

ST. PATRICK'S NATIONAL SCHOOL

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SPECIAL EDUCATIONAL NEEDS (SEN) SUPPORT

School Policy **2024**

Special Educational Needs Policy

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Introduction

The review of our S.E.N policy was conducted in November 2024 following consultation between the Principal, Teachers, Special Needs Assistants, parent representatives and the Board of Management. St. Patrick's NS recognises the importance of early identification in relation to children's additional educational needs and in accordance with Circular 0013/2017 delivers the Continuum of Support so that needs can be responded to as early as possible and in a flexible way, where our focus is on identifying actions which can be taken to make a positive difference to the pupil/s in our school.

Relationship to School Ethos

Our school recognises the uniqueness of each pupil, and we see education as a developmental process that allows each pupil's strengths to be nurtured and encouraged. We aim to ensure that all pupils are given opportunities to experience success in an inclusive setting and to develop to their fullest potential. This provision is central to the mission statement and ethos of our school.

Rationale

The purpose of this policy is to:

- provide practical guidance to staff, parents and other interested parties about our S.E.N procedures and practices.
- outline the framework for addressing additional needs in our school.
- comply with legislation (Education Act (1998), the Education Welfare Act (2000), the Disability Bill (2002) and the E.P.S.E.N. Act (2004).
- fulfil DES circular 0013/17-Circular to the Management Authorities of all Mainstream Primary Schools; Special Education Teaching Allocation, and the 2017 Guidelines for Primary Schools; Supporting Pupils with Special Educational Needs in Mainstream Schools.

Guiding Principles

The definition of special educational needs is that contained within the Education for Persons with Special Educational Needs (E.P.S.E.N) Act (2004): “[Special educational needs are]...a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition...” (Section 1, [1]).

- All our children have a right to an education, which is appropriate to them as individuals in an inclusive school environment. 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.
- Pupils with the greatest levels of needs 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.
- 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 all relevant stakeholders) as outlined in the Continuum of Support Guidelines, 2007.
- The class teacher in the mainstream class setting or in the special class setting has the primary responsibility for the progress and care of all pupils in their assigned class.

Aim

We aim to optimise the teaching and learning process to enable all pupils with special educational needs to experience success at school. This policy provides practical guidance to staff, parents and other interested parties about our practices and procedures in relation to supporting pupils with special educational needs. In St. Patrick’s N.S. we aim to:

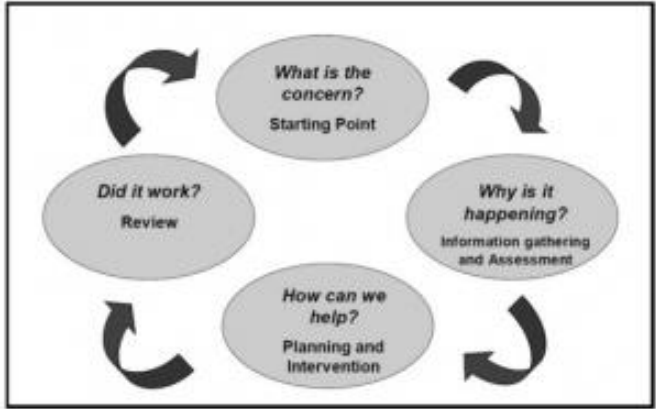
- identify the additional needs of pupils to include academic, emotional, social, and behavioural needs, as well as needs associated with physical, sensory, language and communication difficulties and to put in place appropriate levels of support.
- allocate resources to effectively meet the child’s needs.

- divide the roles and responsibilities among our school community in relation to pupils with additional need.
- create a learning environment that achieves inclusion for all.
- gather information and assess, identify priority concerns, set S.M.A.R.T targets, strategize, use evidence-based approaches, track, monitor, review, and report the progress of children with additional needs.
- communicate and develop collaborative relationships between all stakeholders and outside agencies.

Continuum of Support

In order, to achieve our aims we use the Continuum of Support Framework set out by the Department of Education to identify and support children with special educational needs. We recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. The framework guides us to implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress. The child's needs are viewed as fluid and ever-changing, and our response reflects this.

The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils. This problem-solving process is illustrated as follows:



(A Continuum of Support, Guidelines for Teachers, 2007, p.5)

Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support Framework, we can identify pupils' educational needs, to include academic, social, behavioural and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

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, we implement the **'6 Step Process'** outlined below.

<p>Action 1: Identification of pupils with special educational needs</p>	<p>Note: The additional needs of pupils are to include academic, emotional, social, and behavioural needs, as well as needs associated with physical, sensory, language and communication difficulties.</p> <p>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 such as teacher observations, checklists (Appendix 1), conferences, information on emotional, behavioural and social competence, standardised tests (children at or below a Sten score of 4), screening and diagnostic tests.</p>
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	Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support. Record the names of children identified as needing support and their position on the continuum on the School Profile and Overview document. Seek parental permission to support intervention (Aladdin permissions function).
Action 2: Setting targets	Based on individual needs, identify priority concerns, set clear learning targets (S.M.A.R.T) 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. Methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching will be used. Interventions and supports in use 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. Remaining mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.

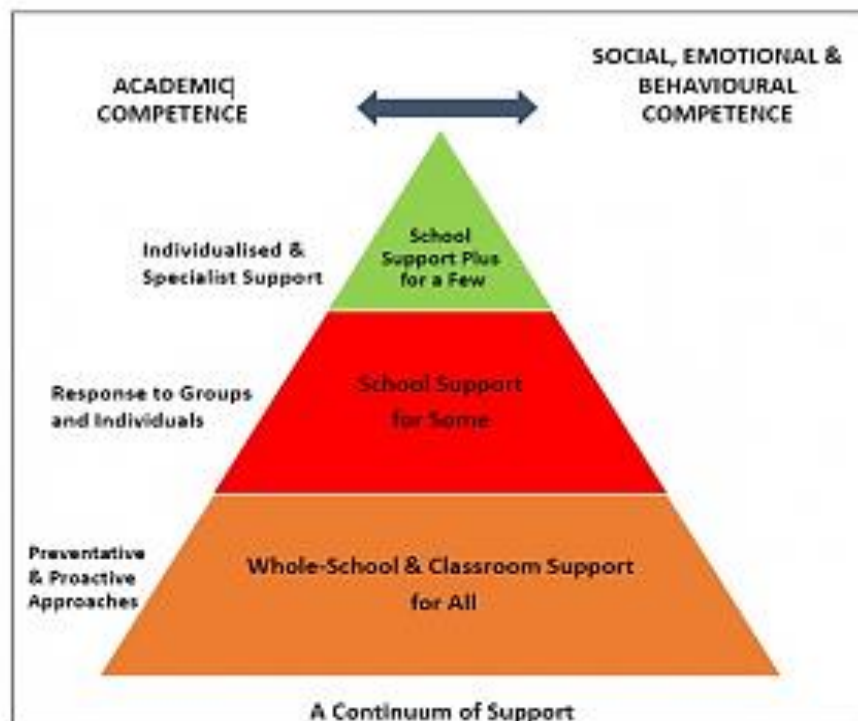
Action 6: Tracking, recording, and reviewing progress

