



Muslim National School

Seek knowledge from the cradle to the grave

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Special Education Teaching Policy

Introduction

This Special Educational Teaching (SET) policy was discussed and agreed by the staff of the Muslim National School during the first term of 2021/2022 academic year. This policy is under constant review taking into account changes in relation to the education of pupils with special needs.

Rationale

The Muslim National School is a co-educational mainstream primary school. The purpose of this SET policy is to provide practical guidance for all staff, parents and other interested parties on the procedures in place for the identification of the special educational needs of individual pupils. In addition, we hope to set out clear guidelines regarding the provision of effective learning support/ resource teaching to pupils experiencing low achievement and/or learning difficulties. We have a high number of pupils for whom English is an additional language. Support for EAL pupils is outlined in the school's EAL policy.

The school currently employs a Special Class Teacher, Special Education Teachers and Special Needs Assistants who cater for children with Special Education Needs in the school.

The Muslim School is a split campus school with a number of prefabs with ramps where required.

Relationship to characteristic spirit of the school

The Muslim National School aims to provide a holistic approach to education taking account of individual needs, abilities, interests and social and cultural backgrounds. We strive to create a positive and caring, inclusive environment conducive to learning, enabling each child reach his /her full potential with confidence and enthusiasm. We

promote an atmosphere where staff and pupils respect themselves and others and where each person takes responsibility for his/her actions.

Inclusion

We have a special class for children with autism called 'Al Nour' which opened in 2017. We have six children enrolled here with one teacher and four Special Needs Assistants (SNAs). As stated in our enrolment policy for Al Nour, reintegration into mainstream classes is a primary aim for all pupils in the class.

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

Three principles for inclusion.

1. Setting suitable learning challenges

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.

2. Responding to 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

3. Overcoming potential barriers to learning and assessment for individuals and groups of children

We recognise that a number of children will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements. Personal situations like homelessness, bereavement, trauma and poor social resilience also act as a barrier to learning.

Policy Objectives

In making provision for children with special needs our policy objectives are:

- To ensure that our duties, as set out in The Education Act 1998, Equal Status Act 2000, Education Welfare Act 2000 and Education for Persons with Disabilities Act 2004 are fully met
- To enable children with special education needs to join in the normal activities of the school along with children who do not have special education needs
- To ensure that all children gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs

- To identify and assess children with special needs as early as possible through teacher informal assessment and formal testing which is administered in the 2nd term of Senior Infants and from 1st to 6th annually
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our children
- To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children through regular meeting
- To take into account the wishes of the children concerned and, whenever possible, to directly involve them in decision making in order to provide more effectively for them
- To ensure collaboration with the DES in order to take effective action on behalf of children with special needs
- To ensure that all staff are aware of their responsibilities towards children with special needs and are able to exercise them
- To monitor our effectiveness in achieving the above objectives

Roles and Responsibilities

In attempting to achieve the above objectives the Board of Management (BOM), principal and staff will take all reasonable steps to fulfil the requirements outlined in this policy document.

-Board of Management.

- The BOM will fulfil its statutory duties towards pupils with special 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 Special Educational Needs (SEN) provision – funding, equipment and personnel.
- It will provide a secure storage facility for records in relation to students in receipt of support and budget for ongoing support for professional development of staff.

-The Principal.

- The principal has overall responsibility for the day - to - day management of provision.
- Assume overall responsibility for the development and implementation of the school's policy on SET in co-operation with the Board of Management, teachers, parents and children.
- He will work closely with the S.E.N. coordinator and will keep the BOM informed about the working of this policy.
- He will encourage members of staff to participate in training to help them meet the objectives of this policy.

- In consultation with the SEN co-ordinator, he will liaise with the Special Educational Needs Organiser (SENO) when required.
- Assume direct responsibility for co-ordination of learning support in the context of Special Needs Services.
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.

-The Special Needs Coordinator.

