

**ST. PATRICK'S NATIONAL SCHOOL
POLICY DOCUMENT**



Policy Title	Special Educational Needs
Reference	
Version	002
Staff Consultation	
Parent Consultation	
Ratified by BoM	23 rd June 2025
Revision due	
Legislation	Circular 0064/2024

Guiding Principles

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

As far as possible, therefore, it is our aim to minimise the difficulties that children may experience in their learning journey at our school. We aim to achieve this by ensuring our pupils have access to an inclusive school environment and inclusive curriculum.

Inclusion

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

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible in line with their level of potential and ability. In order to do this, St Patrick's NS will use the 'Continuum of Support Process' to identify educational needs. Identification of educational needs is central to setting suitable learning challenges for our SEN pupils. Using the continuum of support framework, our school will identify pupils' educational needs to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

Organisation

Our SEN policy envisages a whole school approach that takes into account the roles of the Board of Management, the principal, class teacher, special education teacher, SNA's and the parents.

In attempting to adhere to our guiding principles, the BoM, principal and staff will take all reasonable steps within the limits of the resources available to fulfil the requirements outlined in this policy document.

The SEN team in our school comprises of 2 full-time SEN teachers and 1 shared SEN teacher who spends 3 days in our school each fortnight. There are 2 part - time EAL teachers. The Principal, the SEN Co-Ordinator, the SEN teachers, the Class Teachers and the SNA's work together to ensure the academic and social needs of all pupils in our school are being met. This involves collaborative meetings and discussions throughout the year by the SEN team. These meetings will determine current and future practice and planning. Discussion will take place about:

- Information about SEN policies and circulars
- Compilation of list of pupils qualifying for support and determining where they are positioned on the Continuum of Support
- Assessments – results of both standardised and diagnostic tests will be analysed
- Caseloads – A balanced caseload will be assigned to each teacher taking gender, age, ability, literacy and/or numeracy needs, level of complexity of the learning difficulty/diagnosis into account.
- Timetabling ensuring that disruption to class teaching will be kept to a minimum.
- Updates re: involvement of external agencies with SEN pupils.
- Effective teaching strategies and methodologies
- SEN resources – review and update annually.
- Collaborative meetings will also take place throughout the year with our local SENO and the allocated NEPS Psychologist

Board of Management

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

- Oversees the development, implementation and review of school policy on support for children with extra needs
- Provides adequate class accommodation and teaching resources
- Provides a secure facility for storage of records
- Provides a physical environment that is accessible to all students

Principal

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

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching roles, including special education roles

- Co-ordinate teachers' work to ensure continuity of provision for all pupils
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area
- Regularly evaluate the effectiveness of inclusive practices
- Use data from assessments and feedback from other stakeholders to inform decisions and improve practices
- Maintain a detailed Record of Deployment of SET resources (Appendix 6)
- Submit an annual Confirmation of Deployment record to the Board of Management

Special Needs Co-ordinator

The Special Needs Co-ordinator will be responsible for:

- Overseeing the day-to-day operation of the SEN policy
- Co-ordinating provision for children with special educational needs
- Organises the timetable for support teaching
- Liaising with and advising fellow teachers and contributing to in-service training of staff
- Liaising with and advising SNAs with regard to supporting children with special needs
- Liaising with parents of children with special needs
- Monitoring and evaluating SEN provision
- Keeps a list of pupils who are receiving supplementary teaching
- Facilitating planning for class teacher with support teacher
- Supports the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support
- Keeps teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals
- Advises parents on procedures for availing of special needs services
- Selects children for psychological assessment in consultation with class and support teachers and with allocated NEPS Psychologist
- Liaises with external agencies such as NEPS to arrange assessments of children with SEN
- Liaises with SENO regarding all aspects of special education provision
- Stores confidential information (Psychological Assessment Reports etc.) regarding SEN children and shares same with principal, class teachers, support teachers, SNAs, other agencies where appropriate.
- Participates in and or oversees the drafting of Student Support Plans and Classroom Support Plans
- Liaises with the Principal to arrange for exemptions from the study of Irish for pupils for whom this is appropriate.
- Evaluates the effectiveness of inclusive practices in conjunction with the principal and SEN team by evaluating assessment data and feedback from staff, parents & pupils

The Role of the Special Education Teacher

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

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

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

- curriculum support
- life and/or social skills training
- physical training/gross motor development
- speech training/communication and/or language development
- behaviour modification programmes
- assistance with sensory modulation
- development of anger management strategies & behaviour plans
- a combination of some/all of the above

