liaising with external agencies such as NEPS to arrange assessments of children with SEN
- Liaising with SENO regarding all aspects of special education provision
- Storing confidential information (Psychological Assessment Reports etc.) regarding SEN children and sharing same with principal, class teachers, support teachers, SNAs, other agencies where appropriate, with due consideration of GDPR
- Participating in and or overseeing the drafting of student support files (IEPs, IPLPs, PPPs) and classroom support plans
- Arranging for exemptions from the study of Irish for pupils for whom this is appropriate.
- Arranging the completion of relevant application forms for review by the Principal.

The Role of the Class Teacher

Effective teaching and learning are critically important for all pupils, and especially for those with special educational needs. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued. **Mainstream class teachers have first-line**

responsibility for the education of all pupils in their classes. Accordingly, classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom. This will include adapting their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs. These include:

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Heterogeneous groupwork
- Differentiation
- Interventions to promote social and emotional competence
- Incorporating mindfulness into the SPHE programme
- Use of the Weaving Wellbeing programme in class and Seomra Shorcha (wellbeing room) when feasible
- Embedding Technology in Education in teaching, learning and assessment

Every pupil needs to be taught a broad and balanced curriculum that is appropriate to her developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons. This can be achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of pupils' interests
- Matching tasks to pupils' abilities and needs
- Adapting and utilising resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

Teachers can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access.

The Role of the Special Education Teacher

Special education teachers should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported at classroom level, or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models.

Some pupils with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions should be based on careful identification of strengths and needs, including multi-disciplinary support where necessary.

The type of support offered depends on the child's individual needs and takes the form of:

- Curriculum support
- life and/or social skills training
- physical training/gross motor development
- speech training/communication and/or language development

- behaviour modification programmes (positive behavioural plans)
- assistance with sensory modulation
- development of anger management strategies
- a combination of some/all of the above

Special education teachers, in consultation with class teachers, should plan their interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant continuum of support plan. Short-term planning should reflect the support plan targets and should break down the development of skills and content into small incremental steps to address each pupil's specific needs on a regular basis. Outcomes for pupils should be routinely assessed, recorded and used to review progress. These outcomes should also be used to inform the targets for the next phase of intervention.

Parental Involvement

Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs. Parental engagement is enhanced when parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in regular reviews of progress. The Continuum of Support process and use of the Student Support File provide valuable opportunities to engage with parents and to build a collaborative approach to identifying and responding to the needs of pupils with special educational needs. There may also be opportunities for parents to work collaboratively with the school through initiatives such as paired reading or shared reading.

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the special educational needs provision available in the school. Our school will consult with parents when developing and reviewing policies relating to the education of children with special educational needs. This helps to ensure that parents understand the school's approaches and better enables them to support their children in transitioning through the school.

The Parents/Guardians of the pupils of Scoil Bhríde Eglantine can prepare for and support the work of the school by:

- Supervising, assisting with, showing interest in and signing homework.
- Reading and telling stories to their child/children.
- Listening to and giving supportive feedback on oral reading.
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers.
- Signing and returning consent forms to the school regarding withdrawal for support teaching.
- Talking positively about school and schoolwork.
- Keeping the class teacher informed of any home factors which may be affecting their child's progress.
- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning.
- Helping children to develop their organisational skills.
- Helping children to look after school books and other resources which are loaned to the children for use at home.
- Supporting programmes and initiatives implemented by the school.

Enrolment

The school aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The *'Education for Persons with Disabilities Act 2004'* states that *'A child is entitled to attend the school which is most suited to his or her overall needs'*.

Parents are required to notify the school of their child's special needs in advance of enrolment. The Board of Management will request a copy of the child's medical, psychological, and other professional reports. No child will be refused admission solely on the grounds that she has special educational needs except where the provision required is incompatible with that available in our school.

Resources

Scoil Bhríde Eglantine is a well-resourced school, which constantly monitors and updates its resources. There are currently six designated SET rooms among which our considerable SET resources and testing materials are shared. I.T. provision is very good and is updated regularly. Please see Appendix for a comprehensive list of resources in Maths and Literacy for use by the SET team.