Use the tracking and recording systems in place, 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 mainstream class teachers and special education teachers

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

The Continuum of Support suggests the following levels of support:



Practice at each level on the Continuum

Classroom Support Stage 1	<p>Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in their class. This level of support is provided by the classroom teacher.</p> <p>The decision to initiate a Classroom Support Plan for a child may be informed by:</p> <ul style="list-style-type: none">• Parental consultation• Teacher-designed measures /assessments• Basic needs checklist• Learning environment checklist• Pupil consultation - My Thoughts About School Checklist• Literacy and numeracy tests• Screening tests• Formal observation of behaviour including the school's ABC charts (Appendix 7) <p>If this level of support is deemed appropriate a Classroom Support Plan (CSP) is led by the class teacher (Appendix 3). It runs for an agreed period and is subject to review (6 -12 weeks). 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</p>
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	<p>respond appropriately to the differentiated programme. The plan outlines the pupil's additional educational needs and the actions, including individualised teaching and management approaches, which will be taken to meet the pupil's needs. The plan may also include home-based actions to be taken by the pupil's parents to support their child's development.</p>
<p>School Support Stage 2</p>	<p>In some cases, interventions at classroom support level are not enough to fully meet the pupil's special educational needs. School Support may, therefore, be required. The class teacher needs to involve the Special Education Teacher Team (S.E.N Team) in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan.</p> <p>Initiating a School Support Plan is devised by the S.E.N teacher and informed by:</p> <ul style="list-style-type: none"> • Teacher observation records • Teacher-designed measures / assessments • Parent and pupil conferences. • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including the school's ABC charts (Appendix 7) • Functional assessment as appropriate, including screening measure for social, emotional, and behavioural difficulties. <p>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 and is subject to review in January/February & June (Appendix 3).</p> <p>Children with a School Support Plan may include:</p>

	<p>1.Children on or below STEN score of 4 in Literacy/Maths Standardised Tests or assessed as ‘Criterion not met’ on the Drumcondra Screening Tests.</p> <p>2. Children with an identified need assessed by external professionals who may not be at or below a STEN of 4 in Literacy/Numeracy such as</p> <ul style="list-style-type: none"> • Borderline Mild General Learning Disability • Mild General Learning Disability • Specific Learning Disability • Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder • Children in JI & SI whom English is an additional language or children whom English is an additional language newly arrived in Ireland in 1st – 6th • Children who have not made adequate progress after interventions at Stage 1 • Children who have not made adequate progress after EAL intervention. <p>***While most pupils needs should be met through classroom-based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school. However, it may also apply for some pupils following an event which impacts significantly on them in school.</p>
<p>School Support Plus</p>	<p>If a pupil’s special educational needs are severe and/or persistent, they are likely to need intensive support. School Support Plus will</p>

Stage 3

generally involve personnel outside the school team in the problem solving, assessment and intervention process requiring a **School Support Plus Plan** to be devised (Appendix 3) The information from Classroom and School Support Plans will provide the starting point for problem-solving at this level.

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 and teacher-designed measures
- Parent and pupil conferences, checklists (as above)
- Assessment by outside agencies.
- 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 is then used to plan an appropriate intervention and can serve as a baseline against which to map progress. A support plan at this level may be more detailed and individualised.

Children with a **School Support Plus Plan** may include

1. Those with identified complex needs by an external professional such as
 - Physical Disability
 - Hearing Impairment
 - Visual Impairment
 - Emotional Disturbance
 - Moderate General Learning Disability
 - Severe/Profound General Learning Disability

	<ul style="list-style-type: none"> • Autism Spectrum Disorder • Assessed Syndrome • Specific Speech and Language Disorder/Impairment <p>2. Children who have not made adequate progress after interventions at Stage 2.</p>
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Student Support File

We use a Student Support File to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates us in documenting progress and needs over time and assists us in providing an appropriate level of support to pupils, in line with their level of need. Our Student Support File is based on the N.E.P.S template (Appendix 3) and is formulated and stored on the Aladdin Schools System.

All support files should include:

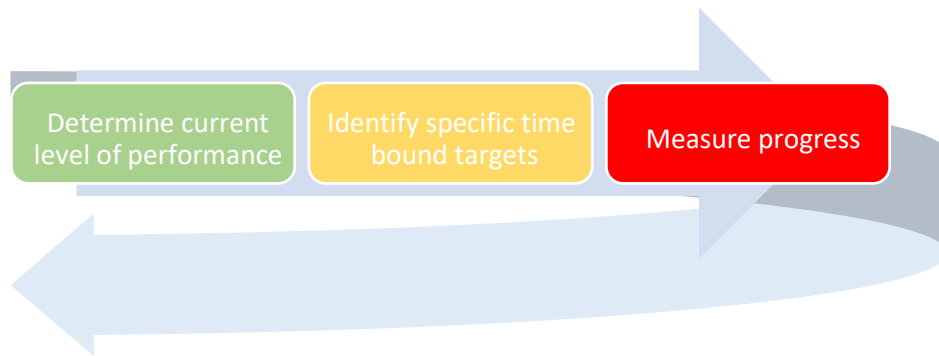
- Cover Sheet with pupil's details
- Log of Actions
- Support Plans
- Record of Support
- Standardised/Diagnostic test scores
- Checklists

These plans may be implemented within the normal classroom setting where a team-teaching approach is fostered. This may be complimented by focused evidence-based intervention programmes within a small group or on an individual basis. A combination of all three models of support may be appropriate to meet the needs of the child. Consultation with N.E.P.S and/or the N.C.S.E may inform a child's plan. Home-based actions may also be included. After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken. Provision of support may move up and down the levels/stages in the Continuum, depending on increased or decreased need, after monitoring and reviewing as discussed below.

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.

We will use Flow Charts to assist our monitoring and reviewing process (See Appendices 4, 5 and 6).

Collaborative Planning

Collaborative planning takes place with all relevant parties such as school staff, the child's parents/guardians, professionals external to the school and (if appropriate) the child, based on the information gathered.

Regular planning meetings between mainstream class teachers, special class teachers, special education teachers and special needs assistants may be facilitated during Croke park hours on a Tuesday

- The S.E.N co-ordinator and A.S.D class co-ordinator will facilitate supervision and support collaborative planning meetings between the special class teachers and associated mainstream class teachers and special needs assistants. They may also play a role in facilitating other planning meetings where required.
- Careful planning will occur where school/class wide assessments and S.E.T collaborative work is required. The needs of the children will be considered before changes are made to timetables on these occasions.

Information Gathering and Assessment

Assessment is part of what a class teacher does daily for all children. Some methods include self-assessment, questioning, teacher observation, portfolios of work and teacher-designed tasks and tests. Our practice is informed by the 'Assessment in the Primary School Curriculum, Guidelines for Schools' document. The information gathered enables the teacher to plan learning experiences based on the appropriate objectives from the curriculum and to employ good decision making when meeting the needs of the child. To identify pupils who may require supplementary teaching/ or no longer require supplementary teaching, screening; including standardised testing, is carried out in all classes annually and further diagnostic testing may need to take place. The information gathered from formal/informal assessments are used to inform decisions for support and pupil's support plans.