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

The Role of the Class Teacher

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

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Pair and Group work where peer support and mentoring is facilitated.
- Interventions to promote social and emotional competence

- Embedding Information and Communications Technology (ICT) in teaching, learning and assessment
- Differentiation is a necessary strategy to ensure all pupils can access the curriculum at their ability level. This can be achieved by:
 - Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
 - Adapting lessons to take account of pupils' interests
 - Matching tasks to pupils' abilities and needs
 - Adapting and utilising resources, including the use of technology
 - Aspiring towards suitably challenging learning outcomes and assessing accordingly

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

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

Parental Involvement

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

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

The Parents/Guardians of the pupils of St. Patrick's can work collaboratively with the school to enhance the educational experience of their children by:

- Supervising, assisting with, showing interest in and signing homework.
- Reading and telling stories to their child/children.
- Listening to and giving supportive feedback on oral reading.
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers.
- Signing and returning consent forms to the school regarding withdrawal for support teaching.
- Talking positively about school and school work.
- Keeping the class teacher informed of any home factors which may be affecting their child's progress.

- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning.
- Helping children to develop their organisational skills.
- Helping children to look after school books and other resources which are loaned to the children for use at home.
- Supporting programmes and initiatives implemented by the school.

Enrolment

The school aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled.

Parents are required to notify the school of their child's special needs in advance of enrolment. If any specific accommodations are required, they will be outlined at this stage. 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 s/he has SEN except where the provision required is incompatible with that available in our school.

If children are transferring from other schools, relevant reports and information will be requested from parents and /or previous school.

Resources

St Patrick's NS is a well-resourced school, which constantly monitors and updates its resources for both mainstream and special education needs classrooms. I.T. provision is effective and is updated regularly.

Whole School Strategies to minimise learning difficulties

Our strategies for addressing and preventing learning difficulties include:

1. Promotion of Literacy and Numeracy

- Whole School Yearly Plans in place for Reading Comprehension Strategies, Writing Genres and Oral Language Development to ensure all aspects of literacy are being covered at each class level
- A revised approach to Spellings following SSE process
- Building Bridges Comprehension Strategies
- Guided Reading
- TSI Approach to reading & comprehension.
- Print rich environment
- Shared/paired reading
- Story time, Library time, DEAR time, World Book Day, Book Fair, Reading Buddies, Word games, Class library, Visiting Authors, Story-telling Parents
- Write a Book Project for where Senior and Junior children work collaboratively
- Access to Literacy & Numeracy apps on school I-pads
- Maths Week
- Junior/Senior numeracy learning opportunities e.g. maths games
- Maths Trails

2. Early Intervention

We believe it is very important to identify and assess children with special needs as early as possible so that effective interventions can be put in place.

- The progress of Junior Infants is closely monitored throughout the year and classroom based support will be offered if it is deemed necessary by the school in consultation with the parents. This intervention is in line with the stages outlined in the Continuum of Support framework.

- The M.I.S.T. (Middle Infants Screening Test) is administered to all pupils in Senior Infants during the second term of the school year. Pupils who present with scores below a given point are selected to participate in the Forward Together Programme or similar. Each week a particular aspect of Literacy is explored through various activities. At the end of the 8-10 weeks, every participating pupil is re-tested to measure progress made as a result of this early intervention.

3. Developing Listening Skills

In St Patrick's, we promote a classroom environment where children listen to their teacher, listen to others respectfully, where they do not interrupt the speaker and they are encouraged to wait their turn. This promotes an effective learning environment, free from distraction where the pupils are able to participate, progress and work to the best of their ability. The following activities help develop these skills - Circle time, listening games/activities; Listening Programmes; Listening to music.

Our school will adhere to the recommended Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs as outlined in Appendix 3

Screening & Identification strategies of pupils with SEN

- Teacher Observation: Some of the current methods currently in use include: personal checklists, record sheet for each child, listening to reading, paired reading, general correction of homework, reading records, personal records
- Shared observation when the opinion of a second teacher is required. This may be a former /current class teacher /SEN teacher
- Enrolment form – difficulties children are experiencing are identified before they start school or if they transfer from another school
- Teacher Designed Tests
- Standardised Testing in Literacy and Numeracy will be completed in the final term of each academic year using the Drumcondra Reading Test and the Sigma T maths test.
- Senior Infants will complete the MIST in the second term.
- 2nd Class will complete NFER Nelson and NRIT tests in the second term.
- Information about SEN needs of 6th class pupils will be transferred to secondary school, if requested.
- Parents of Exceptionally Able pupils (IQ score 130+ and in the 98th percentile) will be made aware of their child's high level of ability. (Appendix 5)

Stages of Assessment and Provision

(See Appendix 2 also)

Stage 1 – Classroom Support

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

Class teachers initially discuss their concerns with the child's parents.