Aoibhneas, our Special ASD Class, is based in Room 5 and a sensory room has also been set up. In the grounds there is a small sensory garden adjacent to Aoibhneas. There is also an enclosed playground with apparatus/equipment for the use of all pupils on a timetabled basis.

Special Needs Assistants

Our Special Needs Assistants are tasked with assisting children with identified care needs in certain classes. They work closely with the class teachers, SEN teachers and the principal. Please see Appendix for a copy of our SNA policy.

Whole School Strategies to minimise learning difficulties

Our strategies for preventing learning difficulties include:

1. Promotion of Literacy and Numeracy:

- Whole school promotion of reading for pleasure- Drop Everything and Read (DEAR) time is a regular part of school life and each classroom has a well-stocked library
- Comprehension Strategies
- Genre Writing
- Team-teaching in Senior Infants and First class
- Print-rich environment
- Shared/paired reading
- Reading buddies where older readers are paired with children from the junior classes, e.g. 6th class pupils read to/with Junior Infants.
- World book day
- Class writing competitions
- Access to Literacy apps on school I-pads and at home
- Scholastic Book Fairs every 2-3 years
- Numeracy- agreed Maths language for continuity throughout the school

- Access to Numeracy apps on school I-pads and at home, Hit the Button, Topmarks, etc
- Maths for fun: maths games to reinforce skills and promote confidence and participation
- Team-teaching Fractions intervention with 4th class
- Use of concrete materials throughout the school, but particularly up to 2nd class
- Emphasis on problem solving strategies in senior classes
- Steam initiative in 5th and 6th classes

2. Early Intervention

We believe it is very important to identify and assess children with special needs as early as possible so that effective interventions can be put in place. SEN teachers assist class teachers of Junior and Senior Infant classes with Aistear each morning. They can also monitor and assist individual pupils with letter sounds, phonological awareness and early reading skills at this time. A teacher designed Phonics Assessment based on the Jolly Phonics programme is administered at the end of Junior Infant year. The M.I.S.T. (Middle Infants Screening Test) may be administered to all pupils in Senior Infants during the second term of the school year. Pupils who present with scores below a given point are selected for small-group tuition on an in-class or withdrawal basis.

Team-teaching initiatives are preceded by testing to establish the composition of the small groups who rotate around the teaching stations. This baseline testing is compared with the results of the retesting at the end of the six-week intervention. In First Class the children are tested using the Young Group Test and the Quest Reading Screening Test. The Schonell Individual Word test (Aston Index) is used with the Senior Infant children. The retest results are also used to inform decisions about which pupils to select for supplementary teaching and learning.

3. Developing Listening Skills:

In Scoil Bhríde we aim to promote a classroom environment where children listen to others, do not interrupt the speaker and wait their turn. The strategies used include Circle time, listening games/activities, listening programmes, listening to music and other resources used in the teaching of literacy and SPHE.

4. Observation and/or assessment:

Observation: Methods in use: various checklists, Aistear observation sheet for each child, shared observation (2nd opinion), listening to reading, general correction of homework.

Recording observation: Checklists, Personal records, reading records, paired reading, teacher's own observation.

Share concerns with: - Last year's/ next year's teacher, similar level teacher, parents, SEN teachers, SEN co-ordinator

Stages of Assessment and Provision

Access to the school's broad and balanced curriculum is achieved for most children by differentiation of class work by the class teacher. When a class teacher identifies a child with SEN the class teacher consults with the SEN coordinator and provides interventions that are ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum. **The first line of responsibility for the**

progress of all pupils in the class lies with the class teacher. In the Junior classes, the additional support is mostly on an in-class basis and from 2nd class onwards support is also offered on a withdrawal basis. Much depends on the needs of the individual children who require support. The following table provides an outline of the Continuum of Support Model and the way in which children may be supported at the three different levels.