Assessment and Screening Tests:

In our school we carry out the following assessment procedures:

- Junior Infants: Observation, Checklists, teacher designed tasks, ALPACA Assessment (November)
- Senior Infants: Observation, Checklists, teacher designed tasks, MIST, ALPACA Assessment (November)
- 1st class-6th Class: Observation, Checklists, teacher designed tasks, Drumcondra Reading, Spelling and Maths, SWST (May)
- 1st, 3rd & 5th class: NNRIT (November)

We continually review the assessment and screening tests that we use to balance the needs of our pupils and the need to provide information for appropriate support.

Inventory of Diagnostic/ Screening Materials

<ul style="list-style-type: none"> • Wechsler Individual Achievement Test (WIAT) • Wide Range Achievement Test – 5th Edition(WRAT5) • York Assessment of Reading for Comprehension (YARC) • New Group Reading Test (NGRT) • Aston Index • New Drumcondra Primary Mathematics Tests • New Drumcondra Primary Reading Tests • Drumcondra Test of Early Literacy • Drumcondra Test of Early Numeracy • Single Word Spelling Test (SWST) • Single Word Reading Test (SWRT) 	<ul style="list-style-type: none"> • New Non-Reading Intelligence Test (NNRIT) • Salford Sentence Reading Test • Diagnostic Reading Analysis • Mathematics Assessment for Teaching and Learning (MALT) • Basic Number Screening Test • Basic Number Diagnostic Test • M.I.S.T (Middle Infant Screening Test). • D.A.S.H (Detailed Assessment of Speed Handwriting) • Belfield Infant Assessment Profile (BIAP) • Schonell Reading Test • DST-J: Dyslexia Screening Test – Junior
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<ul style="list-style-type: none"> • Neale Analysis of Reading Ability (NARA) • Phonological Assessment Battery (PhAB) • Maths Tracker • Screening Test for Reading and Writing (TEST2r) 	<ul style="list-style-type: none"> • Renfrew Action Picture Test (RAPT) • Primary School Assessment Kit (PSAK)
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Inclusion for All

Inclusion is seen as a process of addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities and removing barriers within and from education through the accommodation and provision of appropriate structures and arrangements to enable each learner to achieve the maximum benefit from his/her attendance at school (Inclusive Education Framework, 2011).

Effective teaching and learning is 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. 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 may need support and targeted intervention. All teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs to include:

- Co-operative teaching and learning within mainstream classrooms.
- Collaborative problem-solving.
- Heterogeneous group work.
- Differentiation.
- Interventions to promote social and emotional competence.

All pupils need to be taught a broad and balanced curriculum that is appropriate to their developmental level. To cater for the range of learning needs in any 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, strengths and needs.
- Matching tasks to pupils' abilities and needs.
- Adapting and utilising resources.
- Aspiring towards suitably challenging learning outcomes and assessing accordingly.

Teachers can make lessons accessible to a broad range of pupils using 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.

Special Class for Children with Autism Spectrum Disorder

Our Early Intervention Class was opened in September 2023. Our primary class for children with autism opened in September 2024. This decision was made with a view to provide an appropriate and specialist education within a mainstream setting for pupils who wish to attend our school. The Autism Class was named An Cuan (The Irish translation being a harbour, a safe place for boats so creating an atmosphere of safety) and CUAN is also an abbreviation for Cherishing Uniqueness and Neurodiversity. An Cuan has 2 classrooms and a sensory room. The individual classes were named Elder (Early Intervention) and Juniper (Primary Age) as all mainstream classrooms were also assigned a 'tree name'. Children enrolled in the special class are also allocated to a specific mainstream class. The teachers in the special classes are the first point of contact for parents.

One of the key aims of Juniper and Elder classes is to promote inclusion for the pupils attending these classes. The school promotes inclusion with age-appropriate peers at the child's class level. Inclusion will be on a phased basis (transitioning) and always based on the individual strengths and needs of the child based on their School Support Plus Plan.

For inclusion to be effective it must

- Further develop social skills.
- Be beneficial to all children.
- Be done in collaboration with the class teacher.
- Children in mainstream should be educated correctly on how to integrate with them - age appropriate. (LEANS programme).
- Variety of learning materials/ resources
- Meet the needs of all learners

Transitioning

Inclusion should occur where it is in support of the needs of the child. Transitioning of students into their mainstream class requires careful planning. Effective transitioning may require additional resources and these need to be considered by the mainstream and special class teacher. Each child has individual strengths and needs, and these must be considered for the child to benefit from the transitioning experience. Children have access to both the special class and mainstream class throughout the day and scheduling can be decided on a case-by-case basis. The pupil is at the centre of all planning and consideration is given to pupils' learning, social, communication and behavioural needs. Inclusion can only be achieved through small incremental steps building on the child's strengths. The child's need for inclusion will be addressed, monitored, and recorded through additional support planning if necessary and be guided by the Inclusive Education Framework.

Special class teachers have first-line responsibility for the education of all pupils in their classes. Where a child has a special class placement and has progressed to inclusion in the mainstream class setting, both teachers must work collaboratively to ensure the needs of the child are met. Open communication and a collaborative approach between special class teachers and mainstream teachers are recognised as central to successful inclusion in our school. Agreement should be reached in terms of subjects, days, times, topics for pre-teaching and if SNA support will be required. There should be a shared approach to behaviour management and open communication regarding any difficulties or triggers for behaviour. Formal meetings

will be scheduled to ensure such collaboration. Opportunities will be created for mainstream class teachers to visit the special classes and observe pupils' work and behaviour strategies, if it is considered appropriate, and vice versa. Shared spaces and resources in 'An Cuan' (the hall, sensory room) are accessible to all pupils in our school where they are deemed to support a child's special educational needs by the S.E.N.C.O or principal.

Code of Behaviour and Anti-Bullying Policy

The Code of Behaviour and Anti-Bullying policy is in place for every child in St. Patricks NS. However, it is recognised that certain behaviours of concern are a result of specific conditions (e.g. ADD, ADHD) and to meet a child's need to gain attention, escape/avoid, sensory response/need and to access something they want or need to gain. The Continuum of Support is a central part of our behaviour management strategy.

Planning for S.E.N will take into account teachers' and parents' concerns, along with recommendations from psychologists regarding children's social and emotional needs. Gathering information and tracking behaviour using the standard ABC Chart (Appendix 7) will inform our response. It is important to record the incidents and pattern of behaviour. It allows us to form a clearer picture of what is happening, when it is happening, who is present at the time and maybe help us to identify why it is happening. Where there is an identified need, a Support File will be opened and an appropriate level of support identified. Support may be delivered in the classroom environment, or if deemed necessary, such children may be withdrawn from class by S.E.N teachers to participate in one-to-one or group sessions. These lessons will be designed to help the child develop social skills, positive behaviours, and their emotional literacy. During these sessions, the S.E.N teacher may need to work on enhancing the child's self-esteem or developing communication skills, friendship skills and co-operation skills such as turn taking. The S.E.N teacher, during these lessons, may wish/need to use a variety of methodologies such as Circle time, co-operative games, art and craft activities, cooking/baking, project work, computer activities, or environmental work. Referrals may be recommended to outside support agencies e.g., Lucena Clinic, support may be sought from the N.C.S.E. and children may be referred for an Educational Psychological Assessment.