The triggers for this intervention could be;

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

The class teacher completes a Stage One form and monitors the Record of Differentiated Support (Appendix 4). If this strategy does not work then the teacher will continue to the next stage, School Support.

Teachers meet and advise parents that their child's needs would be better served in a small group with a support teacher. Parents will need to sign their consent.

Stage Two – School Support

In cases where the Record of Differentiated Support indicates that progress has not been made, or if the results of tests (M.I.S.T., Drumcondra Primary Reading Test, Sigma T, Belfield Infant Assessment Programme) and teacher observation indicate this to be the case, intervention in the form of a support teacher will be accessed. Again, class teachers will discuss their concerns with the child's parents. The action taken will be as follows:

- The class teacher and support teacher will differentiate the curriculum in specific areas with achievable goals to be implemented by the class teacher and support teacher.
- Following discussion with the class teacher and parents, a Student Support Plan will be compiled by the SEN teacher with clear targets outlined
- If there are others in the class with similar difficulties in one or more of the specific areas, then a group educational plan will be implemented.
- These programmes will be reviewed and updated at the end of each instructional term.
- While every effort will be made to allow the SEN group/individual to remain included in class, there may be a need to work part of the programme in a SEN room with the support teacher or class teacher.
- At the end of the instructional term, if progress is such that the child is no longer giving cause for concern, the child will revert to the usual differentiated curriculum available to all children in the classroom. If progress is minimal and there is continued cause for concern, the pupil will proceed to the next stage.

Note: The following is the order of priority when selecting children to receive SEN teaching based on assessment:

- Pupils performing below the 10th percentile in standardised test in Literacy and those for whom additional support has been recommended by an educational psychologist. (Dyslexic pupils may not fall within this guideline if not yet assessed but they may qualify for supplementary teaching based on their level of need)
- Senior Infants/ First Class – Early Intervention programmes for low achievers in Literacy based on class teacher's observations and recommendations
- Pupils performing below the 10th percentile in standardised test in Numeracy
- Senior Infants/ First Class – Early Intervention programmes for low achievers in Numeracy based on class teacher's observations and recommendations
- Pupils with behavioural / sensory issues will be prioritised and supported through social programmes or Sensory Circuit programme with SEN teacher if necessary.

Stage Three - School Support Plus

The support or class teacher will have performed diagnostic tests on the children at School Support level, usually at the beginning and end of the school year. These tests will include the Neale Analysis Reading Test, Aston Index Spelling and Word recognition test, Non Reading Intelligence test etc.

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

1. A psychological assessment may be arranged.
2. Other outside agencies may need to be contacted, who will advise on a range of provisions including specific targets and strategies for the pupil in question.
3. Additional intervention from the SEN teacher and an increase in the frequency of sessions may be required, the triggers for extra intervention could be that, despite receiving supplementary teaching on an individualised programme, the child:
 - Makes little or no progress over a long period of time
 - Continues to work at Primary Curriculum levels substantially below that of children of a similar age
 - Continues to have literacy and/or numeracy difficulties
 - Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning, or that of other children, despite an appropriate behaviour management programme and IEP
 - Has sensory and/or physical needs, and requires additional specialist equipment or regular visits from an advisory service
 - Has an ongoing communication or relationship difficulty that prevents social development, and act as a barrier to learning?
4. If it is felt by the psychologist that a child has care needs, a Special Needs Assistant may be applied for.
5. If the psychologist recommends an exemption from Irish, the Principal and SEN Co-ordinator will see to this under guidance from the Department of Ed. And Skills.

Student Support Plan / IEP

Based on Psychologist's report, tests, Record of Differentiation and School Action Plan the class teacher with the support teacher, SNA (if assigned), parents and representatives of outside agencies formulate a Student Support Plan (Appendix 1)

These plans guide the interventions by the school in the pupils learning journey. By breaking down the anticipated levels of attainment into finely graded targets, the objective is that the child experiences success at his/her own level.

This plan includes:

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

The management of the IEP strategies and interventions will be the responsibility of the class teacher and the support teacher and will be supported by the SEN coordinator and Principal if necessary. These plans will track the progress of the pupils on their learning journey from year to year.