Record of Differentiated Support in class

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

| Classroom Support | | | | |
|---------------------|-------|--------------------|--|---|
| Pupil Name | Class | Description of SEN | Nature of Supports Literacy, numeracy, social, emotional, behavioural, life-skills | Focus of Support In-class, withdrawal in small groups or individual, school yard |
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| School Support | | | | |
| Pupil Name | Class | Description of SEN | Nature of Support | Focus of Support |
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| School Support Plus | | | | |
| Pupil Name | Class | Description of SEN | Nature of Support | Focus of Support |
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Class teachers initially discuss their concerns with the child’s parents.

The triggers for this intervention could be;

- The child makes little or no progress even when teaching approaches are directed at an identified area of weakness
- The child shows signs of difficulty in developing literacy and numeracy skills, which result in poor attainment
- Persistent emotional or behavioural difficulties which do not respond to behaviour management techniques used by the school
- Has sensory or physical difficulties
- Has communication and/ or relationship difficulties

The class teacher completes a Stage One form and monitors the Record of Differentiated Support for half a term. If the Classroom Support stage fails to achieve the desired outcomes, then the teacher will continue to the next stage, School Action. At this point, the class teacher will, in consultation with parents, refer the child to the SET for diagnostic testing. If it is decided that supplementary teaching would be beneficial, then this will be arranged, usually in the form of small group withdrawal where the child is grouped with up to 3 other pupils with similar needs. Written consent must be sought from the parents before the supplementary teaching begins at Stage Two, School Support level. In the event of a parent's reluctance or refusal to consent to further testing, the school makes every effort to inform the parents of the concerns of the school, as well as the benefits of supplementary teaching to the child. The school recognises, however, that it is a parent's right to refuse the offer of extra support. Parents will be asked to sign a form indicating their refusal of supplementary teaching for their child.

Stage Two

Standardised Test results also have a role in identifying children in need of extra support. The testing is carried out from the end of May onwards and is coordinated by the SEN team from 1st to 6th class. The results are taken into account when deciding which pupils are in most need of support, but other evidence is considered such as teachers' own knowledge and observations of the pupils in question. The Standardised Testing is seen as a 'snapshot' of a pupil's performance in Maths or Literacy on a given day; it is seen as only one source of information regarding pupil attainment.

When children are identified as being in need of School Support, the following actions will be taken:

- The class teacher and support teacher will differentiate the curriculum in specific areas with achievable goals to be implemented by the class teacher and support teacher.
- If there are others in the class with similar difficulties in one or more of the specific areas, then a group educational plan (IPLP or Student Support plan) will be implemented.
- These programmes will be reviewed and updated twice a year.
- Where progress is such that the child is no longer giving cause for concern, the child will revert to the usual differentiated curriculum available to all children.

Stage Three

The support teacher will administer diagnostic tests on these children (at School Action) usually at the beginning and end of the school year. These tests may include the YARC Reading Test, Aston Index Spelling and Word recognition test, Non-Reading Intelligence test, WIAT III, Jackson Phonics, etc. (c.f. Assessment Policy).

When it has been identified that a child is still struggling and performing below the tenth percentile despite School Action the class teacher with the support teacher and SEN coordinators, in consultation with the child's parents, may consider the following actions:

1. A psychological assessment may be arranged (see Education for Persons with Disability Act 2004) through the school (NEPS) or parents may wish to commission a private Educational Psychological Assessment due to long waiting lists for NEPS assessments.
2. Other outside agencies may need to be contacted, who will advise on a range of provision including IEP targets and strategies.
3. The triggers for extra intervention could be that, despite receiving an individualised programme the child:
 - Makes little or no progress over a long period of time
 - Continues to work at Primary Curriculum levels substantially below that of children of a similar age
 - Continues to have literacy and numeracy difficulties
 - Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning, or that of other children, despite an appropriate behaviour management programme and IEP/Student Support File
 - Has sensory and/or physical needs, and requires additional specialist equipment or regular visits from an advisory service
 - Has an ongoing communication or relationship difficulty that prevents social development, and acts as a barrier to learning.
4. If it is felt by the psychologist, OT, and/or Speech and language therapist that a child has care needs, a special needs assistant may be applied for.
5. In circumstances where a child uses specialised equipment, consultants will be required to demonstrate how the equipment is to be used to at least two SNAs and either the class or support teacher. The SEN co-ordinator should also be present.
6. The use of specialised yard equipment may also need to be demonstrated to these staff members. Courses will be provided on an ongoing basis to train staff in the relevant areas.
7. If the psychologist recommends an exemption from Irish the Principal/Deputy principal will see to this under guidance from the Department of Education and Skills.

