



## Special Educational Needs (SEN) Policy

### Introduction

This Special Educational Needs (SEN) Policy was coordinated by the Special Educational Needs Coordinator (SENCO) in consultation with the Special Educational Support Team (SET), Class Teachers, the In-School Management Team (ISMT) and the Principal.

### 1. Context

Monastery National School is a co-educational school from September 2022 providing primary education to pupils from Junior Infants to Sixth Class. It is under the patronage of the Archdiocese of Armagh. It currently has an enrolment of 267 pupils, representing 12 nationalities. The school currently has a Principal, a Deputy Principal, 2 assistant principal (AP2) post holders, 10 mainstream teachers, 5 Special Educational Support teachers (1 clustered with 2 other schools) and a current NCSE Special Needs Assistants allocation of 4.66 (SNA's).

### 2. Rationale

The purpose of this policy is to:

- Provide practical guidance to the school staff, parents and other interested parties about our Special Educational Needs (SEN) procedures and practices.
- Fulfil DES Circular 0013/17 Circular to the Management authorities of all mainstream primary schools Special Education Teaching allocation.
- Fulfil new DES 2017 Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools. (Department of Education and Skills)

### **3. Implementation and Review**

This policy commenced in September 2018, following an extensive review since the 2017 Guidelines for Primary Schools were introduced. This policy will be reviewed again in 2024.

### **4. Aims of SEN Support**

Through the implementation of our SEN Policy we aim to:-

- Identify additional needs that our pupils may have.
- Support the inclusion of children with SEN in our school. This includes children who may have difficulty with academic skills, communication skills, fine or gross motor skills, children who have English as an additional language /EAL (if that impacts on their progress), children who have diagnosed disabilities or syndromes, and children with emotional or behavioural or social difficulties. Pupils with the greatest level of need will have access to the greatest level of support and wherever possible, these pupils will be supported by teachers with relevant expertise who can provide continuity of support.
- Ensure that the staged approach/Continuum of Support Guidelines for Teachers are implemented. Review progress regularly.
- Support appropriate differentiation in the classroom.
- Involve parents in supporting the children.
- Promote collaboration among teachers in the implementation of whole-school policies on learning support for our pupils.
- Allocate resources to effectively support the needs of children with SEN.
- Promote Early Intervention Programmes to prevent/reduce difficulties in learning and /or behaviour. (e.g. Changing Lives Initiative, Incredible Years Programme, School Completion Programme, Play Therapy etc.)
- Enable pupils with learning difficulties to achieve adequate levels of proficiency in Literacy and Numeracy before leaving primary school.
- Develop positive self -esteem in children and positive attitudes towards school and learning.
- Enable children to participate in the full curriculum.
- Maintain a core team of teachers to meet the needs of pupils with SEN.
- Provide access to continuing professional development to support the diverse needs of children with SEN.

### **5. Identifying pupils with Additional Needs. Continuum of Support (COS)-Staged Approach.**

We use the Continuum of Support framework set out by the Department of Education to identify and respond appropriately to a pupil's emerging needs. These needs range across the cognitive, the social, the emotional and behavioural. They include physical, academic, sensory, language and communication difficulties. The staged approach recognises that special education needs occur along a continuum, ranging from mild to severe and from transient to long-term. A staged approach ensures that our supports and interventions are incremental, moving from class based intervention

to more intensive and individual support. They are informed by careful monitoring of progress. A staged approach assists the school in providing appropriate levels of support to pupils, in line with their level of need. The Continuum of Support Student File allows the school to document progress and need over time.

Information about the completion of all support plans is available on the Department of Education and Skills website-<http://www.education.ie/en/Schools-Colleges/Services/Educational-Psychologist-NEPS-/NEPS-Model-of-Service.html>

### **Stage 1: Classroom Support**

A classroom support plan is devised for pupils who require a differentiated programme, above and beyond the normal whole-class differentiation strategies.