The special needs coordinator in our school will be responsible for:

- Overseeing the day to day operation of the SET policy.
- Coordinating provision for children with special educational needs.
- 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 teachers and parents in the development of the school plan on learning support in the context of Special Education Teaching.
- Monitor the implementation of the school plan on support on an ongoing basis.
- Monitor the selection of pupils for support teaching, ensuring that this service is focused on the pupils with lowest levels of achievement.
- Liaising with the SENO with regard to formal reports relating to low incidents needs/ SNA provision/ equipment/ transport.
- Monitoring and evaluating SET provision.
- Facilitating planning for class teacher with support teacher.
- Liaising with external agencies including the psychology services.
- Organising assessments.

-Special Class Teacher.

The role of the Special Class Teacher is to:

- Collaborate with the principal, class teachers and parents to support the progress and promote the integration of pupils, and to consider the level and format of integration.
- Oversee, guide and support the work of SNAs in the special class.
- 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.
- Maintain weekly/fortnightly planning for each individual or group of pupils in receipt of SEN teaching.

- Liaise with the class teacher on individual pupil's needs and progress.
- Conduct diagnostic assessment.
- Maintain and review pupil assessment records.
- Liaise with the principal, teachers, parents and outside agencies to support the progress of pupils in the special class.
- Contribute to the development of policy on Special Educational Needs at the whole school level.

-Special Education Teacher.

- Assist in the implementation of a broad range of whole school strategies designed to enhance early learning and to prevent learning difficulties.
- Maintain weekly/fortnightly planning for each individual or group of pupils in receipt of SEN teaching.
- Deliver an intensive early intervention programme to pupils in junior classes.
- Meet with parents to discuss pupil's progress.
- Provide teaching in English and/or Mathematics to pupils who experience low achievement.
- Liaise with class teacher on individual pupil's needs and progress
- Maintain a list of pupils who are receiving support teaching and special educational needs teaching
- Conduct diagnostic assessment
- Maintain and review pupil assessment records
- Liaise with principal, teachers, and parents and outside agencies.
- Contribute to the development of policy on Special Educational Needs at the whole school level.
- Provide advice to the class teachers in such areas as individual pupil's assessment and programme planning, as well as approaches to language development, reading, writing and mathematics for pupils experiencing difficulties.
- Contribute at school level to decision making regarding the purchase of learning resource books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the support room.
Maintain a list of pupils who are receiving support teaching and special education support.

-Class Teacher.

The class teacher has primary responsibility for the pupils' learning needs within his / her class. Their roles include:

- Making parents aware of the concerns of the school about their child's progress.
- Outlining the schools practice with regard to diagnostic testing and follow up procedures.
- Where possible, attending meeting between SET Teacher and pupil's parents
- Consulting and co-operating on Student Support Files.

- Being alert to the possibility that some children may have a specific learning difficulty/ other special educational need and bringing this to the attention of the Principal or designated person of the In-School Management Team.
- Modifying class programmes to suit the needs of pupils.
- Outlining SNA duties where applicable.
- Take responsibility for the progress of all pupils in his/her class, including those selected for support teaching.
- In supporting the development and implementation of the school plan on Special Educational Needs, the class teacher should:
 - i. implement teaching programmes which optimise the learning of all pupils
 - ii. implement the school policies on screening and selecting pupils for support teaching in English and Maths by co-operating and assisting with the administration and scoring of appropriate screening measures
 - iii. for each pupil who is in receipt of withdrawn English/Maths support, adjust the classroom programmes in line with the agreed learning targets and activities.

-Parents.

The Muslim National School acknowledges the central role played by parents of all pupils and particularly of SEN pupils. We value strong communication links between home and school and identify support for and participation in their child's learning as key parental responsibilities.

-Pupils (Pupil roles and responsibilities are dependent on their age and ability).

The school considers pupil input into the development, implementation and review of their own learning as important. Our aim is to enable our pupils to:

- become more independent as learners
- become aware of different learning styles
- become aware of their own strengths and weaknesses or needs
- enjoy success and evaluate their progress
- excel at and enjoy many curricular and extra-curricular activities which would not be practical in the mainstream class due to class size
- develop ownership of the skills and strategies taught during support teaching and apply these strategies and skills in their mainstream class situation.