Where serious behavioural problems arise, every effort will be made to accommodate the child's needs and to uphold the code of behaviour of the school.

Giftedness

'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+, 98th Percentile).

Giftedness is recognised as a 'disability' or special education condition in the Education Act (1998).

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

- Annual standardised tests
- NRIT
- Psychological Assessments
- Teacher Observation
- Parent Conferences
- Referral by other individuals, schools or organisations

Where a teacher observes children displaying exceptional ability in a specific academic area, further assessment may be carried out to establish giftedness. The class teacher is responsible for differentiation within the classroom, to include setting suitably challenging learning outcomes. The parent will be informed of outside agencies suited to the development of the pupil's giftedness be that academic or non- academic.

Prevention and Early Intervention Strategies

Early intervention begins for pupils in Junior Infants. Children who are experiencing difficulty settling into school are supported firstly by the class teacher (Classroom Support). Additional support if needed may be offered by the S.E.N team, subject to resources being available (School Support). This support is usually classroom based in Junior Infants. The S.E.N teacher, in consultation with the S.E.N.C.O, class teacher and parents, decides on the most suitable form of intervention, taking account of the individual learning needs of pupils and the overall caseload.

Our strategies for preventing learning difficulties include:

- Class-based early intervention by the class teacher resulting in the provision of additional individualised support and differentiation.
- The development of agreed approaches to the teaching of Literacy and Numeracy in order to ensure progression and continuity from class to class, such as UFLI, The Jolly Phonics Programme, writing genres, and the use of common maths language.
- Provision of additional support in language development through the Aistear Framework.
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties, using the Alpaca Assessment.
- Close collaboration and consultation between the Infant Teachers, S.E.N team and S.E.N.C.O.
- Promotion of literacy e.g., Print-rich environment, Building Bridges, Talk About Books, D.E.A.R (Drop Everything and Read)
- Promotion of Numeracy e.g. maths stations and the use of concrete materials
- Parental involvement in promoting literacy and numeracy
- Differentiation
- In-class support, team teaching and withdrawal of individuals/groups
- Promotion of parental involvement- organising induction meetings for the parents of incoming Junior Infants to outline how they can help their child in school and give practical information on helping children settle into school. Informal contact with parents on a regular basis keeping them informed of their child's progress and of the outcomes of ongoing observation and assessment. Formal parent-teacher meetings annually, where the progress of children is discussed, and parents advised on how to help their child at home. Results of standardised tests are given at this meeting (1st- 6th Class).

Roles and Responsibilities

Our S.E.N policy envisages a whole school approach that takes into account the roles of the Board of Management, the principal, the special educational needs

coordinator, special class teacher, class teacher, special education teachers, special needs assistants and parents. In attempting to achieve our aims and deliver provision as outlined above the BOM, principal, S.E.N.C.O and staff will take all reasonable steps within the limits of the resources available to fulfil the requirements outlined in this policy document.

The Board of Management

The BOM will fulfil its statutory duties towards pupils with special educational needs. The Board has responsibility to oversee the development, implementation and review of the school policy on Special Education Needs, to ensure that adequate classroom accommodation and teaching resources are provided for teachers and to provide a secure facility for storage of records and a secure system by which soft copy documents can be stored (L.S Guidelines, p. 38). They will also play a role in supporting Continuous Professional Development for all staff members in the area of S.E.N.

Principal

The *Learning Support Guidelines (2000, p.39)* outlines the principal has overall responsibility for S.E.N procedures and practices in the school. The new allocation model states the principal's leadership role is central.

The school principal should;

- Implement and monitor the school's Special Educational Needs policy on an on-going basis.
- Assign staff strategically to teaching roles, including special education teaching/SET team roles, where expertise in the area will be utilised to full capacity.
- 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.
- Oversee a whole school assessment and screening programme.

- Facilitate the continuing professional development of all staff in relation to education of pupils with special educational needs, informing staff about external agencies and provide information on continuing professional development in the area of S.E.N. Ensuring that all school staff (class teachers, special class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area.
- Assign responsibility for coordinating additional support to an identified teacher (i.e. S.E.N.C.O).
- Communicate with the SENO (Special Education Needs Organiser) regarding all aspects of special education provision.
- Allocate time within the school timetable for the SET team to plan and consult with teachers, special needs assistants and parents.
- Meet with parents regarding any concerns about their child and update them regarding their progress.
- Select children for psychological assessment in consultation with the S.E.N.C.O, class and support teachers and with the designated school N.E.P.S psychologist.
- Liaise with external agencies such as N.E.P.S to arrange assessments of children with S.E.N.
- Store confidential information (Psychological Assessment Reports etc.) regarding S.E.N children and share them where appropriate.
- Arrange for exemptions from the study of Irish for pupils for whom this is appropriate.

Special Educational Needs Co-ordinator

The S.E.N.C.O should;

- Oversee and coordinate the implementation and development of the policy on Special Educational Needs and liaise with the principal and staff regarding regular reviews and updates of such policy
- Communicate with the principal in relation to S.E.N matters on an on-going basis.

- Maintain a register/profile of pupils who are receiving additional support (Appendix 2).
- Liaise with staff and parents around School Support Files and monitor their completion, implementation, and review
- Oversee caseloads, timetabling, planning and methodologies used on an ongoing basis.
- Facilitate collaborative planning for class teachers, special class teachers, support teachers and special needs assistants.
- Liaise on an ongoing basis with the S.E.N Team to identify, support and monitor children with additional needs
- Co-ordinate regular S.E.N team planning meetings to ensure effective communication and support for children with additional needs.
- Liaise with external agencies about the provision for pupils with additional needs
- Liaise with the principal when prioritising children for psychological assessment in consultation with class and support teachers and with the designated school N.E.P.S psychologist.
- Liaise with external agencies such as N.E.P.S to arrange assessments of children with S.E.N and the N.C.S.E where consultation on meeting a child's needs are necessary.
- Meet with parents and the SET teacher when necessary/requested, regarding any concerns about their child, advise parents and update them on their child's School Support File and procedures for availing of special needs services.
- Co-ordinate an effective whole school approach to inclusion.
- Co-ordinate the whole-school standardised testing at each class level.
- Co-ordinate the screening of pupils for additional support, using the results of standardised tests, screening and diagnostic tests.
- Oversee the tracking system of test results on Aladdin software to monitor the progress of pupils.
- Liaise with and advise fellow teachers and contribute to in-service training of staff.
- Liaise with and advise SNAs regarding supporting children with special needs.

- Support the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support.
- Inform teachers about the external assessment services that are available and the procedures to be followed for initial referrals.
- Advise parents on procedures for availing of special needs services.
- Liaise with the S.E.N.O regarding all aspects of special education provision.
- Store confidential information (Psychological Assessment Reports etc.) regarding S.E.N children and share same with principal, class teachers, support teachers, SNAs, other agencies where appropriate.
- Acquire and maintain resources.