#### Steps to be taken by the Classroom Teacher:

- Classroom teacher consults with the SEN Co-ordinator (SENCO) when drafting, implementing and reviewing the classroom support plan.
- Identify the issue(s): Emotional, behavioural, sensory, social, academic or motor skills needs.
- Open a student support file (SSF), available in the Continuum of Support document (COS Document) on Teacher on Server.
- Gather evidence of the pupil's base-line performance from one or more of the following evidence gathering methods:
  - Parent-teacher consultation
  - Teacher observation records
  - Teacher designed assessments
  - Basic Needs Checklist (COS document)
  - Learning Environment Check-list (COS document)
  - Pupil consultation-My Thoughts about School Checklist (COS document)
  - Literacy and Numeracy tests
  - Screening tests, e.g. language skills/Jump Ahead Motor Skills
- Draft the classroom support plan, using the template in the student support file, including a small amount of specific time bound targets and actions.
- Each classroom plan requires an initial meeting and two review meetings with parent(s)/guardians.
- Finalise the plan in consultation with the pupil's parents. Parents are asked to sign the plan.
- Implement for an agreed six weeks period. Review using the review template in the COS document.
- If insufficient progress is made, draft a second classroom support plan with revised targets and actions. Parents are consulted and asked to sign it. Review this plan after a six weeks period. Parents are consulted and asked to sign the review.

- If insufficient progress is made and the child is still having difficulty, then the SEN Co-ordinator is consulted to consider if the child may move to the next stage of the continuum Stage 2-School Support.
- When the COS is completed/or at the end of the school year, a hard copy is given to the next class teacher and a copy to the SEN CO-ordinator.

## Stage 2: School Support

A school support plan is required when:

- (a) Interventions at classroom level are not enough to fully meet a pupil's educational or social or behavioural needs.
- (b) A pupil scores a STEN of 4 or below /PR 20 or below in standardised tests in Literacy or Numeracy.

Before a pupil moves to this stage, a letter of consent will be issued to the parents of the child, by the lead SET assigned to this pupil.

The classroom teacher involves the SET assigned to his/her class in the problem solving process at this point, to identify and respond to academic, social and emotional needs.

### Steps to be taken:

- Identify the issue(s)
- The SET will gather evidence of the pupil's base-line performance, using some of the following:
  - Teacher-observation records
  - Teacher designed assessments
  - Diagnostic assessments in Literacy and/or numeracy
  - Formal observation of behaviour, including Antecedent-Behaviour-Consequence (ABC) Chart frequency measures
  - Functional assessments as appropriate, including motor skills check-lists or social, emotional and behavioural check-lists
  - Parent and/or pupil interviews
- Open a **student support file (SSF) in Teacher on Server**, if not already opened. A Student Support File enables the school to plan interventions and to track progress through the continuum of support.
- The class teacher completes the following, using the templates in the SSF:
  - Basic Needs Checklist
  - Learning Environment Checklist
  - Support Checklist
  - Emotional Behavioural Difficulties Checklist (if applicable)
- The SET completes the following, using the templates in the SSF:
  - Title page.
  - School Support Plan, in consultation with the classroom teacher.
  - My Thoughts about School Checklist.

- The Log of Actions, using the template in the SSF, will continue to be completed by the SET and class teacher, as appropriate.
- The class teacher and the SET will have drawn up the student support plan by early October, as per template in the SSF. Plans should be clear, useful and easy to interpret and share. Class teacher and SET sign the plan.
- The support plan includes priority concerns, needs and a small amount of specific time-bound targets. In addition, suitable teaching approaches and interventions, including Team-Teaching in the classroom, small group withdrawal or individual withdrawal support are agreed. If there are other pupils in the class with very similar difficulties, then common targets for the whole group will be set.
- The student support plan will be accessible to all staff involved via teacher on server-SEN.
- Provide for regular consultation between the class teacher and SET and parent(s), as deemed necessary.
- The support plan will be discussed at the Parent-Teacher meetings in late January, by the class teacher, SET and parent(s)/guardians, at which time the parent(s)/guardians will sign the plan.
- Review the plan by late January, using the review template in the SSF, with a focus on the extent to which the targets have been achieved by the pupil and recommendations arising from these. SET consults with the class teacher, in addition to carrying out his/her assessment of targets achieved. The review is signed by the class teacher and SET.
- In reviewing the progress made by the pupil, decide on whether the pupil will stay on the current level of support, or revert to stage 1-classroom support or move to stage 3 –school support plus or if the pupil needs to be referred to outside professional agencies for assessment.
- If the pupil remains on the same level of support, a second support plan is drawn up, as before. Class teacher and SET will sign the second plan.
- The final review for that school year will be completed by mid -June. Reviews will be signed by class teacher and SET.
- The principal will be provided with a hard copy of all plans and reviews in January and June. The principal will discuss any relevant matters arising from these and will sign all plans and reviews. The SET will make a copy of the originals once they have been signed by the principal. These will be stored in the pupil’s confidential SSF.