Individual Education Plan

Based on the relevant professional report, tests, Record of Differentiation and School Action Plan the support teacher with the class teacher, SNA (if assigned), parents and representatives of outside agencies (if necessary) formulate an Individual Education Plan within the Student Support File.

These IEPs, which employ a small-steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded targets, we ensure that the child experiences success.

This plan includes:

- the nature and degree of the child's abilities and skills
- the degree of the child's special needs,
- the present level of performance,
- services to be provided,
- services for transition to 2nd level school where appropriate,
- the goals, which the child is to achieve over a period of half a year.

The strategies set out in the IEP will, as far as possible, be implemented in the normal classroom and in the

resource room settings.

The management of the IEP strategies will be the responsibility of the class teacher, support teacher and the SEN coordinator.

REVIEW of IEPs/SSFs

The SEN coordinator will ensure that the review is conducted at least twice during the school year. The class teacher consults with the support teacher, the child and SNA to which some children are granted access. They agree on the expected outcomes of the IEP/SSF. A draft copy is formulated and sent home to the child's parents. The parents are invited to attend a meeting to discuss or make recommendations to the draft review if they so wish. Again, outside agencies may play a part in formulating the final copy. The review will be recorded on the IEP Review form at the end of the Student Support File (See Appendix).

Where progress is inconsistent or slow, it may be decided that the child continues to receive additional supports. Where progress is satisfactory, and where the child is consistently achieving targets over the stated time, a decision may be made to revert to School Action but where a diagnosis of DCD (Dyspraxia), ASD, ADHD, DLD (Developmental Language Disorder), SPD (Sensory Processing Disorder) has been made, it is probably more appropriate for that child to remain at School Support Plus level.

IEPs/SSFs for children moving to 2nd level will be referred to at the consultation meetings with the 2nd level representative. NEPs Transfer forms will be completed for these children in conjunction with the class teacher and parents of the child and forwarded to the SEN team in the relevant post-primary school.

Children With Exceptional Ability/ Gifted Children

Definition and Background:

'An able child is one that achieves or has the ability to achieve at a level significantly in advance of their peer group. This may be in all areas of the curriculum or in a limited range'. (Eyre,1999)

- Children who are considered gifted may have been assessed by a psychologist and found to have a high level of intelligence (an IQ score of 130+, 98thPercentile)
- Giftedness is recognised as a 'disability' or special education condition in the Education Act (1998).

School Ethos:

We, the teaching staff at Scoil Bhríde Eglantine are mindful of these pupils who are exceptionally able in **academic** areas (i.e. the top 2% of the school population).

Those pupils who show exceptional talent in **non-academic** areas e.g. psychomotor ability, mechanical aptitude, visual and performing arts ability, will be given information regarding the relevant outside agencies.

Procedure for identification of pupils with Exceptional Ability

Criteria for Assessment:

1. A range of strategies may be used to identify exceptionally able pupils:

- Annual standardised tests
- NRIT
- Psychological Assessments
- Teacher observation

- Parental requests
- Referral by other individuals, schools or organisations.

2. From first class onwards, pupils who score on or above the 98th percentile in the Drumcondra tests will then do the NRIT to gain a more definitive guide of their ability.

3. Where a teacher observes children displaying exceptional ability in a specific academic area, the parents will be referred to the UCC programme for Talented Youth. Every effort will be made to provide extra learning challenges for these pupils by encouraging independent project work, presentations to class and participation in National competitions. Where it is a non-academic area, the parent will be informed of outside agencies more suited to the development of the pupil's giftedness.