-Outside Agencies.

The school will engage with professional outside agencies to meet the needs of individual children as the need arises.

Delivery of provision.

The school has six teachers plus 20 hours under the Resource Allocation Model - Special Education Teaching (SET) model. Four work with pre-assigned classes in each class block (Junior/Infants, 1st/2nd, 3rd/4th, 5th/6th). One teacher works with lower incidence needs and one is piloting a 'nurture room' for those in need of this kind of support. The 20 hours are targeted to classrooms with additional needs.

The school uses a mixed model approach of both in-class and withdrawn support. The SET teachers cater for the very varying needs of all the children - general support in English and Maths, low incidence needs, behaviour support, emotional support, sensory needs support, confidence and self-esteem building and the needs of the extremely able thus enabling effective class teaching. As per the philosophy of the new model the children with the highest level of need, regardless of any formal reports, receive the highest level of support.

Nurture Room

Our SET team have recently introduced a 'Nurture Room' as a short-term, focused intervention to address issues that hinder learning for some children. Just as MNS provides additional literacy and numeracy support for pupils who need it, the Nurture Room provides additional social and emotional support. Sometimes pupils may experience challenges in their lives that prevent them from being able to focus fully on their learning in class. This may be due to a family bereavement, a significant change in their lives or a demanding family circumstance.

In the Nurture Room, the children take part in group activities, they learn to listen and share and they practise life skills. Pupils attend the Nurture Room for varying lengths of time during the day, depending on their individual needs. Some children may attend individually while others attend as part of a small group.

The Nurture Room is led by a teacher who has completed extensive Nurture professional development. Pupils are assessed using the Boxall Profile and appropriate targets are devised for each pupil. A lot of teaching in the Nurture Room is done through modelling positive interactions and appropriate responses through the relationship between the Nurture Room teacher and the children.

The Nurture Room offers our pupils the opportunity to experience early nurture experiences, giving them the skills to do well at school, to make friends and to deal more confidently and calmly with the demands of school life. Pupils access support in the Nurture Room for between one and four school terms.

Enrolment

The school aims to meet the needs of any child whom the parent(s) wish(es) 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, prior to their child entering the school, are required to notify us of their child’s special needs during the school registration process. The school will request a copy of the child’s medical or psychological report. No child can be refused admission solely on the grounds that he/she has SEN except where the provision required is incompatible with that available in our school.

Integration of Children with Special Educational and/or Physical Needs

Enrolment of children with a disability and/or special education needs:

Application for all children, including children with a disability and/or other special education needs, is governed at all times by the school’s current enrolment policy and ASD Class enrolment policy. However, the attention of parents of children with a disability and/or other special education needs is also drawn to the following points:

- The Muslim National School is a mainstream school with one Autism Spectrum Disorder (ASD) special class, and has higher pupil/teacher ratios compared to those that apply in special schools.
- The teachers in our school are trained and qualified to teach in mainstream education and may not have any Special Education Needs Teacher training, experience or qualifications compared to the teachers in a special school.
- While pupils with special needs can be integrated into a mainstream class, and may be supported by a Special Needs Assistant and resource teaching (as allowed by the DES), this is not the same as the intensive one to one teaching s/he would enjoy in a special school.
- A mainstream school does not have the same level of ancillary services enjoyed by special schools, such as speech therapy, occupational therapy, physiotherapy.
- Whilst the school has wheelchair access, it does not have additional facilities which may be required by pupils with a specific physical disability. The school is committed to providing any additional resources required by our pupils, subject to funding by the DES.
- A child with special needs integrated into a mainstream class will, by the nature of such integration, experience the normal day to day happenings, determined by the reality of school life, and the existing customs and practices. Every child in the school, including those with a disability and /or special educational needs, is bound by school policies.
- From year to year the allocation of teachers to classes is focused on the needs of the whole school, and consequently the school cannot guarantee long term continuity or predictability in personnel.