### **Stage 3 -School Support Plus**

If a pupil’s needs are severe and/or persistent the pupil is likely to need intensive support. He will move to School Support Plus.

**School Support Plus will generally involve outside agencies and personnel, e.g. HSE Primary Care, Occupational Therapy, Speech and Language, Audiology, Educational Psychologist, National Educational Psychological Services (NEPS), Child and Adolescent Mental Health Services (CAMHS), Clinical Psychologist, Medical Personnel etc. A child who has a diagnosis such as: Dyslexia, Dyscalculia, Dyspraxia, Moderate or Severe General Learning Disability, Speech and Language Disorder, Autistic Spectrum Disorder, Attention Deficit Hyperactive Disorder, Emotional**

**Behavioural Difficulties, Sensory Impairment or who has an assessed syndrome, such as Downs Syndrome will have their needs met by going into School Support Plus-Stage 3 COS.** This may be a child who enrolls in Junior Infants or as the child goes up through the school and is referred to outside professional agencies, because of on-going concerns. It is expected that the pupils who are receiving support at the level of School Support Plus, **will be those with the greatest need.**

Steps to be taken:

- Individual Education Plan (IEP): Based on professional reports, SET and class teachers observation and testing, the SET in consultation with class teacher, Special Needs Assistant (if applicable) and parents draw up an IEP, using the template in the COS document. The IEP will include specific time bound targets, strategies and resources, to be employed by both the class teacher and SET.
- On completion, the SET and class teacher will sign it. The SET will contact the parents in late October to discuss the IEP. Parents will sign the IEP if they are happy with it.
- The IEP review will be completed by late January, using the template in the Student Support File/School Support Plus. A second IEP will be drawn up in a similar manner as above. The second IEP review will be completed by mid-June.
- The principal will be provided with a hard copy of all IEP's and Reviews in January and again in June each year.

#### **Target Setting-Classroom Support Plan, School Support Plans and School Support Plus Plan.**

Target setting is central to the effective teaching and learning of pupils with special educational needs. The following outlines how we set targets to ensure maximum results.

- Targets should be SMART: Specific, Measurable, Attainable, Realistic and Timed.
  - Targets should be few in number.
  - Targets should be informed by priority learning needs.
  - Targets should be supported by well thought out actions/interventions.
  - Targets should be based on the evidence gathered through both formal and informal assessment approaches.
  - Targets should be developed collaboratively, involving teaching staff, SNA's (if applicable), parents and pupils.
- Please see Appendix 1: NCSE Continuum of Support Document

#### **6. Allocation of Hours for Pupils on School Support Plan or School Support Plus Plan in line with Circular 0013/2017.**

When identifying pupils for support, we will take into account the following:

- Standardised tests can be used to screen and identify pupils' performance in reading and mathematics. Those pupils performing below the 10th percentile should be prioritised for support in literacy and numeracy.

- Pupils who were previously in receipt of supplementary teaching from a learning support teacher and who continue to experience significant learning difficulties.
- Pupils who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES, 2010). This will be evidenced through school-based assessment of attainment, and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. Schools should also take into account needs set out in professional reports, where available.
- Pupils with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties. Pupils who have specific learning disabilities.
- Pupils with significant Complex Special Educational Needs, **as identified by an external professional**. For example, pupils with significant learning, behavioural, emotional, physical and sensory needs. These pupils need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs. This includes children with:
  - Physical disability
  - Hearing Impairment
  - Visual Impairment
  - Specific Speech and Language Disability
  - Moderate or severe General Learning Difficulty
  - Emotional Disturbance
  - Autism Spectrum Disorder
  - Assessed Syndrome
- Pupils who have additional literacy or language learning needs including those pupils who need additional English Additional language Support. EAL Pupils will be supported based on their level of proficiency in English.
- **The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process.**
- We will allocate additional support hours on the basis of the current needs of the child and the changing context of the school. Pupils with the greatest level of need will have access to the greatest level of support.
- Allocation of resource Teaching Hours will be in line with Circular 0013/2017.