REVIEW of SSP (Student Support Plan)

The SEN team will ensure that the reviews of all pupil progress are conducted at the end of each instructional terms - the end of January and June. This may involve testing and/or teacher observation to determine which targets were achieved. The support teacher consults with the class teacher, the pupil and their parents. They review progress made to date and they agree on the next set of targets to be achieved and record these in the SSP. A draft copy is formulated. Outside agencies may play a part in formulating the targets to be achieved.

If progress is unsatisfactory, it may be decided that the child will continue to receive additional supports. Where progress is satisfactory, and /or the pupil is performing above the percentile outlined in the criteria and where the child is consistently achieving targets over the stated time, a decision will be made to revert to Classroom Support with constant review and monitoring of the pupil's performance progress.

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. This will be followed then be followed by a review to monitor the outcomes.

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 pupils with special educational needs.

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

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

Complaints

If parents have a complaint about the SET provision made for their child, then they should in the first instance make an appointment to speak to relevant SET teacher.

Complaints will be investigated and dealt with as early as possible in line with the School's Complaints procedure.

SET Refusal

In the case where parents are unwilling to accept the procedures in this policy, the school will make every effort to ensure the needs of the pupils are addressed.

- If a parent refuses to allow their children be withdrawn for additional support we may offer in class support, if appropriate.
- If permission is not granted to SEN team for diagnostic testing, the teachers will explain the test to the parents and why its administration is so important.
- If the parents are unwilling to share results of assessments carried out by outside agencies with the school, teachers will outline the importance of being equipped with all relevant information about the pupil to ensure correct approaches and strategies are being used in their support plan.
- If parents are unhappy with the proposed programme of work, the school will make every effort to compile a programme with parental input while at the same time ensuring the needs of the child are being met.
- If parents are unwilling to follow the professional advice of the teachers and allow their children to be referred to relevant external agencies, they will be requested to sign the school form relating to this (Appendix 8).

The matter may be referred to the Board of Management as it is vital that the school makes every effort to ensure the educational needs of the pupils are being met.

This policy will be reviewed every **three** years.

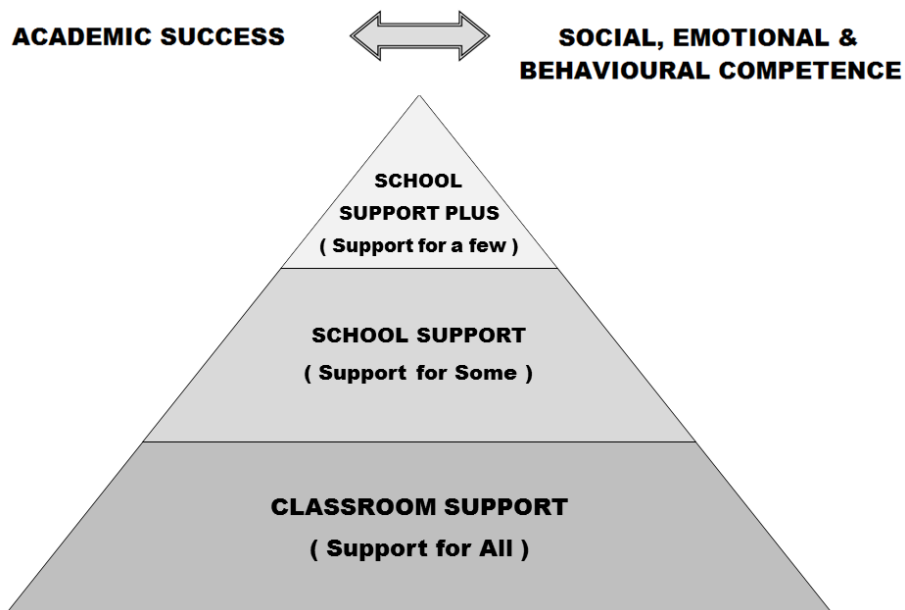
This policy was ratified by the Board of Management on _____

Signed: _____ (Chairperson)

Appendix 1

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.

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):			
<input type="checkbox"/>	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	<input type="checkbox"/>	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
<input type="checkbox"/>	Continue at Current Level of Support	<input type="checkbox"/>	Request consultation with other professionals

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

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

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

**School
Support
Plus**

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 interviews
- Functional assessment
- Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc

Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.

A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.