Notwithstanding the above points, the school is committed to providing the best possible educational service to pupils with a disability/ special educational needs. In coming to a decision regarding the enrolment of a pupil with special needs, the B.O.M. will consider the following-

1. EPSEN Act 2004, Section 2 *“A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with –*

a. The best interests of the child as determined in accordance with any assessment carried out under this Act, or

b. The effective provision of education for children with whom the child is to be educated”

2. Education Act 1998: 15.-(2) d. *A board shall publish... the policy of the school concerning admission to and participation in the school, including the policy of the school relating to... the participation by students with disabilities or who have other special educational needs, and ensure that as regards that policy, principles of equality and the right of parents to send their children to a school of the parents' choice are respected*

Parents seeking to enrol a child with Special Educational Needs in the Muslim National School are reminded that it is a requirement on their part to:

- Inform the school at the earliest opportunity of the nature of the educational need.
- Advise the school of any resources / special equipment that may be required.
- Supply the school with all available assessment reports.
- Maintain informal contact with the school on an on-going basis.
- Attend formal Student Support File (SSF) meetings where applicable.
- Contribute to target-setting and SSF monitoring.

Communication

Prior to the child's enrolment, parents/guardians are requested to communicate the child's special needs and whether these are categorised as High Incidence or Low Incidence. The school acquaints itself with each child's needs through the following:

- Meeting between parents/principal/class teacher/special needs staff and Special Educational Needs Officer (SENO), as appropriate.
- Parents are invited to bring their own interpreter, where necessary.
- Obtaining copies/details of reports, assessments etc. from SENO, and parents.
- Contact with the SENO, NEPS Psychologist or other psychologist/speech therapist/occupational therapist, referral from another Agency etc.

Transition

Efforts are made to ensure a smooth transition to school for both the pupil and the school through:

- Pupil/parent visits in advance, if possible.
- Making all school employees and pupils aware of the need for inclusion (EPSEN Act).
- Liaison with SENO to arrange for additional personnel, resources and training if necessary.
- Health and safety issues arising from the child's mobility and care needs will be identified and where possible, strategies will be developed to address them. These may include access, toilets, supervision, administration of medicine, intimate care and access to courses for the SNA e.g. lifting techniques.

Special Education Teaching

Prevention Strategies:

As a means of preventing the occurrence of learning difficulties as far as possible, the following strategies are implemented:

- The development and implementation of the school's English and Maths plans which outline agreed approaches to the teaching and learning for each class level.
- Promotion of parental understanding and involvement through their attendance at an induction meeting for the parents of incoming Junior Infants, the arrangement of formal and informal Parent-Teacher Meetings, regular school letters and communications through Aladdin.
- The use of appropriate ICT software to engage pupils and enhance learning.
- Regular in-class support for Maths and English for Junior Infants to Sixth Class, where possible.
- Withdrawal for support where deemed necessary.
- Ongoing observation and assessment of pupils by the Class Teacher.

Selection of Pupils for Learning Support:

- From Senior Infants upwards, all pupils are screened annually, using appropriate standardised tests.
- Senior Infants complete the MIST assessments during the second term of each year. Pupils identified as having difficulty in literacy may receive withdrawn

learning support for the remainder of the school year and the following year as required.

- First to Sixth Class pupils complete the SIGMA and MICRA tests in the Summer term of each year. Pupils who achieve results at or below the 10th percentile in standardised tests will receive learning support the following year. Some pupils who achieve results above the 10th percentile may receive learning support the following year if it is deemed in their best interest and should places become available.
- Before any pupil receives withdrawn support teaching, consent must be given by their parents/ guardians.
- *If there is any child whose progress is a concern, they can be considered for withdrawn support as per circular 0013/2017*

Provision of Support Teaching:

- A dual system of withdrawal and in-class support currently operates in the Muslim National School for English and Maths.
- The mainstream teacher along with the support teacher is present for in-class support.
- In addition to in-class support, withdrawn support for English and Maths also takes place.
- Provision for withdrawn learning support is based on the result of the previous year's standardised assessments in English and Maths.
- All pupils who score at or below the tenth percentile in the standardised assessments are entitled to some form of support teaching, be it in-class or withdrawal support.
- SET timetables are arranged in such a way that priority is given to the pupils in most need of support teaching.
- The Special Education Teacher will devise a Student Support File (SSF) for those pupils who have a diagnosed or suspected Learning Disability, those who score below the 10th percentile for a number of years and need continued support and those whom it is felt may need the intervention of outside agencies in the future.
- The support teachers will maintain the following documentation in relation to pupils receiving learning support:
 - a. Student Support File (where applicable)
 - b. Short term planning and programme record
 - c. Samples of written work
 - d. Assessment materials

Timetabling:

- In-class support for English and Maths occurs on some fixed days in all classes.
- Withdrawal support occurs on other agreed days.

- The provision of withdrawn learning support is in addition to the regular class teaching in English and Maths.
- Effort is made to ensure that pupils do not miss out on the same curricular area each time they attend support.

Continuum of Support

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 should consult with assigned support teacher/SEN coordinator and provide 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.

Teachers will discuss their concerns with the child's parents.

The triggers for this intervention could be:

- The child makes little 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
- The child has persistent emotional or behavioural difficulties which do not respond to behaviour management techniques used by the school
- The child has sensory or physical difficulties
- The child has a communication and / or relationship difficulty.

Specific interventions within the classroom are monitored by the class teacher. If this strategy does not work then the teacher will continue to the next stage

2. School Action

If, after a period of specific classroom intervention, progress has not been made or if the results of tests (Micra-T, Sigma-T, NVRT, NRIT, BPVS, NARA and teacher observation) indicate this to be the case, intervention in the form of a support teacher will be discussed. 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
- 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 planned for two/ three times yearly, reviewed and updated at the end of each teaching period
- Our school offers support on an in-class and withdrawal basis as best meets the needs of all. In-class support is favoured in the Infant classes in particular.
- When working with a child on a 1: 1 basis every precaution will be taken to ensure the safety of both child and teacher from a Child Protection perspective. High visibility is recommended with the classroom door left open and visibility through windows and other glass partitions. Where possible, a nearby teacher is also informed that a 1: 1 teaching situation is taking place
- Where progress is such that the child is no longer giving cause for concern the child will revert to the usual differentiated curriculum available to all children.

The class teacher and support teacher may (if deemed helpful to the child) withdraw a child experiencing ongoing behavioural / emotional issues for short periods. Such a child may be given support, for example, with homework (if this is causing stress) or helping to build the child's self-esteem. The objective is for the child to be more positively disposed to the school experience.

3.School Support Plus

The support teacher will administer a battery of tests to supported children at selected times during the year (**see attached Assessment Schedule**). When it has been identified that a child is still struggling and performing below the tenth percentile despite the School Action the Principal and SEN coordinator will consider and review with relevant parties if support from outside agencies, in consultation with the child's parents, might be helpful.

1. An assessment (psychological, speech and language, O.T., behavioural/ emotional or A.O.N) will be arranged
 - The Principal co-ordinates the referral of pupils to outside agencies, e.g. Educational Psychologist.
 - The Principal and/or Support Teacher and/or Class Teacher meet with the parents to discuss the need for the referral and to seek consent.
 - The Class Teacher completes the necessary referral form in consultation with the appropriate school personnel.
 - The external professional visits the school to meet with the pupil, parents, principal, class teacher and the support teacher as appropriate, and the assessment is conducted.
 - This is followed by a return visit at which findings are discussed with appropriate school personnel, recommendations are considered and an appropriate response is agreed.
2. The triggers for intervention from outside support agencies could be that despite receiving an individualised programme the child:

- Makes little or no progress over a long period of time
- Continues to work at primary curriculum levels substantially below that of children of a similar age
- Continues to have literacy and numeracy difficulties
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning, or that of other children, despite an appropriate behaviour management programme and IEP
- Has sensory and /or physical needs, and requires additional specialist equipment or regular visits from an advisory service
- Has ongoing communication or relationship difficulties that impair social development and act as a barrier to learning
- Has expressive/receptive language difficulties

3. When the special education need of the child has been confirmed by the outside agency the report will be forwarded to the SENO where applicable. Support will be provided on a 'highest level of need highest level of support' basis

4. If it felt by the outside agency that a child has specific care needs or is a danger to themselves or other children a special needs assistant may be applied for through the SENO

5. If the psychologist recommends an exemption from Irish the Principal will consider this and discuss the implications with the parents.

Individual Education Plan.

Based on a professional report and test results the class teacher with the support teacher, SNA (if assigned), parents, child (where applicable) and representatives of outside agencies (if necessary) formulate an Individual Education Plan.

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

This plan includes

- The nature and degree of the child's abilities and skills and the degree of the child's special needs.
- The present level of performance.
- Services to be provided.
- Services for transition to 2nd level school.
- The goals which the child is to achieve over a given period.

The strategies set out in the IEP will be implemented in the normal classroom setting, when in the best interest of the child, or on a withdrawal basis.

The management of the IEP strategies will be the responsibility of the class teacher, support teacher, parents and, if appropriate, the child/ SNA. All parties involved in the process will have an input into the setting out of and the implementation of the strategies.

The child's parents may also be involved in the review process. Again, outside agencies may play a part in the review. The review will be recorded on the IEP form.

The IEP review at the end of the final term will become part of the plan for the next teacher in September. It will be carried out as outlined above. IEPs for children moving to 2nd level will be used at the consultation meetings with the 2nd level representative.

Transfer to post primary or to another primary school.

We recognise that for pupils with special educational needs, the transition from one primary school to another or from primary to post-primary school can be challenging. We aim to support these pupils in making this transition, by communicating relevant pupil details regarding strengths, needs, likely targets and helpful strategies with the appropriate personnel in the transfer school. This is done with prior parental consent. SENO advice may be sought where required.

Record Keeping.

The following records are kept for SEN pupils, in addition to the standard documents

- Student Support File (SSF) where applicable
- Copies of any assessment reports received from outside agencies
- Records of meetings
- Any other documentation pertinent to the child's learning.

Bearing in mind the child's entitlement to confidentiality, access to all records is on a 'need to know' basis. Records will be kept as per the school's data protection policy. The school will be obliged under Section 28 of the Education Welfare Act 2000, to communicate the child's attendance and educational progress with any transfer school.

Special Education Team Meetings.

The SET team meets regularly with individual mainstream teachers. Teachers can discuss the progress of pupils currently receiving additional support from the SET team. They can also discuss any concerns regarding other children in the class, if these arise. Such children may replace an existing child (who has made good progress and has achieved the objectives set out for them) and receive direct SET teacher support. Parents are informed, in writing, of the beginning or end of SET support.

The Special Education teachers meet regularly throughout the year to discuss issues as they arise. This includes discussions around assessment, timetabling, continuing and discontinuing support teaching, best practice, strategies that are working well, etc.

The SET teachers are encouraged to meet with parents at the parent teacher meetings each year. The SET teachers can request to meet with parents at any stage in the year if deemed necessary.

Special Needs Assistants.

A special needs assistant may be appointed to the school to support a child. The SNA works under the direction and supervision of the class teacher in order to promote effective learning and teaching. The principal has the sole responsibility of allocating SNA support throughout the school. The allocation will be reviewed annually.

Assessment.

Please see attached assessment Schedule. All tests results are filed securely with the SEN coordinator and/or on 'Aladdin'.

Student Support Files.