Autism Class Coordinator

- Co-ordinate with the S.E.N.C.O an effective whole school approach to inclusion
- Advocate for the needs of children who attend our special classes
- Liaise with special class teachers, mainstream class teachers and SNAs to guide best practice in our special classes and to support inclusion.
- Oversee reverse inclusion in collaboration with all interested parties.
- Oversee and support the collaborative work required between special class teacher, mainstream class teacher and SNA.
- Oversee caseloads, timetabling, planning and methodologies used on an ongoing basis.
- Raise awareness of autism spectrum disorder in collaboration with the special class teacher, mainstream class teacher and SNA. Inform children appropriately about autism and the needs and behaviours of children in their setting.

Mainstream Class Teacher (M.C.T) / Special Class Teacher (S.C.T)

Class teachers have primary responsibility for the teaching and learning of all pupils in his/her class. They should;

- Share their short and long- term plans with other relevant teachers.
- Collaborate and consult with other relevant teachers in setting S.M.A.R.T targets.
- Create a positive learning environment within the classroom and ensure the self-esteem of all children is nurtured.
- Differentiate teaching strategies, approaches and expectations to the range of experiences, abilities and needs in their class adapting and utilising resources, including the use of technology.
- Provide a suitable seating arrangement in the mainstream setting for children with a special class placement.
- Collaborate with the Special Class teacher and the S.N.A to enable inclusion
- Ensure the environment is suitable for learning (Learning Environment Checklist).
- Ensure consistency in approach and communicate clearly with Special Class teachers if there are changes in timetable
- Plan for reverse inclusion in collaboration with the ASD coordinator (S.C.T).
- Implement teaching programmes which optimise the learning of all pupils, deliver the mainstream curriculum in a way that meets the needs of the students in their class and to provide access to an extended curriculum where appropriate, which will include; social skills training, life skills training, a sensory programme, stress management strategies etc.
- Administer and correct standardised tests of achievement in literacy and numeracy where appropriate, following the school's guidelines
- Discuss outcomes of standardised testing/screening and diagnostic assessments with the S.E.N team to assist in support provision and the selection of children for supplementary teaching and support from outside agencies.
- Meet with parents regarding any concerns about their child and update them regarding their progress.
- Gather information and assess children presenting with needs to inform teaching and learning using the Continuum of Support.

- Open a Student Support File (S.S.F) once additional needs have been identified and require support.
- Where applicable, develop Classroom Support Plans for children in receipt of classroom support in the mainstream class setting prior to School Support being implemented.
- Assume responsibility for an on-going School Support Plus Plan (S.C.P) in consultation with support services, parents and other relevant teachers.
- Collaborate with staff to develop the Student Support File (S.S.F) for each pupil in receipt of School Support or School Support Plus.
- Collaborate with staff to develop the Student Support File (S.S.F) for each pupil in receipt of School Support or School Support Plus.
- Collaborate with the S.E.N.C.O, Special Education Teachers, parents/guardians, other staff members and outside agencies to identify priority learning goals for each pupil in receipt of School Support or School Support Plus.
- Where applicable, collaborate with the S.E.N team regarding teaching aims and activities for team teaching
- Be mindful that children in receipt of supplementary teaching are not absent for the same subject/activity during each session.
- Co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with S.E.N within the class(es) to which they are assigned
- Complete additional care needs (ACN) plans for children accessing SNA support in collaboration with SNA's.
- Liaise with and seek advice from the principal, S.E.N.C.O and S.E.N team where needed.

S.E.N Team

Special Education Teacher (SET) in collaboration with class teachers should:

- Familiarise themselves with a wide range of teaching approaches, methodologies and resources to meet a variety of need.

- Assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention.
- Collaboratively develop Student Support Files for each pupil selected for school support teaching with class teachers, special needs assistants, parents/guardians and where appropriate the children themselves.
- Collaborate with class teachers, relevant staff and parents to develop and regularly review a S.S.F for each pupil in receipt of School Support and School Support Plus.
- At the end of the school year liaise with class teachers, relevant staff and parents to review S.S.Fs.
- Update and maintain planning and review records for each individual or group of pupils in receipt of School Support.
- Provide supplementary teaching and support on a withdrawal and in-class support basis.
- Support whole-school procedures for screening.
- Administer and interpret screening and diagnostic tests and inform class teachers and parents of the outcomes.
- Meet with parents regarding any concerns about their child and update them regarding their progress.
- Co-ordinate class groups and offer advice and support to class teachers regarding pupils on their caseload.
- Discuss the needs and progress of children on their caseload at planning meetings.
- Provide necessary information to a S.E.N pupil's receiving school once a transfer letter has been received.
- Maintain a 'Caseload' document of pupils who are receiving additional support.
- Communicate with the principal & S.E.N.C.O in relation to S.E.N matters on an on-going basis.
- Liaise with external agencies about the provision for pupils with additional needs.
- Liaise with the N.E.P.S psychologist, the S.E.N team and class teachers to prioritise children for psychological assessments (N.E.P.S) and engage with

the N.C.S.E where consultation has been sought to advise on meeting a child's needs.

- Maintain the upkeep of resources.

Special Needs Assistants

The duties of the SNA will be carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/S.E.N.C.O and class teachers, the SNA will meet the care needs of the S.E.N pupils to which they have been assigned. (Circular 10/76).

The S.N.A should;

- Make every effort to ensure the child feels comfortable and safe and build and maintain a good relationship with the child.
- Contribute to the quality of care and welfare of the pupils i.e. Intimate care needs.
- Foster independence in children.
- Work collaboratively with staff to meet the needs of the child.
- Collaborate with teaching staff to ensure the environment is suitable for learning.
- Be available to adapt resources in preparing for inclusion times.
- Support learning in the classroom with a clear focus on the specific challenges individual children face and playing to their strengths.
- Support the development of the child's social and emotional skills.
- Support the child in the management of their behaviour, following agreed strategies and approaches to the support of children exhibiting behaviours of concern.
- Attend, where possible, training courses/workshops provided by the BOM.
- Attend Support Plan meetings and/or N.C.S.E meetings and/or meetings with relevant professionals, when necessary.
- Ensure the safety of pupils with additional needs in the schoolyard, and be present for the duration of the yard breaks along with the teacher on duty.

- Collaborate with the S.E.N.C.O and/or A.S.D coordinator in maintaining records of support provided to their pupils.
- Accompany pupils with additional needs to supplementary lessons when appropriate.

Parents/Guardians

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. 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. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning.

Parent/Guardian should:

- Share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage so that the school may be best equipped to meet the needs of each child enrolled.
- Support the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning.
- Attend meetings arranged by the class teacher or S.E.N team.

- Be encouraged to collaborate in target setting in their child's support plans and engage in suggested home-based activities as best they can.
- Inform the post-primary school of their child's needs, at the transition stage.

Pupils

Pupils should, as appropriate:

- Be given the opportunity to contribute to the setting of their learning targets.
- Become familiar with the targets that have been set for them.
- Develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.
- Children will be asked to give their opinion around inclusion (where appropriate).

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 or psychological report. No child will be refused admission solely on the grounds that they have S.E.N except where the provision required is incompatible with that available in our school.