## 7. **Identifying and Selecting children for Additional Teaching Support**

If children meet any of the following criteria they will enter school support:-

- If children have moved up **from 2 or more** classroom plans and have gone through the **whole** student support file (SSF), then they move to school support following a conversation with the SEN Co-ordinator and relevant support teacher.
- If children are already in school support, they may progress to school support plus or stay on school support.
- If children fall below certain thresholds:
  - STEN 4/PR 20 they will then move to school support.
  - Start of First Class –Literacy- below 57%, Numeracy-below 53%, MIST- fall below the cut off in 3+ sections. Tests administered in previous summer term in Senior Infants.
  - Senior Infants-based on Early Listening Tests in first term of Senior Infants.
  - Junior Infants-EAL pupils who are in need of additional support and/or children with a recommendation in a professional report.
- A small number of pupils who arrive at school with difficulties that are significant and immediately recognised, may need to begin with a School Support or School Support Plus Plan.

## **8. Prevention and Early Intervention**

A policy of early intervention will be implemented in our school. This will involve the following measures:-

- National Educational Psychological Services (NEPS) involvement when deemed necessary by the principal and/or SEN Co-ordinator.
- Friends for Life Programmes
- Incredible Years
- Changing Lives Initiative
- School Completion Programmes
- Therapeutic Play
- Small Infant classes
- Active learning programmes for Junior Infants with emphasis on oral language development underpinned by the principles of Aistear and the New Language Curriculum.
- Differentiated programmes within the classroom to cater for individual strengths and needs.
- Access to Assistive Technology, e.g. Literacy Apps on school i-pads
- Story-Time, library Time, additional reading materials over and above the school Reading Programmes, Book Fairs and visits to the local library to promote Literacy
- In-class support from the SET-Junior Infants to Sixth Class: Team/Station Teaching
- Screening Tests in term 1 and 3 of Senior Infants to identify pupils in need of support at an early age
- Continuum of Support Framework

## **9. Time-Tabling**

- The provision of supplementary teaching is in addition to the regular class teaching in English and Maths.



- SET/Class teacher will ensure that pupils with SEN do not miss out on the same curriculum subject each time they attend Withdrawal Learning Support.
- SEN pupils will not miss Physical Education, as a result of Withdrawal Learning Support.
- The provision of supplementary teaching may include withdrawal of pupils from the classroom and/or Team-Teaching or Station Teaching in the classroom.
- Completed SEN Timetables will be made available to all staff involved, to the principal and the SEN Co-ordinator.

#### **10. Exemption from the Study of Irish for pupils with SEN**

Under the terms of circular 0052/2019, the following pupils will be entitled to apply for an exemption from the study of Irish:-

- Pupils who present with specific learning difficulties, who have reached 2<sup>nd</sup> class and who have had access to a differentiated programme in Literacy and/or who present with a standardised score on a discrete test in either Word Reading, Reading, Comprehension or Spelling at or below the 10<sup>th</sup> percentile.
- Pupils of foreigners who are diplomatic or consular representatives in Ireland.
- Pupils whose education up to 12 years of age was received outside the Irish state.
- Pupils who were previously enrolled in an Irish primary school, who re-enrol after a period of 3 consecutive years and are at least 12 years of age on re-enrolment.
- Pupils who have received a recommendation in an Educational Psychology report.
- The implementation of such an exemption will be discussed with the SEN Co-ordinator, class teacher and parents.
- Following the discussion, if parents wish to avail of this exemption, a written application is made to the principal.
- The certificate of exemption is kept in school records. A copy is sent to the parents.
- This information will be communicated year on year to subsequent teachers and will be recorded in COS details on the school server.
- A copy of the certificate of exemption will be passed on the parents of the pupil when he is in 6<sup>th</sup> Class, when parents request it at the time of enrolment for Secondary School or if the pupil leaves the school before 6<sup>th</sup> Class.

#### **11. Testing**

The following tests will be administered on an annual basis to track progress and to identify emerging educational difficulties.

- Senior Infants: September-Early Listening Tests.  
May/June- Standardised Drumcondra Tests in Early Literacy and Numeracy  
May- Middle Infant Screening Tests (MIST)
- Classes 1<sup>st</sup>-6<sup>th</sup>: May-Standardised Drumcondra tests in English and Mathematics.
- 2<sup>nd</sup> and 5<sup>th</sup> Classes: September-New Non-Reading Intelligence Tests (NNRIT)

- Standardised Tests on new enrolments, if the pupil is struggling after 6 weeks from enrolment date, if parents have not submitted test results/school report from the child's previous school.