Catering for Pupils with Exceptional Ability:

Pupils who meet the criteria for exceptionally able (IQof130+) will be catered for within the classroom through a differentiated programme of work or if deemed possible by the Principal may be offered extension classes on a withdrawal basis, subject to the approval of the pupil and their parents. These classes will form part of the SET provision if additional capacity is available outside of the existing caseload demands.

Responsibility and Management:

1. The class teacher is responsible for differentiation within the classroom, including acquisition and distribution of teaching resources for differentiation.
2. The SET team will be responsible for the assessment stage of this process, organisation of extension classes if time and capacity are available within the team, and acquisition and distribution of information regarding referral and assessment by outside agencies.
3. The Principal will liaise with parents, SETs and class teachers throughout the process.
4. According to guidelines for professional development, costs will be paid by BoM to teaching staff who attend in-service training and courses about giftedness.

This element of our policy is subject to review following the issue of NCCA Guidelines or every 3 years as part of our overall SEN policy.

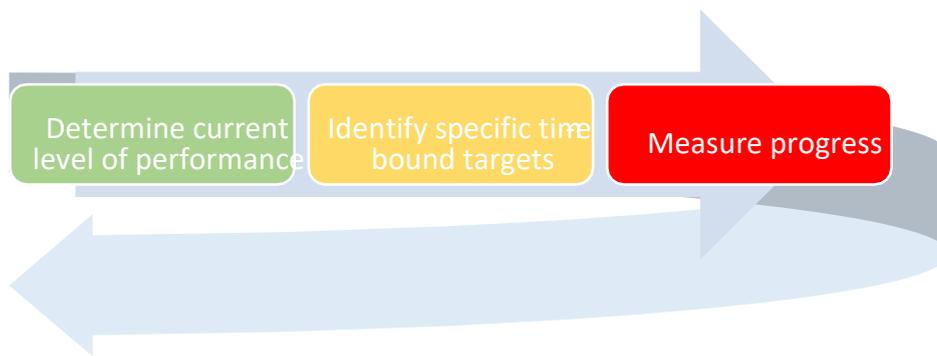
Complaints

If parents have a complaint about the Special Educational provision made, then they should in the first instance make an appointment to speak to the SEN coordinator and then the principal.

The complaint will be investigated and dealt with as early as possible. If the matter is not resolved to the parents' satisfaction, then the matter proceeds to the B.O.M.

Monitoring and Reviewing

Pupils' progress in relation to achieving their targets will be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress. This will lead to the establishment of specific targets to be achieved within a defined timeframe as outlined below.



Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn should lead to adjustments in support plans. The Student Support File provides schools with a useful resource to support and record this process. It includes a Support Review Record to guide teachers when monitoring progress and reviewing outcomes with parents and pupils. Such monitoring of progress, and subsequent adaptation of support plans, are key drivers of effective practice.

In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review will include some of the following measures: attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for pupils with special educational needs.

The BoM will ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy by monitoring:

- the standards obtained by children with special needs
- the number of children at each of the three stages: Classroom Support, School Support and School Support Plus levels.
- The level and pattern of help (i.e. average time allocated and the balance of in-class and withdrawal support)
- Views of parents
- Visits from specialist teachers/outside professionals
- Staff views on in-service
- Children's views