Homework

The class teachers, S.E.N teachers and special class teachers will work in collaboration when assigning homework to children. This is to ensure that expectations are appropriate, homework is differentiated and that there is not an excess or insufficient amount of homework given.

Assistive Technology

If required, assistive technology will be sought and managed in accordance with Department of Education and Skills circular 0010/13, most significantly:

- the school's management authority will have responsibility for the maintenance, repair and insurance of this technology and will ensure the safe custody and careful handling of the equipment.
- although this equipment is sanctioned for a specific child, the equipment is the property of the school and may be allocated to subsequent pupils with similar disabilities.
- equipment purchased is kept in the school unless the teacher/ S.E.N teacher informs the Board of Management that the equipment is essential for homework, and the Board must then sanction this.
- upon transfer to another school, the S.E.N.O may allocate it to another school or oversee the transfer of the equipment from the primary to the post primary school.
- the class teacher, in collaboration with the S.E.N Team, will be responsible for the planning and monitoring of the effective use of Assistive Technology in the child's learning. Programmes of work, use of software etc. will form part of the child's support plan.
- where a laptop/tablet is sanctioned, the child will also continue to use pencils/ pens and develop writing skills as per curriculum.

Irish Exemptions

If required, an Irish Exemption will be sought and managed in accordance with Department of Education and Skills circular 0054/2022, most significantly:

- A parent/guardian must make an application in writing to the principal of the school for a Certificate of Exemption from the study of Irish on behalf of a pupil.
- Inform the parent(s)/guardian(s)/pupil of the implications of an exemption from the study of Irish for the pupil while in primary education and into the future.
- The application should be fully processed and the outcome confirmed in writing within 21 school days of receipt of the application.

- If an exemption from the study of Irish is granted a Certificate of Exemption is issued to parents and a copy kept in school.
- If an exemption from the study of Irish is refused, the decision may be appealed to the Irish Exemptions Appeal Committee within 30 calendar days of the date of the written decision.

Complaints

If parents have a complaint about the special education provision made, they should in the first instance make an appointment to speak to the S.E.T, then S.E.N 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.

Health and Safety Issues

Every staff member and pupil is entitled to a safe, secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each pupil with S.E.N. Staff members will be informed of any potential risks and, where necessary, individual plans will be drawn up and implemented.

Supervision/Child Protection

- Where pupils receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both themselves and the pupil are visible through the glass panel in the door.
- Where there is no glass panel, the door of the room should remain open.
- Where pupils are withdrawn for support, the S.E.N teacher should collect and return children to their classrooms.
- Where a child has access to an SNA, they may withdraw the child for e.g. movement breaks, from the class if a plan is in place with the class teachers.

Access to Records

Access to records on children is on a needs basis and consistent with the schools Data Protection Policy and Data Protection Legislation. A hard copy of psychological reports, copies of referrals made to outside agencies and copies of reports from

outside agencies will be kept in a secure cabinet in the office, and also uploaded to Aladdin. Student Support Files are stored digitally on the Aladdin Schools System.

Transfer to secondary school or another primary school

Particular support is required for all children in the context of inter-school transfer. With the consent of parents and in consultation with the Principal, the Class Teacher and SEN Teacher may consult with a Form Tutor, Year Head, SEN Teacher, and/or the Principal of a secondary school regarding the needs/strengths of a child. The introduction of Education Passports (ref DES Circular 0045/2014) resulted in a more formal process for transfer of pupil information from primary to secondary school. This sharing of information is aimed at ensuring that a rounded picture of children's ability and achievement at primary school is available to their new school, and is designed to ensure continuity and progression for students while also alerting secondary schools if any child will need additional support to improve their literacy and numeracy skills. In cases of low-incidence disabilities, secondary schools must contact primary schools early in the calendar year of transfer in order to ensure relevant supports are in place. The role of the SENO in this case will be to support both schools in ensuring that the child with special needs gets the relevant support that he/she needs in post primary. Information regarding a child, including assessment results, will only be transferred with the written consent of parents.

Success Criteria

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

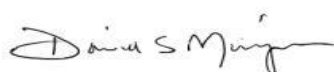
- the standards obtained by children with special needs
- the register of pupils with special educational needs and the level of support received.
- views of parents
- visits from specialist teachers/outside agencies
- staff views
- children's views

Ratification and Communication

This revised policy was ratified by the Board of Management in.....

Implementation and Review

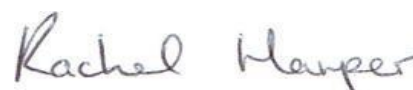
This policy will be implemented from January 2024. It will be reviewed in January 2027 by the Special Education Team and all staff at St. Patrick's NS.



Signed: _____

Canon D Mungavin
Chairperson
Board of Management

Date: 10/02/2025



Signed: _____

R Harper
Principal

Date: 10/02/2025

Appendices

Appendix 1: Checklists

Appendix 1.1: Basic Needs Checklist

Basic Needs Checklist

Name: _____

Headings under which to consider a pupil's basic needs:

- Physiological Needs:** 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:

Appendix 1.2: Learning Environment Checklist

Learning Environment Checklist –	
Environment / Physical conditions	<i>Tick the area where action could be taken to make a difference for the pupil:</i>
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 (<i>Facing board - neighbouring pupil compatibility - height for writing</i>)
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	

<i>The extent to which:</i>			
	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			
<i>Routines established for:</i>			
	entering class		leaving class
	giving out resources		gathering resources
	asking for help		gaining whole class attention
Rules / Rewards / Consequences			
<i>Rules are:</i>			
	few in number		decided upon in consultation with pupils
			displayed
<i>Rewards and consequences are:</i>			
	named		linked to behaviour
	rewards are rewarding to class		rewards are achievable
	sanctions are understood and fair		sanctions are imposed consistently
School Environment			
<i>Tick which area needs change:</i>			
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
	behaviour is assessed and monitored						range of strategies used for managing behaviour
Summary of concerns:							
Actions required:							

Appendix 1.3: My Thoughts about School Checklist

"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:

Appendix 1.4: Support Checklist

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		

Appendix 2: Register of Pupils

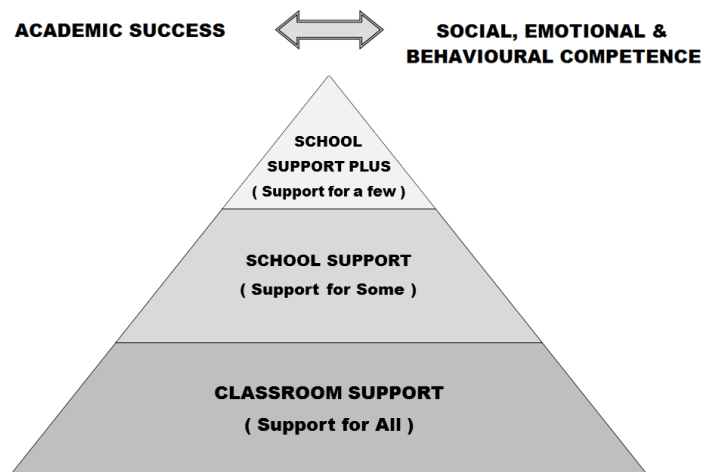
Register of Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework

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
School Support				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support
School Support Plus				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support

Appendix 3: Student Support File

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

A Continuum of Support



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 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:			
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.