The above test results will be input onto Datbiz.ie Tests/Teacher on Server. Results will be printed out, one copy will be filed by the SEN Co-ordinator for school records and one copy will be added to the blue folder, given to class teachers at the start of every school year. This folder contains the cumulative test results of each class. The class teacher will pass on the folder to the class teacher who will be teaching his/her class the following school year.

- SET's will carry out base-line screening/diagnostic tests and assessment check-lists on the pupils selected for SEN, every September. These tests will identify specific areas of difficulty for the pupil and will provide a basis for target setting for the children with SEN. These tests will include:
  - Schonell Reading and Spelling Tests
  - Jackson Phonics Tests
  - Auditory Memory Tests
  - Dolch Word List Tests
  - York Assessment of Reading for Comprehension (YARC)
  - Lucid rapid Screening Tests (Dyslexia screening)
  - Maths Tracker tests
  - Apex Maths Problems
  - Ballard and Westwood Timed Tables Test
  - Teacher designed tests and /or checklists.

## 12. Roles and Responsibilities

### **Board of Management:**

The Board of Management will fulfil its statutory duties towards pupils with SEN. It will:-

- Oversee the development, implementation and review of school policy on support for children with special needs.
- Provide adequate class accommodation and effective teaching resources for the SET's.
- Provide a secure facility for the storage of records.
- Budget for on- going support for professional development in support teaching.

### **Principal:**

The principal has overall responsibility for the day-to –day management of provision for pupils with SEN. 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:-

- Implement the Special Educational Needs policy and monitor it on an on-going basis.

- Co-ordinate teachers' work to ensure continuity of provision for all pupils.
- Assign staff strategically to teaching roles, including special education roles.
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with the lowest levels of achievement.
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning or behavioural or social difficulties.
- Ensure progress of pupils with SEN is monitored methodically.
- Ensure that whole-school procedures are followed to facilitate the effective involvement of parents, pupils and external professionals/agencies.
- Facilitate the continuing professional development of all teachers in relation to the education of pupils with SEN.
- Ensure all staff (class teachers, SET's, and SNA's) are clear regarding their roles and responsibilities in this area.
- Communicate with the SENO (Special Educational Needs Organiser-Department of Education and Skills)
- Allocate time within the school timetable for the SET Team to plan and consult with parents and teachers.

#### **Special Needs Co-ordinator (SENCO):**

The SEN Co-ordinator will:

- Co-ordinate with the principal in relation to Special Educational Needs matters regularly.
- Co-ordinate the provision of SEN Teaching.
- 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/diagnostic tests, Pupil Support Files and Teacher Observations.
- Collaborate with the SET Team and class teachers in creating timetables for additional support. Consider Team-Teaching, 1:1 or group settings.
- Oversee the issuing of the standard support consent letters to parents.
- Liaise with, advise and support colleagues in order to facilitate planning for pupils with SEN.
- Facilitate and chair regular meetings of SET Team.
- Liaise with and support parents of children with SEN.
- Co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN.
- Liaise with and advise SNA's with regard to supporting children with special needs.
- In collaboration with class teachers and SNA's, draw up Personal Pupil Plans and Daily Care Plans for pupils who have access to an SNA.
- Monitor and evaluate SEN provision.
- Support the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of Learning Support.
- Inform staff about the external assessment services that are available and the procedures to be followed for initial referrals.