Some children attending for S.E.T. support need a Student Support File (SSF). All children with a diagnosed disability (Low Incidence) and a report from a professional agency will have a SSF. A file may be opened for some children attending SET for three years or more (EAL consideration here as this can compound any difficulty with literacy or numeracy) particularly if it is thought that outside support may be necessary at some time in the future. This will be at the professional discretion of the teachers involved with the child. **SSFs will be set up by the SET support teacher.**

If a class teacher suspects a Low Incidence disability they will keep records to support their concerns. These can be passed on to the SET support teacher to aid in the setting up of a SSF at a later stage.

A SSF will be stored on Aladdin containing the form recommended by NEPS and any other relevant information / documentation deemed necessary. The SUPPORT PLAN part of the SSF form may be replaced with an IEP or IPLP to avoid duplication. Parental involvement is essential in the development of this document.

As part of phase one of the continuum of support, classroom support, the class teacher will note interventions put in place in the classroom to support children experiencing difficulty with Literacy/Numeracy/Behaviour/Communication etc.

This could be recorded for example:

- a. As part of teacher weekly/fortnightly planning
- b. As part of general differentiation in curricular areas

c. In class assessment folder.

If a child moves on to the second level of the continuum of support, school support through SET, this information can be passed on to the support teacher and will inform the content of a SSF at a later date.

SET support teachers will meet with parents of children regarding the 'Support Plan' aspect of the SSF. This may be done at any time during the school year or at Parent / Teacher meeting afternoon. These files are updated each year by the SET teacher with responsibility for the child. Input from all relevant personnel (class teacher, SNA, parents, principal and child) is recommended.

When a pupil leaves our school their SSF is filed securely with the SEN co-ordinator as part of GDPR.

Extremely Able Students.

Support for children who are extremely able in English and Maths is in place. This support usually applies to children who achieve a Sten score of 10 in our Micra/ Sigma testing. English support is based on projects, research, presentation skills and creative writing. Maths support is on problem solving and analytical skills development.

Arabic is also taught in our school. It is the language of the Quran. All children learn classical Arabic and those who are extremely able can challenge themselves to a high standard.

Resources.

The school seeks to acquire the best resources for use with SEN pupils, including books, physical resources and ICT equipment and software. These range from resources to teach literacy and numeracy to motor skill, social skill and speech & language development resources. These resources are stored either in centrally located areas or in the support rooms.

Resources for the provision of Learning Support include a variety of textbooks, library books and ancillary materials. A variety of testing materials are also in use which include standardised tests, diagnostic tests, reading attainment, phonological awareness and Maths attainment.

Support resources will be primarily used in the support rooms. These resources may be made available to class teachers following consultation with the SET teachers. Special Education Teachers can talk to the principal in relation to the purchase of additional resources and games.

Success Criteria.

The school wide implementation of this policy will result in enhancement of pupils learning in the following ways:

- Improved standards of academic achievement with the pupil's individual learning programme
- Enabling the discontinuation of the provision of special education teaching for pupils with identified needs based on positive assessment results
- Enhanced parental involvement in supporting their child's learning needs
- Increased opportunities for effective communication between school personnel in relation to pupil's progress
- Inclusion of pupils with SEN in our school
- Feedback from teaching staff, special needs assistants, pupils, psychologists, etc.
- Inspector's reports
- Children are enabled to monitor their own learning and become independent learners, achieving their full potential.

Implementation and Review

This policy will be implemented from February, 2022 and will be reviewed again in two years or sooner if necessary.

Review

This policy was reviewed in October, 2024.



Muslim National School
Seek knowledge from the cradle to the grave

19 Roebuck Road
Clonskeagh
Dublin 14

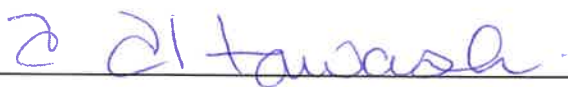
Phone: 012961340

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Roll Number: 19949B

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This Policy was approved by the Board of Management at its meeting on 3rd October, 2024.

Signed: 

Date: 03/10/2024

Chairperson of the Board of Management

Signed: 

Date: 03/10/2024

School Principal