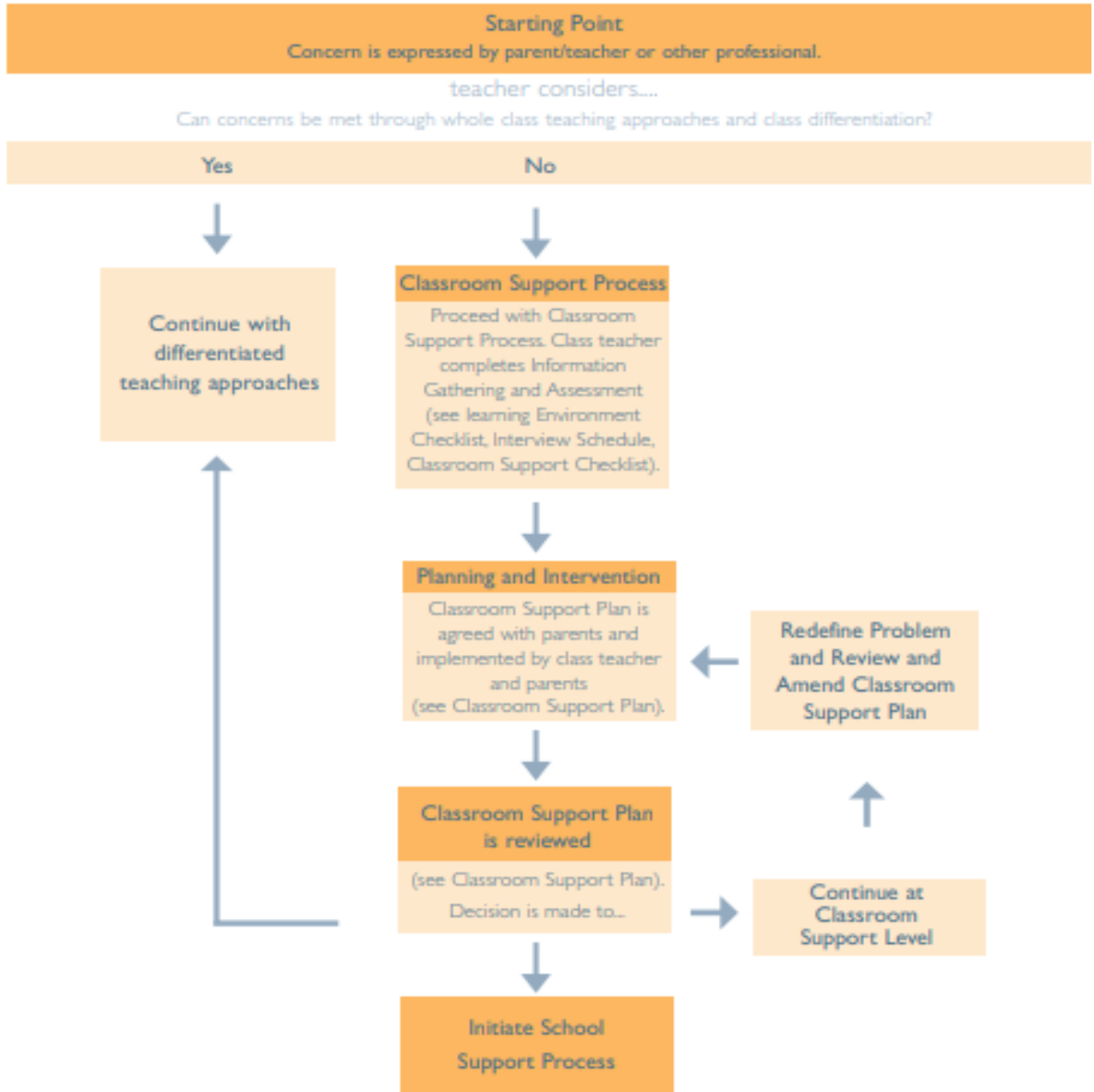
For help, see 'SEN: A Continuum of Support - Guidelines for Teachers', 'BESD: A Continuum of Support – Guidelines for Teachers', 'A Continuum of Support for Post-Primary Schools, Resource pack for Teachers', 'Student Support Teams in Post-Primary Schools'.

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? 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):		
	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

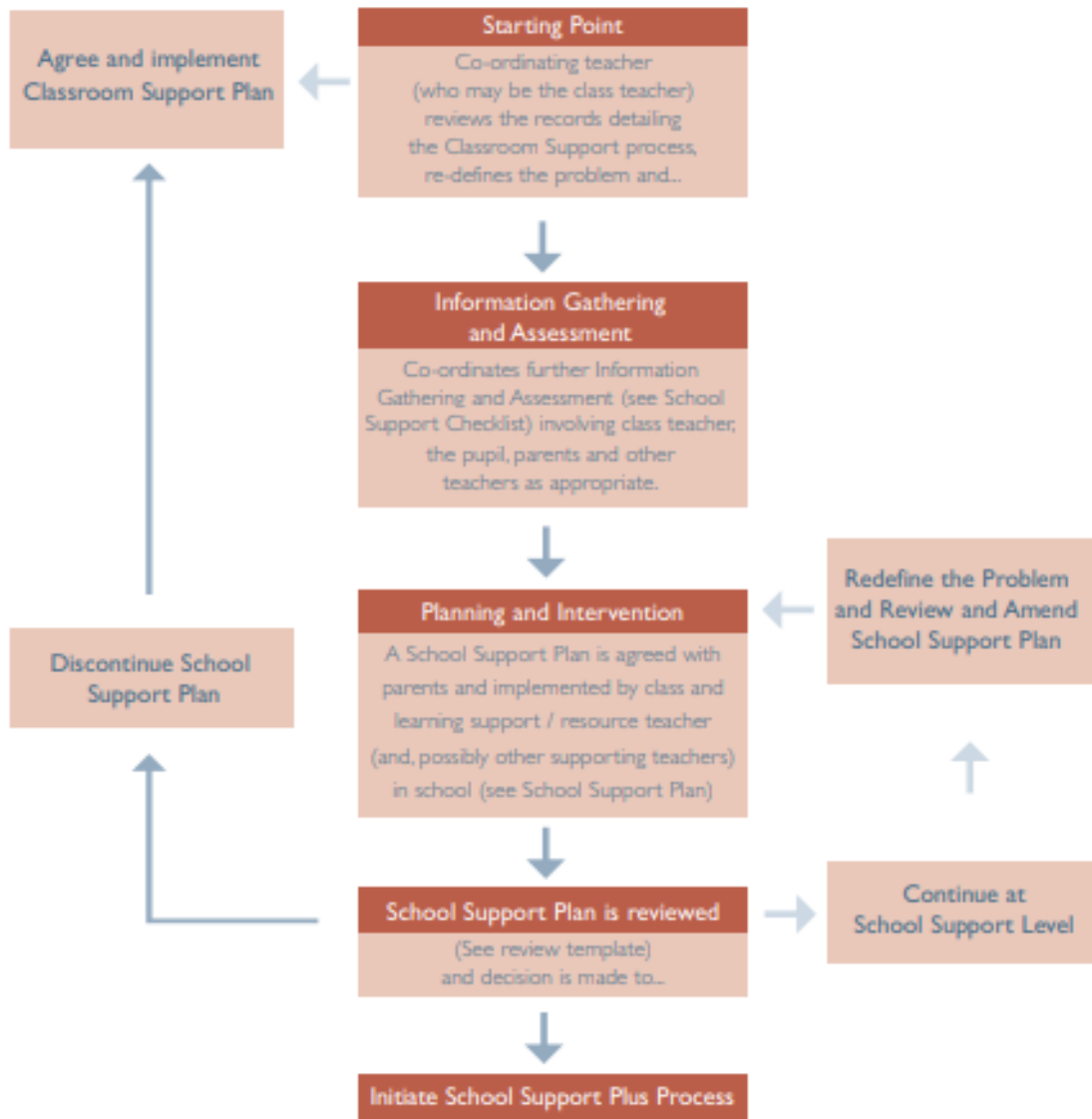
Appendix 4: Classroom Support Process Flow Chart