Appendix 3

Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs (Primary Guidelines, P19-20)

<p>Action 1: Identification of pupils with special educational needs</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 (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
<p>Action 2: Setting targets</p>	<p>Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support.</p>
<p>Action 3: Planning teaching methods and approaches</p>	<p>Identify the level and type of intervention required to meet targets for each pupil on the continuum of support. Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. They should also be mindful that the interventions and supports that they are using are evidence-informed.</p>
<p>Action 4: Organising early intervention and prevention programmes</p>	<p>Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.</p>
<p>Action 5: Organising and deploying special education teaching resources</p>	<p>Cross-reference the needs of pupils at school support and school support plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place.</p> <p>Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.</p>
<p>Action 6: Tracking, recording and reviewing progress</p>	<p>Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:</p> <ul style="list-style-type: none"> • At whole-school and classroom support level by all teachers • At the school support and school support plus levels by class teachers and special education teachers.

Appendix 4

Record of Differentiated Support in class

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

Classroom Support				
Pupil Name	Class	Description of SEN	Nature of Supports Literacy, numeracy, social, emotional, behavioural, life-skills	Focus of Support In-class, withdrawal in small groups or individual, school yard
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 5

Exceptional Ability & Giftedness Policy

Definition and Background:

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

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

School Ethos:

We, the teaching staff at [Insert School Name] have agreed to cater for those pupils who are exceptionally able in **academic** areas (i.e. the top 2% of the school population).

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

Procedure for identification of pupils with Exceptional Ability

Criteria for Assessment:

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

- Annual standardised tests
- Psychological Assessments
- Teacher observation
- Parental requests
- Referral by other individuals, schools or organisations.

2. All pupils in 2nd class complete the NVRT and the NRIT to gain a more definitive guide of their ability.

3. Where a teacher observes children displaying exceptional ability in a specific academic area, then further assessment may be carried out to establish giftedness. Where it is a non-academic area, the parent will be informed of outside agencies more suited to the development of the pupil's giftedness.

Catering for Pupils with Exceptional Ability:

Pupils who meet the criteria for exceptionally able (IQ of 130+) will be catered for within the classroom based on a differentiated programme of work **or** if deemed possible by the Principal may be offered extension classes on a withdrawal basis, subject to the approval of the pupil and their parents. These classes will form part of each SET's timetable where feasible.

Responsibility and Management:

1. The class teacher is responsible for differentiation within the classroom, including acquisition and distribution of teaching resources for differentiation.

2. The SET team will be responsible for the assessment stage of this process, organisation of extension classes including timetabling (where applicable), acquisition and distribution of information regarding referral and assessment by outside agencies.

3. The Principal will liaise with parents, SETs and class teachers throughout the process.

4. Relevant staff will be encouraged to attend professional development courses on giftedness.

Appendix 6

Record of Deployment of SET Resources

Record of Deployment of SET Resources

School Name: _____

Roll Number: _____

Academic Year: _____

Date	SET Name	Student	Level of Support	Hours allocated	Notes

Principal's Signature: _____

Date: _____

Appendix 7

Confirmation of Correct Deployment

School Name: _____

Roll Number: _____

Academic Year: _____

I hereby confirm that all Special Education Teacher (SET) resources provided to this school have been used solely for supporting children with special educational needs, in accordance with Circular 64/2024 and the accompanying guidelines.

Principal's Name: _____

Principal's Signature: _____

Date: _____

Chairperson of the Board of Management/ETB: _____

Signature: _____

Date: _____

Appendix 8

Date: _____ To: _____ (Parent(s)/Guardian(s) Name)

Address: _____

Dear _____,

Re: Special Education Teaching (SET) Supports for _____ (Child’s Name)

As part of our school's commitment to supporting all pupils in line with Department of Education Guidelines (Circular 64/2024), we have offered additional Special Education Teaching (SET) supports to assist your child in their learning.

We fully respect your decision to decline the offer of these additional supports at this time. However, it is important to note that our concern remains solely with ensuring that your child’s educational and emotional needs are met to the fullest extent possible within the resources of the school.

We would like to outline that:

- The additional support offered was designed to assist your child in areas where they are experiencing difficulties.
- The offer of this support was made in the best interests of your child and forms part of our school's inclusive education policy.
- We remain open to revisiting this offer of support should your views change in the future.

We would be grateful if you could kindly sign below to confirm that you have been offered special education teaching support for your child and that you have decided not to proceed with this support at this time.

Please do not hesitate to contact us should you wish to discuss this matter further.

Thank you for your engagement and understanding.

Yours sincerely,

David Gallagher
Principal

Confirmation by Parent(s)/Guardian(s):

I/we confirm that we have discussed the offer of Special Education Teaching supports for our child _____ with the school. At this time, I/we have decided that we do not wish to proceed with these supports.

Parent(s)/Guardian(s) Signature(s): _____

Date: _____