

# Corpus Christi National School



## Special Education and Inclusion Policy

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## Corpus Christi National School



### Special Education and Inclusion Policy

#### **1. Introductory Statement**

The policy on Special Education Provision in Corpus Christi National School, was formulated taking cognisance of directives contained in the 1998 Education Act; the Learning-Support Guidelines (2000); the Education for Persons with Special Educational Needs Act (EPSEN) 2004; and recent DES Circulars, especially 13/17, 02/05 and Circular 0052/2019.

#### **2. School Information and Profile**

Corpus Christi National School was first established in 1931 by the Congregation of the Holy Faith Sisters. The school is a vertical primary school in the suburb of Drumcondra, 3 miles north of Dublin city centre. Corpus Christi is a primary school with 16 mainstream class teachers, 3 special education classrooms and 3 special needs assistants. We have 94-96% attendance. Pupils are admitted in accordance with the Admissions Policy. We have a part-time language teacher for children who have English as a second language. We have an assigned NEPS Psychologist and an assigned Special Educational Needs Coordinator (SENO).

#### **3. Rationale**

The purpose of this policy is to:

- provide practical guidance to staff, parents and other interested parties about our SEN procedures and practices.
- outline the framework for addressing additional needs in our school.
- comply with legislation (Education Act 1998, Equal Status Act, 2000)
- fulfil DES circular 0013/17 -Circular to the Management Authorities of all Mainstream Primary Schools; Special Education Teaching Allocation, and new 2017 Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools.
- Fulfil DES circular 0052/1: Exemptions from the Study of Irish.

#### **4. Vision Statement**

Corpus Christi National School is a primary school under the patronage of the Catholic Archbishop of Dublin. It operates according to the rules for national schools, laid down by the Department of Education and Science. As outlined in the school mission statement, 'Corpus Christi is a Catholic Primary school in which we strive to learn together in a happy and safe environment, where everyone is valued, respected and encouraged to do their best.' As a Catholic school, we have the responsibility to ensure that:

- A positive ethos and learning environment is encouraged whereby all pupils, including those with special educational needs, feel welcome and experience a sense of community and belonging
- Our duty of care to pupils and staff is fulfilled to the best of our ability and in line with statutory responsibilities.
- Our practices reflect our belief in our Catholic community and are inspired by the Gospel values of care, respect, dignity compassion, love and forgiveness.

- The physical, emotional and spiritual well-being of the school community is safeguarded
- An emphasis is placed on promoting pupil participation and active engagement in their learning and in the life of the school
- A commitment is fostered to develop a pupil's academic, social, emotional and independent living skills
- A focus on high aspirations and on improving outcomes for all pupils is maintained.

Our school is dedicated to the implementation of an effective system for meeting the needs of all our pupils in accordance with our mission statement and the resources provided by the DES and the Board of Management.

We believe that all our pupils have a right to an education, which is appropriate to their individual needs. We strive to ensure that all our children feel that they are a valued part of our school community. We are fully committed to the principle of inclusion. This policy aims to enable children with Special Education Needs (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 the environment and their learning experiences or by providing support that will help the child to participate in them.

## **5. Aims of the Policy**

This policy aims to outline our procedures and practices of how we:

- support the inclusion of SEN pupils in primary schools
- identify additional needs that our pupils may have
- enable pupils with additional needs to participate in the full curriculum at their level
- allocate resources to effectively meet the needs of children with additional needs
- develop positive self-esteem and positive attitudes to school and to learning
- assist and involve parents in supporting their child's learning
- divide the roles and responsibilities among our school community in relation to pupils with additional needs
- track, monitor, review and report on the progress of children with additional needs
- communicate information between the SET team, principal, staff and parents/guardians
- establish early intervention programmes designed to enhance learning and prevent and reduce difficulties in learning.

### **Aims of SEN Support**

- support the inclusion of SEN pupils in primary schools
- ensure that the Staged Approach / NEPS Continuum of Support is implemented
- enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school
- provide supplementary additional support in English and/or Mathematics/or SPHE
- enable pupils to participate in the full curriculum
- encourage differentiation in the classroom
- develop positive self-esteem and positive attitudes about school and learning in pupils
- support attainment, behavioural, social and emotional functioning
- enable pupils to monitor their own learning and become independent learners

- involve parents in supporting their children through consultation and cooperation
- promote collaboration among teachers in the implementation of whole-school policies on learning support for pupils
- establish early intervention and prevention programmes designed to enhance learning and to prevent/reduce difficulties in learning
- guard the self-esteem and self-image of the learner

## **6. Roles and Responsibilities**

The role of supporting learning is a collaborative responsibility shared by all of the school community: The Board of Management; Principal Teacher; Class Teachers; Support Teachers; SNAs; Parents; Pupils and External Bodies and agencies.

### **A. Board of Management**

The Board of Management oversees the development, implementation and review of the SEN policy. They also ensure that satisfactory classroom accommodation, effective teaching resources and secure facilities for the storage of records relating to pupils in receipt of SEN are provided.

### **B. Principal Teacher**

As outlined in the DES circular 0013/17, the Principal has overall responsibility for SEN procedures and practices in the school. The new allocation model states the Principal's leadership role is central and includes the following; the Principal is required to:

- Assume overall responsibility for the development and implementation of the school's policies on special needs in cooperation with the support teachers
- Work with teachers and parents in the development of the school plan on Special Education and Inclusion
- Monitor the implementation of the school plan on SEN and special needs on an ongoing basis
- Monitor the selection of pupils for supplementary teaching, ensuring that pupils with the greatest need receive the greatest support
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils' needs and provide them with appropriate supports
- Keep teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals
- Liaise regularly with the support teachers
- Arrange classroom accommodation for support teachers
- Arrange for the provision of SEN funding and resources
- Organise and coordinate the construction of support plans. Ensure that individualised planning takes place
- Ensure that pupils who have been allocated SEN provision receive it
- Organise the funding and provision of appropriate assessment tests
- Ensure the completion of application forms for outside agencies such as NCSE, NEPS, CAMHS, etc.
- Assume direct responsibility for coordinating SEN and special needs services

- Maintain a list of pupils who are receiving supplementary teaching and/or special educational services
- Coordinate the caseloads/work schedules of the support teachers with the SEN coordinator
- Advise parents on procedures for availing of special needs services
- Liaise with external agencies such as psychological services to arrange assessments and special provision for pupils with special educational needs
- Ensure that IEP meetings are coordinated for pupils who are on School Support Plus
- Coordinate and organise SNA timetabling with the SEN coordinator
- 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
- 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.