- Advise parents on the procedures for availing of special needs services. (e.g. Assessment of Need/Referral to HSE/Referral from G.P. etc.)
- Select pupils for external diagnostic assessment, where parental permission has been sought and granted. (e.g. Lucid Rapid Dyslexia Screening Test)
- Liaise with external agencies, such as, NEPS/Primary Care HSE/Private companies, to arrange assessment and special provision for children with SEN.
- Liaise with parents and medical personnel regarding medical needs of pupils with access to an SNA, e.g. children with diabetes.
- Oversee the completion of questionnaires, documents and referral forms from outside agencies, in collaboration with the class teacher involved. Log and keep a copy of same.
- Help to co-ordinate Early Intervention Programmes, e.g. School Completion Programmes/ Play Therapy/Friends for Life Programme.
- Complete applications to the department Of Education for grant aid assistance for Assistive Technology (e.g. lap-top, c-pen reader) and Occupational Therapy items, such as, PAL Chairs/sloped Handwriting Boards /Sit and move cushions, on behalf of pupils who received a recommendation for these items in a professional report.
- SENCO and Principal will apply for additional SNA's and allocate SNA's based on current NCSE Guidelines and the changing needs of the children in our school.
- Meet with parents of pupils with Special Educational Needs who are considering enrolling a child in Junior Infants at the start of the new school year, in the school term(s) before September, if the parents agree to this or request it.
- Assist in supporting SEN 6<sup>th</sup> class pupils when transitioning to Secondary School.(e.g. Transfer Programme)
- Ask parents to complete an Intimate Toileting Care Needs permission form, if necessary for a child with toileting care needs.
- Meet with the parents of children who are considering enrolling a child in Junior Infants but are unsure if the child is ready for school. Administer a school readiness check-list on the child, to inform the decision made by parents, if the parents agree to this.
- Support the principal with liaising with the SENO, regarding all aspects of special education provision.
- Participate in and oversee the drafting of Individual Education Plans, Classroom Support Plans and School Support Plans.
- Store confidential information and data in a secure place (e.g. Psychological Reports, Student Support Files and Test Results), regarding children with SEN and share same with principal, class teachers and support teachers as appropriate.
- Store confidential correspondence with outside agencies or the Department of Education (NEPS/SENO) in a secure place.
- Track the progress of pupils who have discontinued supplementary teaching.
- Track the purchase of items purchased with grant aid from the Department of Education.
- Arrange for exemptions from the study of Irish for pupils for whom this is appropriate, as per Circular 0052/2019.
- In collaboration with SET's, class teachers and the principal, arrange for appropriate resources to be purchased to support children with SEN. Prioritise children with the most complex needs.

## Special Education Teacher (SET):

The SET will:-

- Familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. (Guidelines 2017 page 13)
- Support the class teacher in optimising teaching and learning opportunities. Provide advice regarding planning programmes, differentiation, methodologies and reward systems for children experiencing difficulties.
- Provide specialised teaching to children with SEN. Research the child's learning difficulty, syndrome or diagnosis.
- In collaboration with the SENCO, read the professional reports pertaining to the child on School Support Plus. Ensure, wherever possible, that the recommendations are followed through. Professional Reports are strictly confidential and may not be removed from the school. A borrow return log is available from the SENCO, to be completed.
- Develop a Student Support File (SSF), including a Support Plan or IEP for each child who is selected for supplementary teaching, in consultation with the class teacher and parent(s). Identify specific targets.
- Meet regularly with the class teacher to review the SSF's.
- Maintain a short-term plan (fortnightly) and Progress Record, as per templates available on the school server-SEN, for each individual child or group of children withdrawn for learning support.
- Maintain a short-term plan and progress record (approximately 6 weeks at a time), in consultation with the class teacher, for in-class support.
- Monitor the on-going progress of each child in receipt of supplementary teaching in relation to the attainment of agreed targets. Record progress in fortnightly records, as per templates. Store hard copies of fortnightly notes, samples of assessments and pupil's work samples in a confidential folder.
- Use the progress records, teacher observations, and tests to review the progress of each child at the end of January and in June. Liaise with the class teacher. Record the review in the child's SSF, using the review templates available in the SSF.
- Use the findings in the review to inform the targets and actions in the next phase of intervention.
- Administer a range of formal/informal assessments and maintain records of the outcomes of these assessments.
- Obtain permission from parents before administering a diagnostic test. (e.g. Lucid Rapid/Early Drumcondra Diagnostic Test)
- Maintain lists of pupils who are in receipt of additional support, in the COS Children's Details Spreadsheet, available on teacher on server- SEN. State the area (s) of concern, the nature of the support (Team-Teaching/Withdrawal), the time allotted and the number in the group.
- Complete the Log of Actions in the SSF after every contact with a parent of a child on classroom support/school support /school support plus. This includes parent-teacher

meetings. SET will record if it was a phone-call or face to face meeting, his/her name, the date, who was present, matters discussed and agreed actions.

- Deliver some Early Intervention Programmes, e.g. Friends for Life.
- Contribute to the development of policy on supplementary teaching at whole school level.
- In collaboration with the SEN Co-ordinator, meet with parents of children who are in receipt of support teaching where a concern is on-going.
- Assist class teachers to administer Standardised Testing in Literacy and Numeracy, from Senior Infants to 6<sup>th</sup> class, in the summer term. Score same tests.
- Administer NNRIT Tests to pupils in 2<sup>nd</sup> class and 5<sup>th</sup> class in the autumn term.
- Administer MIST Test to pupils in Senior Infants in the summer term.