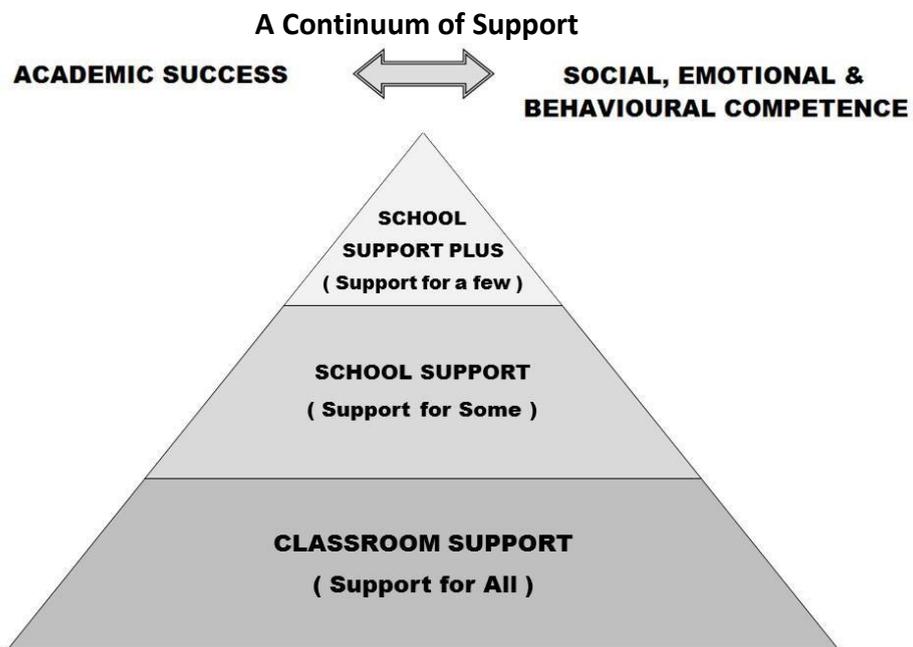
This policy will be reviewed every three years.

Signed_ *Bill Reidy*

Date 27/05/2021

Appendix 1

| Student Support File | |
|----------------------|--|
| Name of Student: | |
| Date of Birth: | |
| School: | |
| Date File Opened: | |
| Date File Closed: | |



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 concern. We gather information, we put together a plan and we review it.

Student Support File, Log of Actions

| Date | Actions |
|-------------|----------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

SUPPORT PLAN*

Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)

To be completed by the Teacher(s)

For help, see 'SEN, A Continuum of Support - Guidelines for Teachers', *BESD: A Continuum of Support – Guidelines* .

| | | | |
|--|--|--------------------|--|
| Student's Name: | | Age: | |
| Lead Teacher: | | Class/Year: | |
| Start Date of Plan: | | | |
| 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: | | | |

SUPPORT REVIEW RECORD*

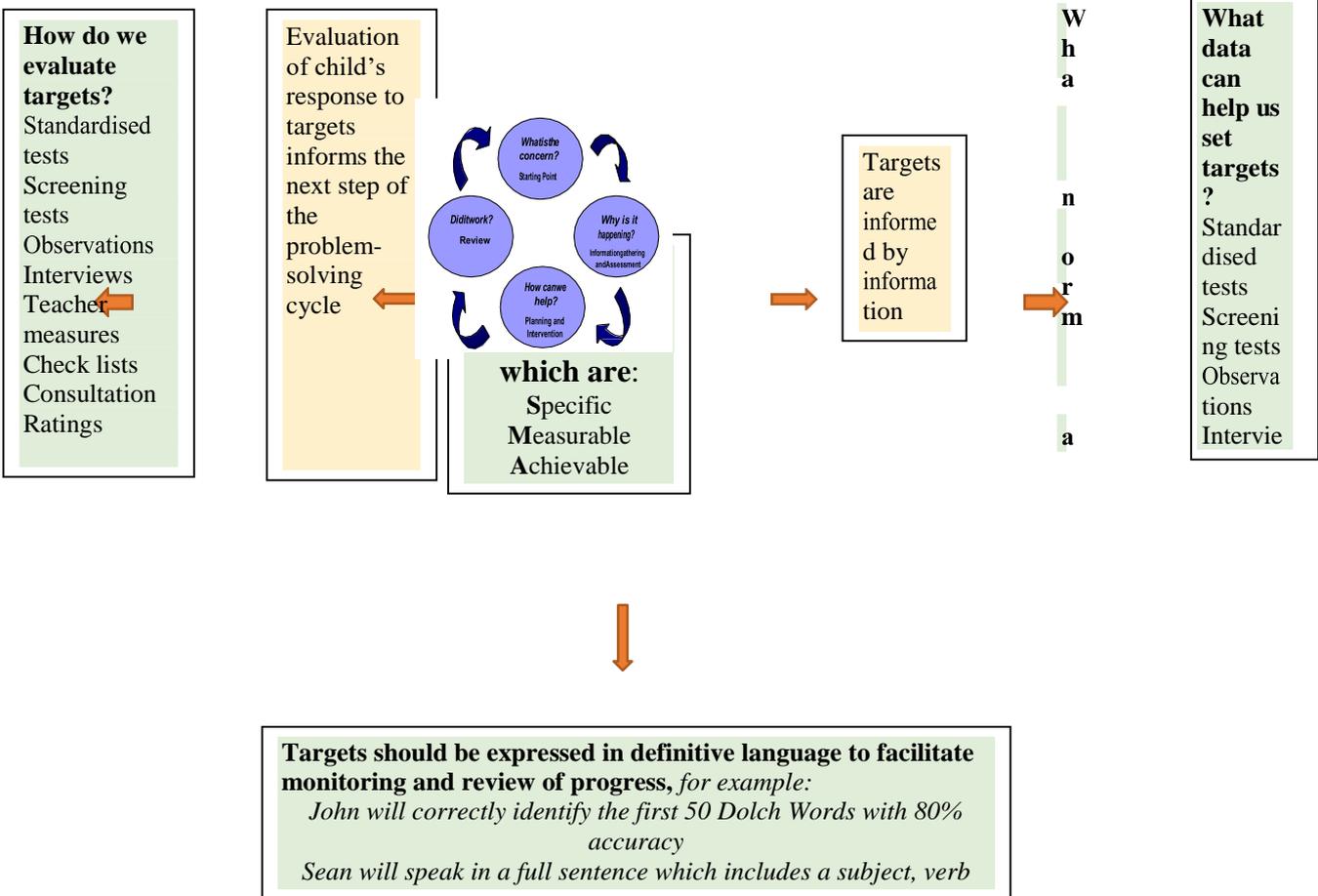
Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)