Classroom Support Process

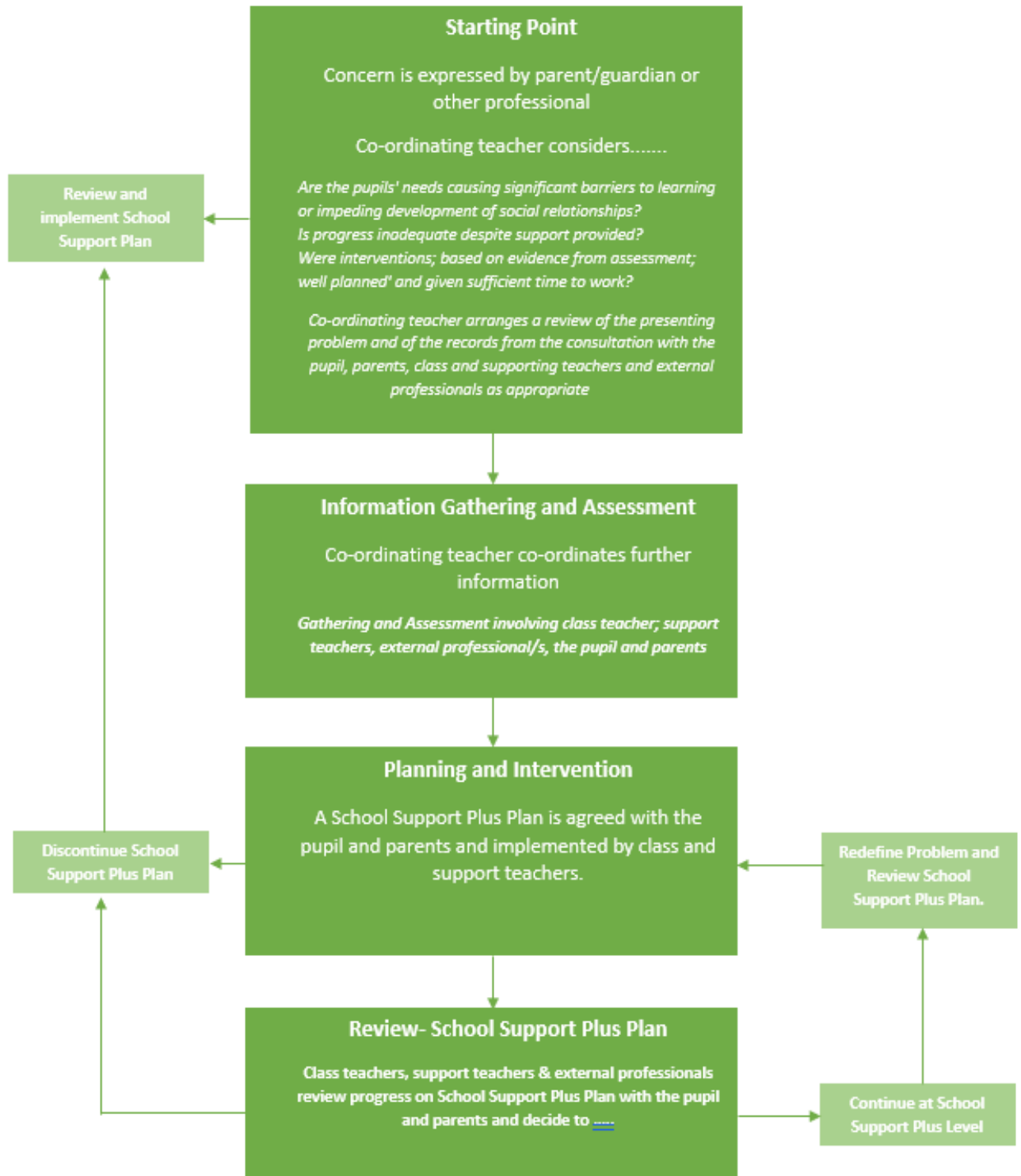


Appendix 5: School Support Process Flow Chart

School Support Process



Appendix 6: School Support Plus Process



Info	Antecedent	Behaviour	Consequence	
Name: Date: Activity: Time: Duration:	Asked to work. Working on task. Engaged in activity. Asking for something they can't have. Asked to work independently. Asked to wait. Told 'no'. Transitioning between activities. Loud environment. Playing with another student. Break times. Home routines. Outside. On a break. Other _____ Other factors. Sleepy/tired. Illness. Late/upset coming to school. Change to routine. Other: _____	Refusal to follow direction. Crying. Yelling. Verbal threats. Hitting peer/staff. Biting self/peer/staff. Throwing objects (small/large) Abusive language. Running away. Kicking. Scratching self/peer/adult. Cursing. Spitting. Falling to the floor. Locking self in toilets. Singing. Banging objects to make noise. Other: _____ _____ _____	Reminder of expected behaviour. Reminder of behaviour system. Continued request/direction. Explanation/reasoning. Work adjusted/withdrawn. Choice offered. Negotiating. Distraction. Humour. Change of activity. Planned ignoring. Sensory break. Movement break. OT room break. Time out. Left alone. Guiding to quieter area. Removal from class. Other: _____ _____	Severity Mild- not disruptive. Disruptive- not harmful. Serious- could hurt self or others. Extreme- hurt self or others. Any injury: _____ _____ Notes: _____ _____ _____ _____ Parents informed: Call/book/home time. Signed: _____ Witness: _____
Possible Purpose of Behaviour: Attention Escape/Avoidance Sensory Access (gaining/wanting)				

Appendix 7: ABC Chart

Adapted from ASD Creation Station

Appendix 8: Glossary of terms

SEN - Special Educational Needs

SET- Special Educational Team

MCT- Mainstream Class Teacher

SCT – Special Class Teacher

CSP – Classroom Support Plan

SSP – School Support Plan

SSPP – School Support Plus Plan

SSF – School Support File

ACN – Additional Care Needs

SENCO – Special Educational Needs Coordinator

NEPS – National Educational Psychological Service

SENO – Special Educational Needs Organiser