### **The Class Teacher:**

The class teacher has primary responsibility for the progress of all pupils in his/her class, including those selected for supplementary teaching. (Guidelines 2017)

The class teacher will:-

- Provide effective teaching and learning opportunities.
- Plan lessons to address the diverse needs within the classroom. Adapt teaching approaches for some pupils with academic, social or behavioural needs.
- Implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs. This may include active learning, differentiated learning/homework, scaffolded instruction, setting targets at an appropriate level, small group tuition, individual teaching, provision of additional materials, use of technology and interventions to promote social and emotional competence.
- Liaise with the previous class teacher/SET, regarding the needs of children with special educational needs.
- Consult with the SEN Co-ordinator about any issues in relation to SEN. (e.g. Dyspraxia, Dyslexia, possibility of a child requiring assessment etc.)
- Support the identification of learning difficulties. Liaise with and seek advice from the SEN Co-ordinator.
- Open a Student Support File, once additional needs have been identified and a pupil requires classroom support.
- Log actions in the Log of Actions SSF.
- Communicate with parents and SEN Co-ordinator when concerns arise or are on-going.
- Administer Standardised tests in English and Mathematics in the summer term, following school guidelines.(Senior Infants-6<sup>th</sup> class)
- Collaborate with the SET assigned to his/her class in the development of a support plan for each child who is in receipt of supplementary teaching at School Support/School Plus Support level on the Continuum of Support. Identify appropriate learning targets and organise classroom activities/programmes to help achieve these targets.

- Collaborate with the SET to ensure that children in receipt of supplementary teaching will not be absent from the same subject/activity during each withdrawal session. Ensure the child does not miss Physical Education.
- Continue to monitor closely the progress of pupils who are no longer in receipt of supplementary teaching.
- Co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN within the class(es) to which they are assigned.

A key role of successful supplementary teaching is a very high level of consultation and co-operation between the class teacher and the SET. Central to this consultation is the development, implementation and review of support plans. This consultation will occur formally at least once per term and through informal consultation on a fortnightly basis and/or as the need arises.

### **The Special Needs Assistant:**

The duties of the SNA carried out according to the Guidelines for Special Needs Assistants from the Department of Education and Skills (Circular 0030/2014) and under the direction of the principal, class teacher and SET, will be to meet the care needs of the SEN pupils to which they have been assigned.

The care needs include both Primary Care Needs and Secondary Care Needs.

#### **Primary Care needs may include:-**

- Administration of medicine, in accordance with the Health Care Plan of the pupil.
- Assisting with toileting and general hygiene.
- Assisting with mobility and orientation.
- Assisting teachers to provide supervision in the class, the play-ground, the school grounds and at assembly or other organised events in the school.
- Interventions, including Movement Breaks and withdrawal of a pupil from a classroom when essential.
- Assisting with moving and lifting of pupils, e.g. operating hoists and equipment.
- Assisting with severe communication difficulties, including enabling curriculum access for identified children.

#### **Secondary Care Needs may include:-**

- Preparation and tidying of workspaces for a pupil.
- Assist pupils with transition times throughout the day.
- Completion of a daily recording template of duties undertaken. Class teacher will read and sign this daily template.
- Assisting the SENCO with the development of personal Pupil Plans for children assigned to them, with the focus on daily care needs.
- Assisting children with SEN to participate in all aspects of the curriculum.

- Please see Appendix 2: Roles and Responsibilities of Classroom Teacher and Special Needs Assistant.

### **The Role of Parent(s)/Guardians:-**

The Continuum of Support Student File encourages parental collaboration and engagement in the pupil's learning.

#### Tasks to be undertaken:-

- Support the work of the school.
- Optimise teaching and learning opportunities for their child at home.
- Communicate regularly with the class teacher and SET about the progress and challenges they observe in their child's learning.
- Share any information or reports from health or educational professionals. Copies of professional reports should be provided to the school. These will be treated with the utmost confidentiality.

### **13. Ratification and Communication**

This revised policy was ratified by the Board of Management of Monastery National School on June 21<sup>st</sup> 2022.

Signed: *Canon Peter Murphy*

Date: June 21<sup>st</sup> 2022.