### **C. SEN coordinator**

- Works on the development of the school policy for Special Educational Needs
- Oversees the implementation of a whole-school assessment and screening program to identify pupils with very low achievement and/or learning difficulties so that these pupils can be provided with the support they need
- Collaborates with Principal, SET Team, Class Teachers, SNAs, External Agencies and -parents/guardians of children with SEN
- Oversee and coordinate the timetabling of School Support Plus meetings and the review of School Support Plus Plans
- Keeps SEN Teachers/Class Teachers/SNAs and parents informed about relevant external assessment and Special Needs Services that are available
- Maintains a list of pupils who are receiving SEN support- SEN Register
- Coordinates the caseloads /work schedules of the SET Team and organises the timetabling of Special Needs Assistants
- Liaises with external agencies such as Psychologists/Family Doctors/Speech and Language therapists/NEPS/SENO to arrange assessments and special provisions for pupils with Special Needs.
- Inform class teachers of visits from external services
- Collaborates with SET Team/Class teachers in the identification, screening and referral procedures
- Oversees the class teachers and special education teacher's input in writing a report for an external agency
- Maintains records and disseminates information to relevant school personnel
- Orders, purchases and informs staff on class screening materials and procedures. (See Assessment policy)
- Ensures that all documentation relating to children who receive Special Education Teaching is properly filed and secured.

#### **D. SEN Team**

Special Education Teachers will be assigned from the SET team to class levels. They should:

- regularly meet with class teachers to discuss the needs of the pupils in their class
- maintain a record of these meetings and decisions made
- advise the class teacher, where needed, of possible interventions to meet the needs of their pupils
- advise class teacher on procedures for availing of external SEN services
- support the class teacher in creating a Student Support File once additional support is implemented
- support the class teacher in the writing of Classroom Support plans
- where requested by the class teacher, meet parents to discuss moving a child from classroom support to school support or when referring to an outside agency
- communicate with the SENCO and the SET team regarding any concerns raised by class teachers at SET team planning meetings
- update and maintain class SEN records and diagnostic test results
- liaise with external agencies about the provision for pupils with additional educational needs
- Work with the class teacher and the SEN coordinator on writing a report for external agencies.

#### **E. Role of the Class Teacher**

Class teachers have primary responsibility for the teaching and learning of **all** pupils in his/her class, including those selected for additional support. They should:

- implement teaching programmes which optimises the learning of all pupils and, to the greatest extent possible, prevent the emergence of learning difficulties
- create a positive learning environment within the classroom
- differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class
- administer and input the results of standardised tests of achievement in literacy and numeracy, following the school's guidelines
- discuss outcomes of standardised testing with SEN Team to assist in the selection of children for supplementary teaching. Contact parents of children whose Standardised Test Scores drop by two Sten scores or more
- meet with parents regarding any concerns about their child and update them regarding their progress
- gather information and assess children presenting with needs to inform teaching and learning using the Continuum of Support
- Familiarise themselves with any reports from external agencies
- open a Classroom Support File once additional needs have been identified and require classroom support, complete the Classroom Support checklists and commence a log of actions
- meet with the parent to devise a Classroom Support plan and give a copy of the plan to the parent and to the SET to be filed in the Whole-School Classroom Support Folder. Retain a copy of the Classroom Support File in the Special Education folder in the classroom locker

- Meet and collaborate with parents and SET to develop a School Support Plan for each pupil in receipt of School Support.
- Meet and collaborate with parents and SET to develop a School Support Plus Plan for each pupil in receipt of School Support Plus. Complete the Strengths, Needs and Interests template in preparation for School Support Plus meeting to identify priority learning goals. Collaborate with SET in writing up the School Support Plus Plan.
- meet with Special Education Teachers, relevant staff and parents to review School Support Plans
- meet with Special Education Teachers, relevant staff and parents to review School Support Plus Plans and where applicable, collaborate with the SET team regarding teaching aims and activities for team teaching
- adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session
- co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN within the class(es) to which they are assigned. Read and be familiar with Circular 0030/2014
- Inform the SENCO and the SET of requests from parents for input to report/assessments from external agencies
- liaise with and seek advice from their SEN Team.

#### **F. Role of Special Education Teacher (SET)**

The SET teacher should:

- familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of need
- assist in the implementation of a broad range of whole-school strategies aimed at prevention and early intervention
- Familiarise themselves with any reports from external agencies
- collaboratively develop School Support Files for each pupil selected for school support teaching with class teachers and other staff
- meet with class teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support
- collaborate with class teachers, Special Needs Assistants and parents/guardians to develop a School Support Plus Plan for each pupil in receipt of School Support Plus. Write a School Support Plus Plan in consultation with the class teacher.
- liaise twice yearly with class teachers, relevant staff and parents to review School Support Plus Plan
- update and maintain planning and progress records for each individual or group of pupils in receipt of school support
- provide supplementary teaching for literacy and numeracy on a withdrawal and in-class support basis
- support whole-school procedures for screening
- administer and interpret diagnostic tests and inform class teachers and parents of the outcomes
- meet with parents regarding any concerns about their child and update them regarding their progress
- co-ordinate class groups and offer advice and support to class teachers regarding pupils on their caseload

- discuss the needs and progress of children on their caseload at planning meetings
- Inform the SENCO of requests from parents for input to report/assessments from external agencies. Collaborate with the class teacher to complete the written input for assessments/reports to external agencies
- provide necessary information for a pupil with SEN once a transfer letter has been received
- Liaise with the SEN coordinators on decisions regarding the provision of support for pupils with SEN
- Engage in regular CPD (NCSE courses, ESCI courses, summer courses, post-graduate programmes) to keep abreast of current best practices in SEN

### **G. Role of the Special Needs Assistant (SNA)**

The duties of the SNA are carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/class teachers, the SNA will meet the care needs of the SEN pupils to which they have been assigned. (Circular 0030/2014). An SNA's role is to carry out

SNAs should read Circular 0030/2014 and be familiar with its contents The primary care support tasks may include:

- Administration of medicine
- Assistance with feeding
- Assistance with toileting and general hygiene
- Assistance with mobility and orientation including assisting a child or children to access the school, the classroom, with accessing school transport
- moving and lifting of pupils, operation of hoists and equipment
- Assisting teachers to provide supervision in the class, playground and school grounds, and at recreation, assembly and dismissal times
- Assisting children while at play as appropriate
- Provision of non-nursing care needs associated with specific medical conditions
- Care needs requiring frequent interventions including withdrawal of a child from a classroom when essential
- Assistance with moving and lifting of children, operation of hoists and equipment
- Assistance with severe communication difficulties including enabling curriculum access for children with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties.

The secondary care support tasks may include:

- Assist Teachers and/ or Principal in monitoring pupil's attendance and care needs
- Preparation and tidying of workspaces and classrooms or assisting a child who is not physically able to perform such tasks; to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson /activity to another
- Assistance with the development of Personal Pupil Plans (PPP) for children with Special Educational Needs, with a particular focus on developing a care plan to meet the care needs of the child concerned and the review of such plans
- Planning for activities and classes where there may be additional care requirements associated with particular activities
- Attending meetings with Parents, Special Educational Needs Co-ordinator (SENO); National Educational Psychological Service (NEPS); or school staff meetings with the agreement and guidance of the Class Teacher/Principal
- Assistance with enabling a child to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of appropriate personnel
- Assistance to attend or participate in out-of-school activities: walks, or visits, where such assistance cannot be provided by teaching staff.



## **H. Role of Parents/Guardians**

Collaboration and sharing of relevant information between home and school are essential elements of our SEN policy. Parents/Guardians through their unique knowledge of their children have much to contribute to their child's learning.

Parents can support the work of the school in supporting their child by:

- sharing any information, assessments or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage.
- supporting the work of the school and keeping the class teacher informed of the progress and challenges they observe in their child's learning
- Regular communication with the Class Teacher and SEN Teacher
- Creating a home environment where literacy/numeracy can thrive
- Fostering positive attitudes about school and learning in the child
- Attending Parent Teacher Meetings and providing input/feedback to Class Teacher/SEN Teacher/SNA
- Attending School Support Plus meetings and completing the Strengths, Needs and Interests Template before the meeting
- Collaborating with SEN/Class Teacher and SNA in implementing a Student Support/Student Support Plus and helping to establish specific goals and targets for their child at home and school
- supporting the targets outlined in their child's support plans and engaging in all suggested home-based activities
- Sharing insights and feedback on their child's development and learning difficulties
- Ensuring that the child's learning plan (Classroom Support Plan/School Support Plan/ School Support Plus Plan is signed
- Obtain permission from the principal for the teacher(s) to prepare a report for private assessments. Complete a permission form to request the class teacher and SET's input e.g. template/questionnaire for an assessment/report for an external agency e.g. Speech and Language Therapy, Occupational Therapy and educational psychologist
- informing the post-primary school of their child's special educational needs, at the transition stage.

## **I. Role of the Pupil**

Pupils who are in receipt of supplementary teaching should, as appropriate:

- be given the opportunity to contribute to the setting of the medium and short-term learning targets
- become familiar with the targets that have been set for them
- develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.

## J. Role of External Bodies and Agencies

External bodies and agencies should:

- liaise with SENCO/SET/Classroom teachers to optimise the quality of provision for pupils with SEN at the individual, group or whole-school level
- make relevant recommendations in developing support plans at each level of the Continuum of Support.

## 7. Identifying Pupils with Additional Needs

In identifying Pupils with Additional Needs, the following will be considered:

- Pupils with significant Special Educational Needs include pupils with significant learning, behavioural, emotional, physical, and sensory needs. This will be evidenced through school-based assessment of attainment, behavioural, social and emotional functioning and ongoing monitoring of learning outcomes.
- Corpus Christi National School also considers needs set out in professional reports, where available. Pupils with mild or transient educational needs including those associated with speech and language difficulties, social, emotional or behaviour difficulties, coordination difficulties and attention control difficulties.
- Pupils with Specific Learning Difficulties including dyslexia, dyspraxia, attention deficit- hyperactivity disorder, dyscalculia and dysgraphia.
- Pupils performing below the 12th percentile on standardised tests will be prioritised for support in literacy and numeracy.
- Pupils presenting with difficulties in literacy and/or numeracy e.g. difficulties that present a barrier to learning and full access to the curriculum.
- Pupils who have additional literacy or language learning needs including those pupils who need English Additional Language Support.
- Interventions will be made in the first instance by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support.

Due consideration will be given to the overall needs of the school and all its pupils.

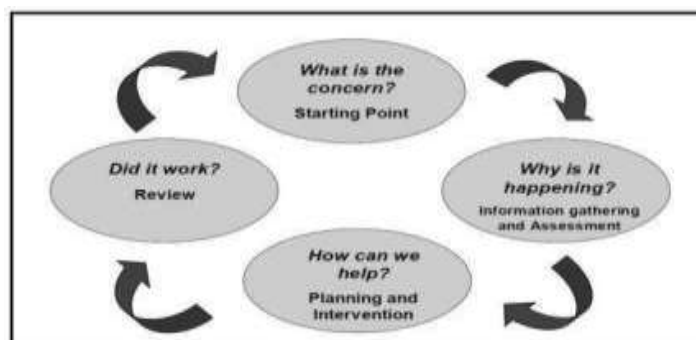
### The Continuum of Support Framework

We use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs.

This framework helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

The Continuum of Support encompasses a graduated problem-solving model of assessment and intervention which enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

This problem-solving process is illustrated as follows:



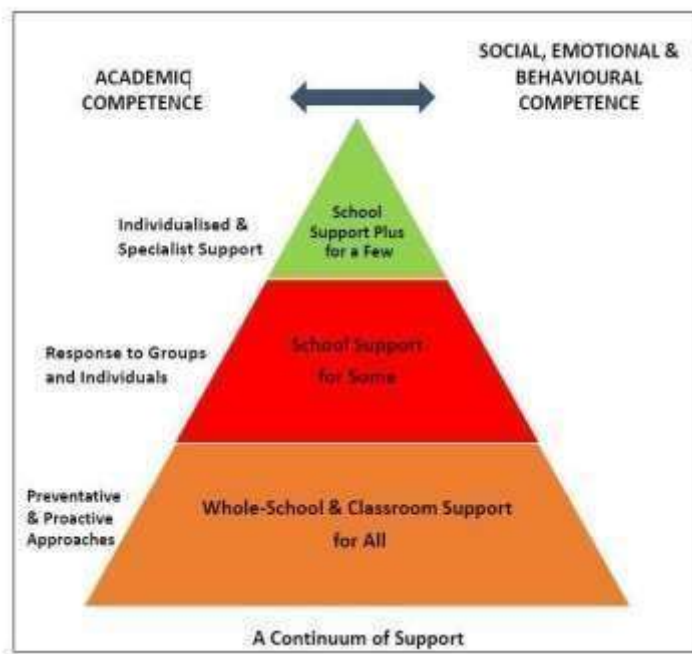
Using the Continuum of Support framework, we identify pupils' educational needs including academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

Once needs have been identified the level of intervention and support provided is matched to those needs and their changing nature over time.

We aim to give every child the opportunity to experience success in learning so that every child can reach their full potential.

The principle that pupils with the greatest level of need have access to the greatest levels of support is of primary importance.

The Continuum of Support suggests the following levels of support:



### STAGE 1 WHOLE SCHOOL / CLASSROOM SUPPORT

Classroom Support is typically the first response to emerging needs.

It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. A plan is devised and put in place for a specific timeframe and then reviewed.

If strategies are successful it may be decided to continue with supports in place or discontinue any supports in place.

If strategies have not resolved the needs of the pupils then pupils move to the next stage on the continuum.

### STAGE 2 SCHOOL SUPPORT

When interventions at classroom support level are not enough to fully meet the pupil's special educational needs, school support may be required.

The class teacher involves the Special Education Teacher/ (SET Team) in the problem-solving process.

Class and SET gather information, develop and monitor a School Support Plan for a period of time and then review.

If the plan is working, the pupil may remain on the plan or revert to classroom support depending on the needs.

If needs are not resolved after a specific timeframe then pupils move to School Support Plus Stage.

### STAGE 3 SCHOOL SUPPORT PLUS

If a pupil's special educational needs are severe and/or persistent, they are likely to need intensive support.

School Support Plus will involve personnel outside the school team in the assessment and intervention process. The information from the Classroom and School Support Plans will provide the starting point for problem-solving at this level. Classroom support and school support will continue to be an important element of the child's Individual Education Plan (School Support Plus Plan).

A more comprehensive explanation of each stage can be in the Continuum of Support – Guidelines for teachers [https://www.education.ie/en/Schools-Colleges/Services/National-Educational-PsychologicalServiceNEPS/neps\\_special\\_needs\\_guidelines.pdf](https://www.education.ie/en/Schools-Colleges/Services/National-Educational-PsychologicalServiceNEPS/neps_special_needs_guidelines.pdf)

## 8. Assessment and Information giving

### Parental Permissions

Written parental permissions for school-based assessments and School support, if deemed necessary, are signed by parents.

Assessment is an integral part of a class teacher's role on a daily basis for all children. Assessment of Learning and Assessment for Learning enable teachers to gather information to plan learning experiences based on the appropriate objectives from the curriculum and based on the needs of the pupils.

Firstly, we look at all pupils in the school and identify any needs. To identify pupils who may require supplementary teaching, screening; including standardised testing, is carried out in all classes (Senior Infants-Sixth class) annually and further diagnostic testing may need to take place. The information gathered from these formal assessments along with teacher observations are used to prioritise needs and set out pupil's learning targets

### Screening

Class Teachers carry out screening tests and standardised assessments. The SET administer further screening tests, if deemed necessary. In our school we carry out the following assessment procedures:

Standardised tests used in Corpus Christi GNS	
Literacy	Numeracy
Senior Infants –Drumcondra Early Literacy Test – Screening (DTEN:S)	Senior Infants-Drumcondra Early Numeracy Test- Screening (DTEN:S)
1 <sup>st</sup> class: New Drumcondra Primary Reading Test (NDPRT)–Screening	1 <sup>st</sup> class: New Drumcondra Primary Mathematics Test (DPMT)–Screening
2 <sup>nd</sup> -6 <sup>th</sup> class; New Drumcondra Primary Reading Test (NDPRT)	2 <sup>nd</sup> -6 <sup>th</sup> class; New Drumcondra Primary Mathematics Test (NDPMT)
1 <sup>st</sup> -6 <sup>th</sup> class: Reading and Spelling Test	

In Corpus Christi National School, the children who score on or below the 12<sup>th</sup> Percentile in the Standardised Tests receive support at School Support Level.

### Diagnostic Assessment

The SET discusses each class's recorded results with the Class Teacher, and carries out further screening tests and/or diagnostic assessments where it is deemed necessary. The results of these tests inform the caseload selection process. The Principal Teacher is kept informed at all times during this process.

Screening tests and Diagnostic tests used in Corpus Christi NS	
Literacy	Numeracy
Senior Infants –Drumcondra Early Literacy Test – Screening (DTEN:S) 1 <sup>st</sup> class: New Drumcondra Primary Reading Test (NDPRT)–Screening	Senior Infants-Drumcondra Early Numeracy Test- Screening (DTEN:S) 1 <sup>st</sup> class: New Drumcondra Primary Mathematics Test (DPMT)–Screening

Diagnostic Tests used in Corpus Christi NS	
Literacy	Numeracy
Aston Index Bankson Language Test (BLT) 2: (3-6y11m) Belfield Infant Assessment Profile, B. Spelman and B. Mc Hugh CLOZE Reading Tests 1-3 (7.6 -12.7yrs) DASH- detailed assessment of speed of handwriting Dolch 220 Sight Vocabulary Drumcondra Primary Reading Test: New (2 <sup>nd</sup> -6 <sup>th</sup> ) Drumcondra Primary Reading Screening Test: New (1 <sup>st</sup> )	Ballard Westwood Maths Facts Test Basic Number Screening Test ages 7:00-12:00 yrs Basic Maths Facts Test Drumcondra Primary Mathematics Test: New (2 <sup>nd</sup> -6 <sup>th</sup> ) Drumcondra Primary Mathematics Screening Test: New (1 <sup>st</sup> ) Drumcondra Test of Early Numeracy (DTEN): Screening Drumcondra Test of Early Numeracy (DTEN): Diagnostic Profile of Mathematical Skills -Levels 1 and 2, Dr Norman France
Drumcondra Primary Spelling Test (1 <sup>st</sup> -6 <sup>th</sup> ) Drumcondra Test of Early Literacy (DTEL): Screening Drumcondra Test of Early Literacy (DTEL): Diagnostic Dyslexia Screening Test, Dr. A J Fawcett & Dr R I Nicolson First 100 High Frequency Words Jackson Phonics Test Jolly Phonics Reading Assessment Marino Graded reading Test MIST - Middle Infants Screening Test Neale Analysis of Reading Ability (NARA) New Group Reading Test (NGRT) (National Foundation for Educational Research) Nonword Reading Test Quest Screening /Diagnostic Test Kit (revised edition) RAIN –Sentence Reading Test Schonell Graded Spelling Test Schonell Graded Word Reading Test Sentence Repetition Test, Oliver & Boyd Sound Linkage: Test of Phonological Awareness Westwood’s Auditory Short-term Memory Test Words Their Way Diagnostic Spelling Tests York Assessment of Reading for Comprehension (YARC) York Assessment of Early Reading	<b>General Ability</b> New Non-Reading Intelligence Test 1-2 (NNRIT 1-3) 2012 Non-Verbal Reasoning age 6 Non-Verbal Reasoning age 7 Non-Verbal Reasoning age 8 and 9 Non-Verbal Reasoning age 10 and 11

The administration of such tests is in keeping with the approach recommended by circulars 02/05, 13/17 and the NEPS Special Educational Needs: A Continuum of Support (NEPS, 2007) where a staged approach is used by the individual class teachers and SET teachers before a referral may be made to National Educational Psychological Service (NEPS).

### ***Educational psychological assessment/ Enlisting the Support of outside agencies***

Corpus Christi National School implements an ongoing level of assessment and monitoring of pupils' responses to intervention as per the NEPS model of service. Staff collaborate with the NEPS psychologist and avail of consultation in relation to interventions to facilitate cognitive, social and emotional development. If the child's response to intervention remains a source of ongoing concern, assessment via HSE services may be required as appropriate. In Corpus Christi National School, the criterion used in the selection of pupils for educational assessment by NEPS is **greatest need**.

### **Prevention and Early Intervention Strategies**

Intensive early intervention and prevention programmes can be an effective response to meeting the needs of children with low achievement. Early intervention programmes may be provided by the Class Teacher and/or by the Support Teacher, in accordance with the Staged Approach and the NEPS Continuum.

Our strategies for preventing learning difficulties include:

- The development of agreed approaches to the teaching of Literacy and Numeracy to ensure progression and continuity from class to class
- Provision of additional support in early literacy and mathematical skills to pupils who need it
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties
- Close collaboration and consultation between the Infant Teachers and the SET team.
- Promotion of literacy and Numeracy e.g. Print-rich environment
- Jolly Phonics Spelling Programme
- Zippy's Friends (1<sup>st</sup> Class)
- Friends for Life (3<sup>rd</sup>-6<sup>th</sup> class)
- Parental involvement in promoting literacy and numeracy e.g Junior Infant Induction Meeting, Induction book, Homework Policy Guidelines for Parents.
- Differentiation - adapting the learning task
- In-class support from the SET team based on identified needs.
- Early intervention is part of our SEN policy, a staged approach to special educational needs is followed.
- Paired reading activities such as 'Book buddies' are in operation in the school.
- Station teaching /Team teaching /Withdrawing individuals/groups

### **10.Meeting the Needs and Allocating Resources**

Once the pupil's needs have been identified, Special Education Teachers (SETs) are deployed to address these needs as required. We deploy SETs in a variety of ways in order to effectively meet pupils' needs. We aim to strike a balance between in-class support and group and individual support while ensuring that the needs of children with additional needs are met inclusively.

Importantly, the level and type of support reflect the specific targets of individual pupils as set out in their support plans and are informed by careful monitoring and review of progress. In this way, following a period of intervention, some pupils may no longer require additional teaching support; some may require the same level, while others may require more intensive support.

In planning the allocation of additional teaching supports, the overriding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with **the highest level of need should have access to the greatest level of support**. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, team-teaching and small-group teaching. In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development, motor skills, sensory processing needs and application to learning.

The provision of Special Education in Corpus Christi NS, is reviewed twice yearly, i.e. February and June. The SET meets with individual class teachers to review the progress of individual pupils on the Continuum of Support for their class. Gathering and analysing this data facilitates the SET team to review caseloads and allocate resources for the subsequent term.

We 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. Please refer to the SEN Provision Overview in Appendix 3.

### **11. Timetabling**

When drawing up timetables it is important to remember that:

- timetables should be continually reviewed
- children should not miss the same subject each time they are withdrawn
- interruptions to classes/classrooms should be kept to a minimum.

### **12. Tracking, recording and reviewing progress**

Provision for pupils with special educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process.

#### **Student Support File**

We use a Student Support File to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates us in documenting progress and needs over time and assists us in providing an appropriate level of support to pupils, in line with their level of need. Our Student Support File is based on the NEPS template and is stored in a secure filing cabinet. All support files should include:

- Cover sheet with pupil's details
- Record of support received
- Standardised test scores
- Diagnostic Test Scores
- Support plans (See below)
- Checklists (from Continuum of Support Resource book)

A class teacher should open a Student Support File once a child is placed on Stage 1 –Classroom Support on the continuum. If, after a number of reviews, the child's case is moved to School Support, it is the responsibility of the class teacher and the allocated SET to access and update the information in the Student Support File. The same system is in place for children on School Support Plus.

#### **Step 1: Identify Needs**

Identification: Using the Continuum of Support Framework, Corpus Christi N.S. identifies pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

*Please see below Table 1: from the 2017 Guidelines. Identification of Educational Needs through the Continuum of Support Process.*

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

<b>Classroom Support</b>	<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. This is informed by:</p> <ul style="list-style-type: none"> <li>• Parental consultation</li> <li>• Teacher observation records</li> <li>• Teacher-designed measures /assessments</li> <li>• Basic needs checklist *</li> <li>• Learning environment checklist*</li> <li>• Pupil consultation - My Thoughts About School Checklist</li> <li>• Literacy and numeracy tests</li> <li>• Screening tests of language skills</li> </ul> <p>A Classroom Support plan runs for an agreed period of time and is subject to review.</p>
<b>School Support</b>	<p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"> <li>• Teacher observation records</li> <li>• Teacher-designed measures / assessments</li> <li>• Parent and pupil interviews</li> <li>• Learning environment checklist</li> <li>• Diagnostic assessments in literacy/numeracy</li> <li>• Formal observation of behaviour including ABC charts, frequency measures</li> <li>• Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties</li> </ul> <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition.</p> <p>A School Support Plan operates for an agreed period of time and is subject to review</p>
<b>School Support Plus</b>	<p>This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> <li>• Teacher observation and teacher-designed measures</li> <li>• Parent and pupil interviews</li> <li>• Functional assessment</li> <li>• Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc. Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress.</li> <li>• A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation</li> </ul>



## Planning:

A **Student Support File** has been developed to plan interventions and to track a pupil's pathway through the Continuum of Support over the pupil's time in the school. It facilitates teachers to document progress and needs over time and assists teachers in providing an appropriate level of support to pupils, in line with their level of need over time. Many different types of support plans can be included in the Support File. A support plan can take the form of a general plan for support, a behavioural plan, an individual educational plan (school support plus plan) or a personalised pupil plan (PPP). Within the Student Support File will be the **Support Plans**. We use three different support plans for the three stages of support on the Continuum of Support.

### **Stage 1 – Classroom Support**

A learning plan at stage 1 is a Classroom Support Plan. This is a simple plan which is drawn up by the Class Teacher in collaboration with the SEN Class Coordinator which outlines the pupil's additional educational needs and the actions, including individualised teaching and management approaches, which will be taken to meet the pupil's needs. The plan may also include home-based actions to be taken by the pupil's parents to support their child's development. The Classroom Support Plan should include a review date.

### **Stage 2 – School Support**

A School Support Plan at stage 2 is a plan drawn up by the class teacher, SET teacher and Parent. It will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan should, for the most part, be implemented within the normal classroom setting and complimented by focused school- based intervention programmes. Depending on the nature of the needs and on the school context, additional teaching might be within a small group or individual or a combination of both either in class or on a withdrawal basis. Home-based actions may also be included. After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken.

### **Stage 3 – School Support Plus**

A Support Plan at stage 3 is a **School Support Plus Plan (IEP)**. This plan is drawn up by the class teacher and the Special Education Teacher, in consultation with the child's parents/guardians, SNA, professionals, external to the school and (if appropriate) the child based on the information gathered. It will set out;

- The nature and degree of the pupil's abilities, skills and talents
- The nature and degree of the pupil's special educational needs and how those needs affect his/her educational development
- The present level of educational performance of the pupil
- The special education and related support services to be provided to the pupil to enable the pupil to benefit from including:
  - Strategies for supporting the pupil's progress and inclusion in the classroom setting
  - Individual and/or small group/special class interventions/programmes
- Specific methodologies/programmes to be implemented
- Specific equipment/materials and/or IT supports; if required to support learning and access to the curriculum
- Support required from a Special Needs Assistant (SNA) included in the PPP
- The goals which the pupil is to achieve over a period not exceeding 12 months
- The pupil's priority learning needs, long and short-term targets to be achieved, the monitoring and review arrangements to be put in place.

## Setting Targets

Target setting is central to effective teaching for pupils with SEN. When setting targets the following 4 guiding principles are adhered to: Targets should be:

1. linked to assessment
2. strengths-based
3. linked to interventions
4. developed collaboratively (parents, teachers, pupils etc.) (Guidelines, p.16)
  - Targets should also be few in number and be informed by priority learning needs. Teachers in collaboration with parents and pupils should choose 3 priority areas and select targets related to those areas
  - Targets are based on evidence collected through both formal and informal assessment approaches.
  - Targets should be expressed in a way that is measurable and observable, achievable within a specific timeframe but also challenge and build on existing knowledge of the pupil.
  - Targets are set for a term and reviewed in February and June.

The Flow Chart in Appendix 5 illustrates how target-setting is an integral part of the problem-solving framework to support pupils with special educational needs.



## SEN RECORDS

### Student Support Files

Student Supports Files may include Classroom Support Plans, Schools Support Plan or School Support Plus Plan. Student Support files are stored in a locked cabinet.

#### **Classroom Support Plan**

It is the responsibility of the Class Teacher to update and manage Classroom Support Plans in the Special Education folder in the classroom.

#### **School Support Plans and School Support Plus Plans**

It is the responsibility of SETs to update and manage the files of the children on School Support and School Support Plus that they support. The following should be stored:

- Student Support Plan and Review Record
- Log of actions detailing support received, interventions, meetings with parents and other agencies, test administered and reviews during the year
- Results of Standardised and Diagnostic Tests

#### **Reports /Assessments from external agencies**

The following details are stored in the pupils personal file in Principal's Office

- Psychological Report
- Copy of referrals made to outside agencies
- Copy of reports from outside agencies
- Record of SEN correspondence between parents, outside agencies and school staff

#### **Communication between SET Team /Principal/ Class Teachers**

SET timetables have been organised so that 1.45-2.30 p.m. each Friday is the designated collaboration time.

This allows all staff the opportunity to attend pupils support planning meetings, care team meetings, Team Teaching Planning Meetings, SEN Team meetings and SEN consultation/planning/review meetings, when necessary. This flexibility ensures adequate cover for class teachers and also facilitates regular SET team planning meetings with the principal. In order to make effective use of this time a cover buddy system will operate within the school team.

### **13. Admission of children with identified SEN**

In keeping with Section 2 of the EPSEN Act (2004), a child with special educational needs is welcomed to the school and educated in an inclusive environment with those who do not have SEN where this serves the best interests of all children involved.

Before the child starts school in September, relevant staff in the school will familiarise themselves with the child's particular needs as required, by:

- Liaising with parents at the Meet and Greet Induction meeting in May/June and setting up further meetings with parents where necessary
- obtaining copies of reports, assessments, etc. after meetings with parents
- Contacting the early childhood setting to obtain a copy of the *Mo Scéal* documents
- contacting the SENO, NEPS psychologist or other therapists or external agencies where applicable.

To ensure a smooth transition to school for both the pupil and the school the following steps will be taken where necessary:

- Parental visit/s to the school, pupil visits to school
- Liaison with SENO to arrange additional resources may be necessary.
- Where health and safety issues may arise in relation to mobility, care or other needs, these will be identified, and strategies developed to address them.

#### **14. Transfer to Post- Primary**

The school uses the NCCA- developed suite of materials to support the reporting and transfer of pupil information from primary to post-primary schools. The materials are presented under the umbrella title of Education Passport and include:

- 6<sup>th</sup> Class Report Card
- My Profile Sheet (for children)
- My Child's Profile (for parents)
- The NCCA SEN template is used for pupils on School Support Plus

#### **15. Communication of the child's learning plan and liaising with parents**

At Corpus Christi National School, we recognise the vital role of parents as primary educators in supporting their child and appreciate that parental engagement is a critical factor in enhancing outcomes for students with special educational and additional needs. Parents are consulted in relation to their children's needs and the strategies being implemented to support them. They are also involved in reviewing their child's progress. At Corpus Christi, we are a community of pupils, parents and children and we encourage close relationships between all three. We work in partnership to ensure that a child's educational journey is stimulating, engaging and happy. There are many different ways in which parents, class teachers and Special Education Teachers can work together. They do this by:

- supporting learning and development
- sharing information
- contributing
- making decisions and advocating different approaches and courses of action

##### **Classroom Support**

- The Class teacher meets with parents/guardians initially to discuss concerns and devise a Classroom Support Plan.
- The Classroom Support Plan is signed by the class teacher and the parents/guardians.
- A copy of the Classroom Support Plan is given to the parent. A date is agreed for the review of the classroom support plan.

##### **School Support**

- Parents of children recommended for School Support for the first time are asked to sign a permission form for their child to attend School Support.
- The Class teacher and the Special Education Teacher collaborate and devise the School Support Plan based on the child's strengths, needs and interests.
- The School Support Plan is communicated to the parent at the Parent-Teacher Meeting in November. The School Support plan is signed by the parents/guardians at the meeting. A copy is given to the parent for their records.
- The School Support Plan is reviewed in February and in June by the Special Education Teacher in consultation with the Class Teacher and the outcome of the review is communicated to the parent.

##### **School Support Plus**

- Meetings for parents of pupils on School Support Plus Plans are organised in early October. The Class Teacher, the Special Education Teacher, the Special Needs Assistant and the parents/ guardians attend the meeting. Parents are asked to contribute to the School Support Plus Plan in advance of the meeting by completing a form to identify their child's area of need, strength and interest.
- Parents of children on School Support Plus Plans meet the Class Teacher again in November for the Parent-Teacher Meeting. They will meet the Special Education Teacher at a separate time also. Parents are asked by the SET to sign the School Support Plus Plan, a copy of the plan is given to the parent.
- A review of a child's progress on a School Support Plus Plan is conducted in February and in June. Parents are invited to the review of the child's learning plan in May. Parents are asked by the SET to sign the School Support Plus Review document.

##### **Additional Communication**

- An end-of-year school report goes home in June.
- Parents of children whose Standardised Test Scores drop by two Sten scores or more are contacted to discuss.

- Parents who wish to communicate with the Class teacher/Special Education Teacher can use the school journal, a written note or email to [info@corpuschristi.ie](mailto:info@corpuschristi.ie) to arrange a call back from the Class teacher/Special Education Teacher after 2.30 p.m.

## **16. Continuous Professional Development (CPD)**

As all staff members have responsibility for supporting students with special educational and additional needs, it is important that all staff engage in CPD (NCSE courses, ESCI courses, summer courses and post-graduate programmes) to keep abreast of current best practices in SEN to develop the capacity of our school to meet the needs of all students. The principal and BOM encourage the attendance of the SETs at CPD courses and events, including the annual ILSA and IATSE conferences, in addition to cluster meetings arranged by NEPS. SETs will provide a summary of the course content at whole staff level.

## **17. Health and Safety Issues**

Each staff member and pupil is entitled to a safe, secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each pupil with SEN. When a place is offered to a child with SEN, every effort will be made to ensure that the supports to which the child is entitled are in place as soon as possible. Staff members will be informed of any potential risks and, where necessary, individual plans will be drawn up and implemented.

## **18. Supervision/Child Protection**

- Where pupils receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both themselves and the pupil are visible through the glass panel in the door.
- Where there is no glass panel, the door of the room should remain open.
- Where pupils are withdrawn for support, the SET teacher should ensure the safe collection and return of children to their classrooms.
- Where a child has access to an SNA, the SNA may withdraw the child from the class only where detailed on a plan devised by the classroom teacher and SEN coordinator.

## **19. Related Policies**

- Child Safeguarding Statement and Risk Assessment
- The Code of Behaviour
- Admissions Policy
- Assessment Policy
- Acceptable Use Policy
- Handwriting policy
- Parents as Partners Policy
- Homework Policy

## **20. Ratification and Communication**

This policy was ratified by the Board of Management in February 2020.

## **21. Implementation and Review**

This policy will be implemented from February 2020. It was reviewed in February 2024 by the Special Education Team, the teaching staff, parents and the Board of Management.

Signed: *Niamh Greene*  
Principal

Signed: *Felix McKenna*  
Chairperson of BOM

Date: March 20<sup>th</sup> 2024

\*\*\*While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school. However it may also apply for some pupils following an event which impacts significantly on them in school.\*\*\*

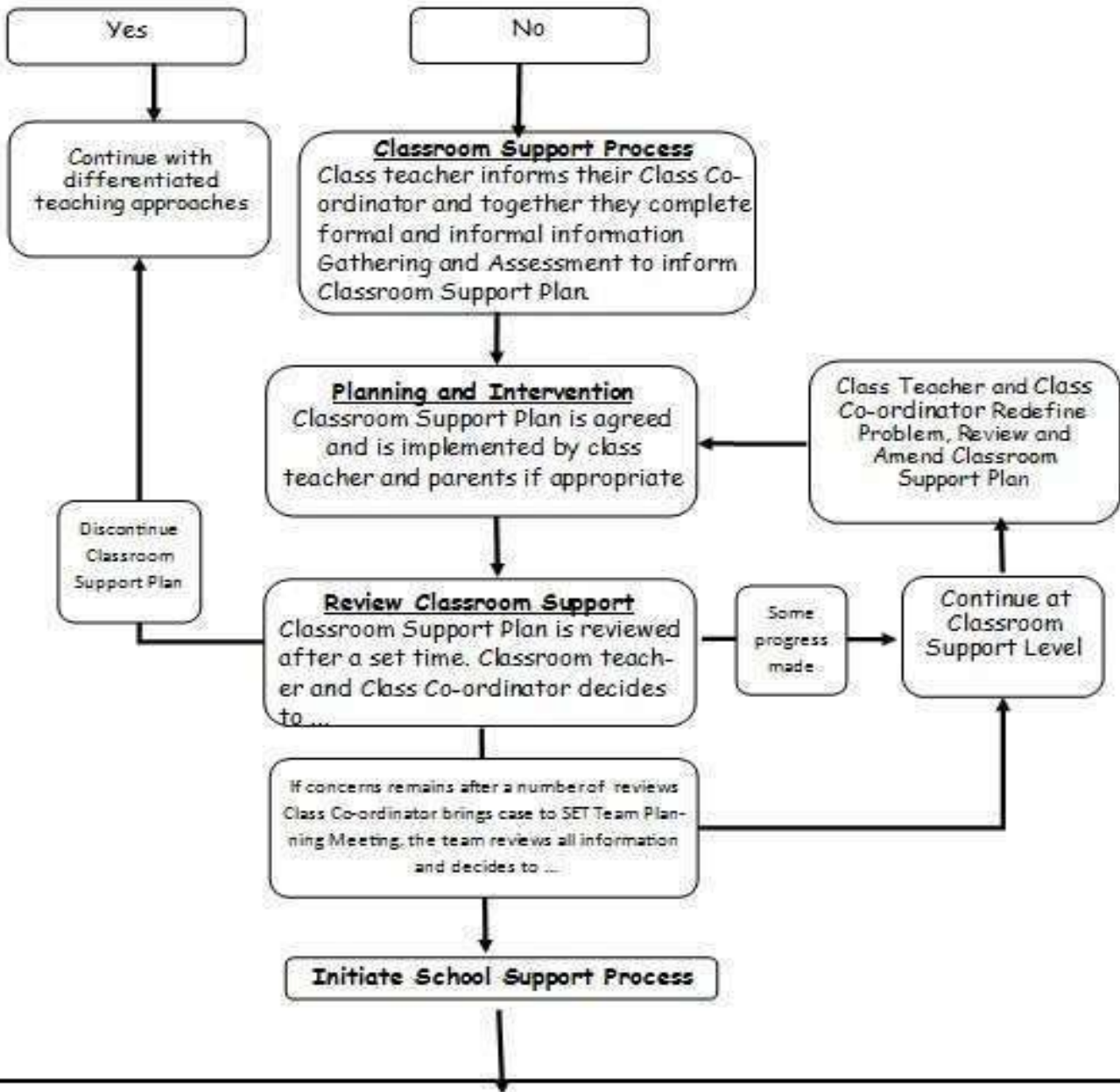
**CLASSROOM SUPPORT PROCESS**

**STAGE 1**

**Starting Point**  
Concern is expressed by parent/teacher or other professional.

teacher considers....

Can concerns be met through whole class teaching approaches and differentiation?



## Appendix 2: Corpus Christi NS SEN Provision/Schedule Overview

Month	Schedule
September	<ul style="list-style-type: none"> <li>• The SET team meets to confirm the caseload and draw up individual timetables for the 3 SETs.</li> <li>• SETs administer diagnostic tests and assessments to pupils on their caseload and administer, correct, score and analyse the results.</li> <li>• Pupil support plans are drawn up in agreement with the class teacher and principal, and they are shared with the class teacher and the parents (at parent /teacher meetings)</li> <li>• Present information to teachers on models of support, the continuum of support and resources at a staff meeting.</li> <li>• Provide the teacher with a copy of the Continuum of Support and Checklists.</li> <li>• The SET team meets with the principal to plan for the year and schedule dates for standardised tests.</li> <li>• SETs prepare letters offering new pupils a place in School Support. The SET creates a file for the pupil in the filing cabinet into which the consent form is filed.</li> <li>• Give a continuum of support for their class, timetable and a list of pupils to class teachers and discuss group learner profiles.</li> <li>• The principal and SET team analyse whole school assessment data to determine the most effective use of the shared SET.</li> <li>• SET devises a timetable (6 weeks/half a term) for shared SET in consultation with the class teacher. SETs prepare a new timetable near the end of the period.</li> </ul>
October	<ul style="list-style-type: none"> <li>• The relevant SET coordinates the IEP meetings with parents, the principal, class teachers, SNAs and outside agencies (where applicable). Give templates to parents, SNA and teachers to complete. These forms are collated and typed by the SET and form the basis for discussion at the meeting. Priority learning needs are agreed upon by all personnel involved.</li> <li>• SET writes up IEP with the class teacher and meets the parent to agree and sign the plan. The parent receives a copy of the plan.</li> <li>• SET team meet to organise review SEN meetings with all class teachers. The team draws up a timetable, organises supervision, and gives all class teachers appointment slips before the meetings. Support plans, Drumcondra results, class tests, Classroom support plans are reviewed. The SETs record a continuum of support for each class.</li> </ul>
November	<ul style="list-style-type: none"> <li>• At the beginning of November, SET and Class teachers hold formal review meetings for all pupils in the Continuum of support in each class.</li> <li>• At the end of November, each SET has a 10-minute parent/teacher meeting with the parents of all pupils on their caseload. The pupil's Support plans are discussed with parents. The parents sign the plan and retain a copy of the plan.</li> </ul>
December	<ul style="list-style-type: none"> <li>• Draw up a new timetable for shared SET in consultation with class teachers. Provide all teachers with a copy of the timetable.</li> </ul>

January	<ul style="list-style-type: none"> <li>• SET team meet to organise review SEN meetings with all class teachers. The team draws up a timetable, organises supervision, and gives all class teachers appointment slips before the meetings.</li> </ul>
February	<ul style="list-style-type: none"> <li>• Review the Continuum of support with individual class teachers. Support plans, Drumcondra results, class tests, and Classroom support plans are discussed</li> <li>• Draw up a new timetable for the Shared SET.</li> </ul>
March	<ul style="list-style-type: none"> <li>• Make an inventory of the Standardised Test and place an order to the ERC. Lock all materials away safely.</li> <li>• Give tutorials to NQTs on administering, scoring and analysing the results of standardised tests and how to enter the results on Aladdin.</li> </ul>
April	<ul style="list-style-type: none"> <li>• Presentation to teachers on standardised tests at a staff meeting. Provide teachers with written guidelines on Aladdin.</li> <li>• Check and prepare all test materials for all classes. Put a list of key points of information in the pack.</li> <li>• Meet with senior infants and 1st class teachers to coordinate SETs to assist with the tests.</li> </ul>
May	<ul style="list-style-type: none"> <li>• Deliver test materials the day before the test.</li> <li>• Assist teachers in administering the 1st classes and senior infants' tests.</li> <li>• Assist 1st and Senior Infants teachers to correct tests and enter results in Aladdin.</li> <li>• Administer tests to classes in the absence of a class teacher.</li> <li>• Collect all tests, collate, and deliver machine-scored sheets to the Educational Research Centre for correction.</li> <li>• When results come back, print off copies for the teachers and give instructions on how to enter the results onto Aladdin.</li> <li>• Maintain the folder for the whole school's assessment data. Organise the School Support Plus Review meetings with parent, class teacher, SNA and SET</li> </ul>
June	<ul style="list-style-type: none"> <li>• The SET team meets to organise the end-of-year review SEN meetings with all class teachers. The team draws up a timetable, organises supervision, and gives all class teachers appointment slips in advance of the meetings. Support plans, Drumcondra results, class tests, Classroom support plans are discussed. The SETs record a continuum of support for each class.</li> <li>• Formal review meetings with class teachers take place. SETs update the continuum of support for each class and provide teachers with a copy.</li> <li>• The SET team meet to analyse all data and decide on the caseload for the following September.</li> <li>• SETs inform teachers of the names of pupils that will be discontinued/ offered place/ remain in SS/CS. The class teacher meets with the parents to discuss.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• The relevant SET collaborates with the class teacher to write any reports for an outside agency, e.g. assistive technology application, speech and language therapy, and educational psychological assessments. Requests for a report are made through the principal.</li> <li>• Assist class teachers in writing classroom support plans for pupils.</li> </ul>



- Meet other professionals, e.g. psychologists, speech and language therapists, and visiting teachers concerning a child's special educational needs.
- Assist teachers with differentiating work for pupils and sourcing materials.
- Maintain and update the folder for classroom support plans across the whole school.
- Purchase SEN resources for the pupils and make effective use of resources by sharing with teachers.
- Advise SNAs on working with pupils with SEN.
- We are available anytime throughout the year to meet or phone parents to discuss issues and offer advice.

### **Appendix 3: Exceptionally Able and Giftedness Guidelines**

An able child is one that achieves or has the ability to achieve at a level significantly in advance of their peer group. 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+, 98<sup>th</sup> Percentile)

#### **School Ethos**

We, the teaching staff at Corpus Christi N.S. endeavour to cater for those pupils who are exceptionally able in academic areas (i.e the top 2% of the school population).

Pupils who demonstrate exceptional ability in non-academic areas e.g. psychomotor ability, mechanical aptitude, visual and performing arts ability, will be given information regarding relevant outside agencies.

#### **Procedure for identification of pupils with Exceptional Ability**

##### **Criteria for Assessment**

1. A range of strategies may be used to identify exceptionally able pupils:
  - Annual standardised tests
  - NRIT
  - Psychological Assessments
  - Teacher observation
  - Referral by other individuals, schools or organisations.

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.

**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
3. The Principal will liaise with parents, SETs and class teachers where applica

Appendix 4: Target – setting as part of the problem-solving framework. From pg 28 2017 Guidelines