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',.

| | | |
|---|---|---|
| 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? If so, how? | | |
| Recommended future actions – what, how, who, when? | | |
| Any comments from the student? | | |
| Any comments from the parent(s)/guardian(s)? | | |
| Signature of parent(s)/ guardian(s): | | |
| Signature of teacher(s): | | |
| Outcome of Review (tick as appropriate): | | |
| <input type="checkbox"/> | Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support | <input type="checkbox"/> |
| <input type="checkbox"/> | Continue at Current Level of Support | <input type="checkbox"/> |
| | | Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus |
| | | Request consultation with other professionals |

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

Appendix 2: Target-setting as part of the problem-solving-framework



Targets are written as desired skills

Appendix 3:

| Support Checklist | | |
|--|----------------------|------------------|
| Name: | Age: | Class: |
| General Information: | Date Checked: | Comments: |
| 1. Parent(s)/Guardian(s) Consulted: | | |
| 2. Information from previous school/preschool gathered: | | |
| 3. Hearing: | | |
| 4. Vision: | | |
| 5. Medical Needs: | | |
| 6. Basic Needs Checklist Completed: | | |
| 7. Assessment of learning-screening: | | |
| 8. Observation of learning style/approach to learning: | | |
| 9. Observation of Behaviour: | | |
| 10. Interview with Pupil: | | |
| 11. Classroom work differentiated? | | |
| 12. Learning environment adapted? | | |
| 13. Yard/school environments adapted? | | |
| 14. Informal or formal consultation/advice with outside professionals? | | |
| 15. Advice given by learning support/resource teacher or other school staff? | | |
| 16. Other interventions put in place in school? | | |
| Action needed | | |

SUPPORT REVIEW RECORD*

*Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)*

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 – <i>what, how, who, when?</i> | | |
| 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.

Appendix 5

IEP Planning/Review Sheet

Name of Student: _____ **Class:** _____

Progress to Date/ Strengths:

(The nature and degree of the child's abilities, skills and talents)

Areas for Improvement/Presenting Difficulties:

(The nature and degree of the child's special educational needs and how those needs affect his/her progress)

(The present level of educational performance of the child)

Summary of Special Educational Needs:

(The special educational needs of the child)

Special Educational Provision:

(The special education and related support services to be provided to the child)

Further Information: