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Special Education Needs Policy

Introductory Statement:

The purpose of this policy is to provide practical guidance for teachers, parents and interested persons on the provision of effective learning support to pupils with learning difficulties. This whole school policy for SEN in St. Ronan's National School was compiled by the SET Team, Class Teacher and School Principal in line with previous SEN legislation, including the 1998 Education Act, The Education for Persons with Special Education Needs Act (EPSON 2004) and recent DES Circulars, including 0013/17 (Special Education Teaching Allocation) and 02/05 (Special Education Circular) in conjunction with the 2017 Guidelines for Primary Schools and the Learning Support Guidelines (2000)

The SEN Policy was discussed, accepted and ratified by the Board of Management of St. Ronan's NS on 13th December 2023.

School Information and Profile:

St. Ronan's National School is a Roman Catholic co-educational primary school of the parish of Gurteen under the patronage of the Bishop of Achonry. The pupils are taught in 2 multi-grade classrooms. St. Ronan's N.S. was allocated 1 full time Special Education Teacher and 1 shared Special Education Teacher of 12.5 hours (in 2022) under the New Revised Model of allocating special education teaching supports in schools (combined Learning Support/Resource Teachers.) In 2023 our school was allocated EAL hours, totaling 15 hours and 7.5 temporary SET hours for Ukrainian pupils. Our school has been allocated 2 SNA's who cater for all SEN care needs in the mainstream classes.

School Profiling:

Circular 13/2017 (p.6 and p.23) described how each school will be profiled.

- (1) Baseline component 20% of the total number of LSRTs nationally in 2016/17, distributed proportionately between all schools in the country;
- (2) Educational profile:
 - (i) Complex Needs 50%;
 - (ii) Standardised Test results 23%;
 - (iii) Social context: Disadvantage 3.5% and
 - (iv) Gender 3.5%

Belief Statement:

Our school aims to ensure that each pupil is given the maximum opportunity and support to develop his or her full potential and to foster a sense of positive self-esteem in accordance with our school mission statement, guidance and resources provided by the DES and by the Board of Management.

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

Rationale for Special Needs Policy:

The purpose of this policy is too:

- 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 0052/19; Exemption from the study of Irish.

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
- ensure that the Staged Approach / NEPS Continuum of Support is implemented.
- gather evidence through appropriate assessment, and regularly review progress of pupils with additional needs.
- identify additional needs that a pupil may have.
- develop and implement a support plan for those students identified with additional needs.
- provide supplementary teaching and additional support in English and / or Mathematics i.e. *"optimise the teaching and learning process in order to enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school"* (Learning-Support Guidelines [LSG]: p. 15). This support may be provided by the Class Teacher and / or the Support Teacher (Appendix 1 - The Staged Approach described in Circular 02/05).
- enable these pupils to monitor their own learning and to facilitate independent learning strategies.
- enable an improved self-esteem for the child through praise, encouragement and recognition of personal progress and success.
- establish early intervention programmes designed to enhance learning and to prevent / reduce difficulties in learning.
- enable pupils to participate in the full curriculum
- encourage differentiation in the classroom
- support attainment, and behavioural, social and emotional functioning
- promote collaboration among teachers in the implementation of whole school policies on additional support for pupils.
- consult with parents and outside agencies to plan the best support for each child.

Principles:

"The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process" (Circular 13/17: p. 16).

Effective learning programmes are based on the following principles:

- Quality of teaching. *"Research has consistently shown that the quality of teaching is the most critical factor in enhancing pupils' learning and educational experiences" (2017 Guidelines: p. 27).*
- Effective whole-school policies
- Direction of resources towards pupils in greatest need
- Implementation of a staged approach to support provision at Class Support / School Support / School Support Plus
- Provision of the Model of intervention appropriate for the pupil and the difficulty they are experiencing:
 - (1) Withdrawal Model:
 - o 1:1 interventions (vital when e.g. difficulties are very significant; when pupil needs do not match to form a small group)
 - o Small group interventions
 - o *"There appears to be little evidence to date that in-class models of support are effective in teaching reading. Shinn et al. (1997) found that an in-class model of support was not effective in raising the achievement of failing readers. Not surprisingly, many of the highly effective intervention programmes reviewed by Brooks (2007) are delivered in one to one or small group settings" (NEPS, 2015)*
http://www.education.ie/en/Education-Staff/Information/NEPS_LiteracyResource/neps_literacy_good_practice_guide.pdf
 - (2) In-Class Support Model:
 - o Station teaching / Team Teaching / Peer tutoring etc...
 - o Collaboration between Teachers

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 & Agencies. It is important that everyone contributes to the implementation of our school plan on SEN Provision.

"Schools should ensure that the additional Special Educational Needs Teaching supports are used in their entirety to support pupils identified with special educational needs, learning support needs, and additional literacy needs such as English Additional Language Support. The additional Teaching Resources which are being provided under this model cannot be used for mainstream class teaching, or to reduce the pupil teacher ratio in mainstream classes, or to provide additional subjects for pupils who do not have special educational needs. In cases where there is misuse of Special Educational Needs Teaching resources and where these resources are being used for purposes other than intended, as set out in this Circular, the Department reserves the right to review the allocations of Special Educational Needs Teaching Supports which have been made to those schools" (DES Circular 13/17: p. 21).

Board of Management:

The Board of Management will fulfil its statutory duties and will:

- Oversee the development, implementation and review of the SEN policy.
- Ensure that satisfactory classroom accommodation is provided for the Support.
- Ensure that teaching resources are provided for the Support Teachers.
- Provide adequate funds for the purchase of SEN materials.
- Provide secure facilities for the storage of records relating to pupils in receipt of SEN.

Principal Teacher:

"The principal teacher has overall responsibility for the school's learning-support programme and for the operation of services for children with special educational needs". (Learning Support Guidelines, p.38). The Education Act (1998) and the EPSEN Act (2004) have all reiterated this responsibility, along with Circular 13/17 and the accompanying Guidelines.

It is the role of the Principal to:

- Assume overall responsibility for the development, implementation and updating of the school's policies on special needs in cooperation with the Support Teacher(s).
- Develop inclusive whole-school policies in conjunction with school staff and parents and monitor their implementation
- Monitor and evaluate SEN provision on an ongoing basis
- Ensure that pupils who have been allocated SEN provision receive it.
- Assign staff strategically to teaching roles, including special education roles
- Coordinate teachers' work to ensure continuity of provision for all pupils
- Collaborating with the Support Teacher(s) and meeting with them at least once each school year to discuss issues relating to the development and implementation of the school plan on SEN, and to the provision of SEN.
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- Oversee 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.
- Keep teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- 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
- Arrange classroom accommodation for Support Teachers.
- Arrange for the provision of SEN funding and resources.
- Organise and co-ordinate the construction of Support Plans. Ensure that individualised planning takes place.
- Organise the funding and provision of appropriate assessment tests.
- Complete 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.

- Co-ordinate the caseloads / work schedules/timetables of the Support Teachers.
- Oversee and organise the implementation of a tracking system at whole-school level to monitor the progress of children with learning difficulties.
- Advise Parents on procedures for availing of special needs services.
- Selects children for psychological assessment in consultation with class and support teachers and with NEPS advisor.
- Liaise with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs.
- Coordinate and organise SNAs' work and timetabling.
- *The 2017 Guidelines add the following: "The Learning Support Guidelines (2000, p.39) outlined the principal teacher's overall responsibility for the education of children with special educational needs. Under the new allocation model the principal's leadership role is central and includes the following:*
 - o *Developing inclusive whole-school policies and monitoring their implementation*
 - o *Assigning staff strategically to teaching roles, including special education roles*
 - o *Co-ordinating teachers' work to ensure continuity of provision for all pupils*
 - o *Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals / agencies*
 - o *Ensuring that effective systems are implemented to identify pupils' needs and that progress is monitored methodically*
 - o *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.*

"Depending on the school's size and context, some of these actions will be delegated to teams or other members of staff while the principal retains overall responsibility for the school's provision for pupils with special educational needs" (p. 23)

Class Teacher:

"The class teacher has primary responsibility for the progress of all pupils in the class, including those selected for supplementary teaching". (Learning Support Guidelines page 42).

Effective teaching and learning:

- The Learning Support Guidelines (2000) advocate a significant change in the role of the Class Teacher, in terms of increasing emphasis on differentiation and consultation with the Support Teacher and with Parents. Circular 13/17 reiterates that position.
- The Class Teacher has primary responsibility for the progress of all pupils in her / his class, including those selected for supplementary teaching. *"Mainstream class teachers have first line responsibility for the education of all pupils in their classes"* (2017 Guidelines: p. 12).
- *"A particular responsibility of the class teacher is to create a classroom environment in which learning difficulties can be prevented or at least alleviated"* (Learning-Support Guidelines, p. 42). This can be achieved by:
 - o Grouping pupils for instruction
 - o Providing lower-achieving pupils with strategies for reading, spelling and problem solving
 - o Adapting learning materials for lower-achieving pupils and higher achieving pupils (through differentiation)
 - o Liaising closely with their Parents.

- *"Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued... classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom... adapt their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern" (2017 Guidelines: p.12).*
- *"Every pupil needs to be taught a broad and balanced curriculum that is appropriate to his/her developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies" (2017 Guidelines: p.13).*
- *"To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons."* This can be achieved by:
 - Varying the level, structure, mode of instruction and pace of lessons to meet individual need
 - Adapting lessons to take account of pupils' interests
 - Matching tasks to pupils' abilities and needs
 - Adapting and utilising resources, including the use of technology
 - *"Aspiring towards suitably challenging learning outcomes and assessing accordingly" (2017 Guidelines: p.13).*
- *"Teachers can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access" (2017 Guidelines: p.13).*
- With regard to teaching pupils with low achievement, the following general approaches and methods are recommended:
 - Modifying presentation and questioning techniques to maximise the involvement of pupils with low achievement in class activities
 - Placing an emphasis on oral language development across the curriculum
 - Providing pupils with extra tutoring in the key basic skills of literacy and numeracy
 - Setting learning targets at an appropriate level
 - Providing learning activities and materials which are suitably challenging but which also ensure success and progress
 - Carrying out error analyses of a pupil's work to pinpoint specific areas of difficulty, for particular attention in subsequent lessons
 - Setting up 'buddy systems' in class (high achievers collaboratively working with low achievers).

Identification of Learning Difficulties:

- The Class Teacher plays an important role in the initial identification of pupils who may have general or specific learning disabilities.
- In supporting the development and implementation of the school SEN Policy, the Class Teacher will administer and score appropriate screening measures, and discuss the outcomes with the Support Teacher(s).
- The Class Teacher will liaise closely with Parents and elicit relevant information from them regarding e.g. hearing / vision checks.

Classroom Support / Stage 1:

- Circular 02/05 demands the implementation of a Staged Approach (Appendix 1) for the provision of additional support, as does the NEPS Continuum of Support (Appendix 2)

- Stage 1 of the Staged Approach and NEPS' Classroom Support requires Class Teachers to support their pupils' learning, in the first instance.
- Stage 1 - Classroom Support will continue when School Support / School Support Plus is being phased out or discontinued, to meet the pupil's changing needs.

Support Plans:

- The Staged Approach requires Class Teachers to construct a simple, individual plan of support, to implement the plan and review its success regularly, before referring the child for Stage 2 interventions. The Class Teacher will open a Support Plan for the pupil at Stage 1 / Classroom Support level of interventions.
- Circular 02/05 demands that, "*Interventions with pupils at stages 2 and 3 should include a classroom support plan to ensure that the pupils' needs are met for the whole school day*" (p. 7). The Class Teacher will collaborate to complete and update the Support Plan at School Support and School Support Plus.
- Log actions in the Support Plan.
- For each pupil who is in receipt of supplementary teaching at School Support / School Support Plus, the Class Teacher will collaborate with the Support Teacher in the development of a Support Plan by identifying appropriate learning targets and by organising classroom activities to achieve those targets.
- For each pupil who is in receipt of supplementary teaching, the Class Teacher will adjust the class programme in line with the agreed learning targets and activities in the pupil's Support Plan and maintain a record of the pupil's progress towards achieving those learning targets.
- A key role of successful support is a high level of consultation and cooperation between the Class Teacher and the Support Teacher. Central to this consultation is the development, implementation and review of Support Plans. This consultation will be achieved through formal timetabling at least once per instructional term, and through informal consultation as the need arises.

Communicating with Parents:

- It is accepted practice for Class Teachers to consult with the Parents of all pupils in the class from time to time. However, for Parents of pupils who are in receipt of supplementary teaching, additional time should be devoted to consultation and collaborative planning.
- In the case of each pupil who has been identified as experiencing low achievement and / or a learning difficulty following administration of an appropriate screening measure, the Class Teacher should:
 - Make parents aware of concerns about their child's progress.
 - Outline the support that is available to pupils who experience low achievement and / or learning difficulties (Classroom Support / School Support or School Support Plus).
 - Inform Parents that a meeting with the Support Teacher(s) and / or the Class Teacher will follow diagnostic assessments.
 - Attend, if possible, the meeting between the pupil's Parents and the Support Teacher(s).
 - Collaborate with Parents and Support Teachers on the formation of a Support Plan.
 - Indicate to Parents how the pupil's class programme will be modified in order to achieve the agreed learning targets in the pupil's Support Plan.
- Parental permission for school-based tests / assessments is sought when the child enrolls in our school and is retained in the pupils' files in a locked filing cabinet in the staff room.

Special Education Teacher (SET):

"It is envisaged that schools will establish and maintain skilled special education support teams to guide provision" (2017 Guidelines: p. 27).

Support Teacher activities should include both teaching and non-teaching duties. According to the Learning-Support Guidelines (2000): "The particular balance that the Learning-Support Teacher achieves between supplementary teaching and consultative activities will depend on the specific circumstances of the school" (p. 32).

The Special Education Teachers activities should include, where possible:

- Contributing to the development of policy on SEN
- Overseeing the day-to-day operation of the SEN policy
- Assisting the implementation of whole-school procedures for the selection of pupils for supplementary teaching.
- Monitoring the selection of pupils for supplementary teaching with the Principal, ensuring that support is focused on the pupils with the greatest need.
- Identifying the level of support that is needed to meet the pupil's needs, in conjunction with the Principal, Class Teacher and Parents.
- Providing supplementary teaching commensurate with the child's particular and individual needs.
- Researching the pupil's learning difficulty / SEN, to become au fait with this impediment to learning.
- Being "familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs" (2017 Guidelines p.13).
- Delivering intensive early intervention programmes, caseload and selection criteria permitting.
- Provide in-class support using an appropriate form of team teaching.
- Providing supplementary teaching in English and / or Mathematics to pupils who experience low achievement and / or learning difficulties at School Support / School Support Plus (as per Selection Criteria).
- Facilitating planning for class teacher with support teacher
- Providing advice to the Class Teacher (if requested) about pupils who are experiencing learning difficulties in such areas as:
 - o Individual pupil assessment
 - o Programme planning
 - o Curriculum differentiation
 - o Approaches to language development
 - o Approaches to reading
 - o Approaches to spelling
 - o Approaches to writing
 - o Approaches to Mathematics
 - o Behaviour difficulties
- Consult with class teachers on the implementation of the staged approach to special education needs.
- Advising the Principal on current individualised planning best practice, when requested.
- Advising the Principal and Class teachers with Support Plans, when requested.
- Meeting with Class Teachers of each pupil who is in receipt of School Support / School Support Plus, to discuss targets and ways in which attainment of the targets can be supported throughout the school day
- Developing a Support Plan for each pupil who is selected for supplementary teaching, in consultation with Class Teachers and Parents. "Special education teachers, in consultation with class teachers, should plan their interventions carefully to address pupils' priority learning

needs and to achieve the targets identified in the relevant Continuum of Support plan" (2017 Guidelines p.14).

- Maintain a progress record, or equivalent, for each individual or group of pupils in receipt of support.
- Maintaining a Progress Record (together with the Class Teacher) for In-Class support.
- Maintaining a list of pupils who are receiving supplementary teaching at each stage of support - Classroom Support / School Support / School Support Plus.
- Advising the Principal Teacher about pupils who have been allocated SEN provision, when requested
- Supports the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support
- Assisting the Principal Teacher to co-ordinate the caseloads/work schedules of the Support Teachers, when requested.
- Advising on "*effective timetabling practices that ensures continuity*" (Circular 13/17), when requested.
- Contributing at the school level to decision making regarding the purchase of learning resources, books and materials to be made available to pupils with special education needs in their mainstream classrooms and in the Support Teacher's room.
- Overseeing the implementation of an Assessment Policy to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.
- Analyse the end of year standardised Literacy and Numeracy reports to identify pupils with very low achievement and / or learning difficulties in English and Mathematics
- Advising Class Teachers about baseline and screening assessments in September each year, when requested.
- Consulting with Class Teachers on the identification of pupils who may need diagnostic assessment, taking into account:
 - The pupils' scores on an appropriate standardised screening measure
 - Agreed criteria for identifying pupils
 - Teachers' own views of the pupils' difficulties and needs
- Co-ordinating comprehensive diagnostic assessment for each pupil who has been identified as experiencing low achievement and / or learning difficulties.
- Researching current assessments for primary schools.
- Maintaining assessment tests.
- Ordering standardised assessment scripts each year.
- Distributing standardised assessment scripts to Class Teachers each year.
- Maintaining the results of standardised assessment each year and share the results with the Principal Teacher.
- Keeping teachers informed about external assessment services that are available and the procedures to be followed for initial referrals, when requested.
- Selects children for psychological assessment in consultation with class and support teachers and with NEPS advisor.
- Liaising with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs.
- Liaises with SENO regarding all aspects of special education provision
- Arranges for exemptions from the study of Irish for pupils for whom this is appropriate.
- Completing application forms for outside agencies such as NCSE; NEPS; CAMHS etc., in collaboration with Class Teachers and the Principal Teacher, as required.
- Implementing suitable recommendations from outside agencies, wherever possible, and liaise with outside agencies pertinent to the children on their caseload.

- Stores confidential information (Psychological Assessment Reports etc.) regarding SEN children and shares same with principal, class teachers, SNAs, and other agencies where appropriate.
- 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
- Communicate with parents of children with special needs on a regular basis
- Meeting with Parents of each pupil who is in receipt of support, if possible, to discuss targets and ways in which attainment of the targets can be supported at home.
- Meeting regularly with Parents of each pupil who is in receipt of support, if possible
 - o To review the pupil's attainment of agreed targets
 - o To discuss the next instructional term
 - o To revise the pupil's Support Plan.
- Advise and consult with parents when supplementary teaching is discontinued and identify ways pupils can be continually supported at home.
- Advising Parents on procedures for availing of special needs services, when requested.
- Advising on Transition, when requested.

Special Needs Assistant (SNAs):

The purpose of the SNA scheme is to provide for the significant additional care needs, which some pupils with special educational needs may have.

Primary Care Needs SNA Tasks:

An SNA's role is to carry out duties based on the Primary Care Needs of the pupil. These may include:

- Assistance with feeding: Where a pupil with special needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time.
- Administration of medicine: Where a pupil requires adult assistance to administer medicine and where the extent of assistance required would overly disrupt normal teaching time.
- Assistance with toileting and general hygiene: Where a child with special needs cannot independently self-toilet, and until such time as they are able to do so.
- Assistance with mobility and orientation: On an ongoing basis including assisting a pupil or pupils to access the school, the classroom, with accessing school transport (or to help a pupil to avoid hazards in or surrounding the school. (Every effort must be made by the school to provide opportunities for independence e.g. the removal of hazards).
- Assisting teachers to provide supervision in the class, playground and school grounds: At break time, assembly, and dispersal times including assistance with arriving and departing from school for pupils with special needs where the school has made a robust case that existing teaching resources cannot facilitate such supervision.
- Non-nursing care needs associated with specific medical conditions e.g. epileptic seizures
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential: This may be for safety or personal care reasons, or where a pupil may be required to leave the class for medical reasons or due to distress on a frequent basis.
- Assistance with moving and lifting of pupils, operation of hoists and equipment.
- Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties. Under the direction of the teacher, this might include

assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at break time, dispersal times etc.

The tasks noted above are the primary care support tasks for which access to SNA support is provided.

Secondary Care Associated Tasks (SNA Tasks):

The following tasks are the type of secondary care associated tasks which SNAs will often perform, but only once they have been allocated on the basis of the primary care support tasks listed above. The indicative list of secondary associated tasks listed below is not definitive and is reflective of the tasks detailed in Circulars 08/02 and 71/2011. The associated support tasks which may be carried out include:

- Preparation and tidying of workspaces and classrooms or assisting a pupil 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. To assist with cleaning of materials.
- Assistance with the development of Personal Pupil Plans for pupils with Special Educational Needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans.
- Assist Teachers and / or Principal in maintaining a journal and care monitoring system for pupils including details of attendance and care needs. Assist in preparation of school files and materials relating to care and assistance required in class by students with special needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with Class Teachers and other Teachers such as the Resource Teacher and School Principal, attending meetings with Parents, SENO, NEPS Psychologists, or school staff meetings with the agreement and guidance of Class Teacher/Principal.
- Assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of qualified personnel including Class Teachers or support teachers.
- Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff. (See Appendix 3 Personal Pupil Plan (PPP))

Training:

- SNAs may require training in specialised areas as needs arise e.g. the use of specialised equipment, the use of communication systems such as PECS, administration of medicines etc

Parents:

"Parents through their unique knowledge of their own child, have much to contribute to their child's learning programmes" (Learning-Support Guidelines, p.52). *"Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs"* (2017 Guidelines: p. 23). Parents can support the work of the school in supporting their child by:

- Providing a home environment in which there are opportunities for adults and children to participate together in language, literacy and mathematical activities in the early years before formal schooling begins.
- Supporting the work of the school by participating with their child in such activities as:
 - o Book sharing / reading stories
 - o Storytelling
 - o Paired reading (listening to and giving supportive feedback on oral reading)
 - o Discussions about school and other activities to build vocabulary and thinking skills
 - o Writing lists and short accounts about children's experiences
 - o Counting and measuring and other activities involving number

- o Visits to the zoo, museum, library etc. to broaden the range of their child's experiences
- o Using Information and Communications Technology (ICTs), where available, to support learning in English and / or Mathematics
- o Talking positively about school and school work.
- o Supervising, assisting with, and showing an interest in homework.
- o Availing of real-life situations to discuss the importance of language, literacy and mathematics.
- o Modelling involvement in language, literacy and mathematical activities at home by engaging in and talking about these activities.
- o Helping children to develop their organisational skills.
- o Helping children to look after school books and other resources which are loaned to the children for use at home
- Signing and returning consent forms to the school regarding withdrawal for support teaching
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers.
- Working on agreed Targets at home.
- Parents should keep the Class Teacher informed of the progress that they observe in their child's learning. They should also let the school know of any difficulties that they observe in their child at home.
- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning
- Supporting programmes and initiatives implemented by the school.
- If, following diagnostic assessment, the child has been identified as requiring supplementary teaching, the Parents should attend a meeting with the Special Education Teacher to discuss:
 - o The results of the assessment
 - o The learning targets in the child's Support Plan
 - o The ways in which attainment of the targets can be supported at home.
- Where a child is in receipt of supplementary teaching from the Special Education teacher, the Parents should:
 - o Discuss regularly their child's progress with the SET and in cases where supplementary teaching is to be continued, discuss the revised learning targets and activities in their child's Support Plan.
 - o At the discontinuation of supplementary teaching, discuss with their child's teachers how the child's future learning needs can continue to be met at school and at home.

Pupils:

"The involvement of pupils in the development, implementation and review of their own learning programmes is an important principle underlining effective supplementary teaching" (Learning-Support Guidelines, p.54). "Good engagement and participation in their own education has many associated benefits for pupils. This is particularly important for pupils with special educational needs and can help enhance their academic and social and emotional outcomes" (2017 Guidelines: p. 24).

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

- Outline his / her interests, aspirations, strengths.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.
- Contribute to the Support Plan.

- Become familiar with the medium and short-term learning targets that have been set for them and they should be given the opportunity to contribute to the setting of such targets.
- Contribute to the selection of texts and other learning materials that are relevant to the attainment of their learning targets.
- 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.

External Bodies and Agencies:

"Support and guidance is available to teachers from external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the NCSE Support Service, the Inspectorate, and allied health professionals. It is important that schools have established procedures / protocols for liaising with these services and bodies in order to optimise the quality of provision for pupils with special educational needs at the individual, group or whole-school level. This is especially important for those pupils with more significant and enduring needs who benefit from a multi-disciplinary approach to identification of need and the development of interventions. The needs of many pupils span both health and education services. Health services (HSE and HSE-funded services) will continue to play an important role in early identification, assessment and diagnosis, intervention and review for pupils with special educational needs. It is important that schools are familiar with the range of health services in their locality, including referral pathways. Coordination is enhanced when schools liaise with and contribute to health-led assessment and delivery of interventions and when they facilitate meetings between parents and various support services. Schools should endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support" (2017 Guidelines: p. 25).

Whole school Prevention and Early Intervention Strategies:

Prevention Strategies:

- Agreed approaches to the teaching of literacy and numeracy to ensure progression and continuity through classes.
- Careful development of phonological awareness and rhyming skills in the classroom, before the introduction of formal reading of words and books.
- Continuous observation and assessment of pupils in the infant classes to help early identification of possible learning difficulties and to provide additional support.
- Phonic based approach to reading and spelling (Jolly Phonics) in early years, combined with Look and Say approach to build sight vocabulary.
- Provision of additional support in language development / early literacy / early mathematical skills to pupils who need it.
- Promotion of literacy throughout the school by provision of a print rich environment, class libraries, shared reading, study of novels, DEAR time, among other strategies.
- The use of concrete materials at every opportunity.
- Close collaboration and consultation between the Infant Teachers and the Support Teachers.
- Differentiation and adaptation of the learning environment.
- In-class support from SET based on identified needs.
- Promotion of numeracy through a range of collaborative and active learning strategies; maths trails, Maths Week, problem solving tasks, maths games
- Implementation of whole school parental involvement programmes e.g. developing children's oral language skills; reading at home; developing early mathematical skills etc.
- Thorough Assessment procedures throughout the school.

Early Intervention Programmes:

- Early intervention is a vital component of the NEPS Continuum of Support model.
- Early intervention programmes may be provided by the Class Teacher and / or by the Support Teachers, in accordance with the Staged Approach (Appendix 1) and the NEPS Continuum (Appendix 2)
- Close collaboration and consultation between the Class Teachers and the Support Teachers, should identify pupils who may be in need of early intervention. Teacher observation and professional opinion will be given due consideration in the selection of pupils for early intervention programmes at Classroom Support / School Support level.
- Intensive early intervention programmes in the early primary classes can be an effective response to meeting the needs of children with low achievement. Such programmes will:
 - Be set within a specific time frame (12-20 weeks)
 - Be based on a shared expectation of success by everyone involved
 - Involve small group teaching or one-to-one teaching where small group teaching has not been effective / difficulties are significant
 - Include a strong focus on oral language, laying the foundation for meaningful reading activities and further development of language and comprehension skills
 - Emphasise the development of phonological awareness
 - Develop phonic skills, once phonological awareness has been developed well
 - Develop word identification skills
 - Engage the pupils in frequent supervised oral and silent reading of texts at appropriate levels of difficulty and monitor their comprehension
 - Stress the interconnected nature of listening, speaking, reading and writing
 - Focus on language development in mathematics, and in the development of mathematical procedures and concepts.
 - Use programmes such as *"the Incredible Years - Teacher Classroom Management programme as a means of preventing the emergence of behavioural difficulties; FRIENDS for Life as a means of preventing anxiety and building resilience, or similar evidence-based programmes"* (2017 Guidelines, p.15).
 - Using early-intervention and prevention programmes to *"mitigate the development of learning, social and emotional difficulties. A Balanced Approach to Literacy Development is an example of a resource for early-intervention and prevention of literacy difficulties"* (2017 Guidelines, p.14-15).
 - *"The Department's support services offer a wide range of programmes and resource materials related to the social, emotional and behavioural needs of all pupils, including those with special educational needs. These programmes cover such issues as bullying, transition and behaviour management. A sample of programmes currently available includes: Anti-Bullying Support Materials; Transition from Primary to Post-Primary; Challenging Behaviour, Social Skills and Pupils with Special Educational Needs"* (2017 Guidelines, p.15).

Identifying Pupils with Additional Needs:

Pupils with additional needs are identified and supported using the Continuum of Support Framework (Appendix 2) and the Staged Approach (Appendix 1) The implementation of a staged approach allows for the effectiveness of interventions to be monitored and for the targeting of individualised support where necessary. Using the Continuum of Support Framework also allows for the

identification of academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

Parental Permissions:

- Written parental permissions are required for children to receive School Support / School Support Plus.
- Written parental permissions for school-based assessments are given to parents on school entry.

Preliminary Identification/Initial Screening:

Parents are required to notify the school of their child's special needs on enrolment, and the Board of Management may request a copy of the child's medical or psychological report. No child will be refused admission solely on the grounds that they have SEN except where the provision required is incompatible with that available in the school.

Early identification of pupils with additional needs takes place through the preliminary screening of pupils by their class teacher/SET and can be conducted through the administration of one or more screening tests, standardised assessment, curriculum profiles, checklists and observations. The SET will administer further screening tests, if deemed necessary.

Infant classes:

Screening checklists and profiles
Teacher observations and records
BIAP (Belfield Infant Assessment Profile)
Middle Infants Standard Tests (MIST Tests)

First to Sixth classes:

Curriculum checklists
Schonell reading and spelling tests.
Micra T Assessment
Sigma T Assessment
NNRIT (2nd and 5th Class)
SWST (Single Word Spelling Test)
PM Benchmark Reading Assessment 1
Ballard and Westwood Tables

Selection for Diagnostic Assessment:

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

Large caseloads have led to a dilution of SEN support provision, and this is to be avoided, as is the inclusion of average-achieving pupils on the Support Teachers caseload. The Staged Approach (Appendix 1), together with current guidelines (2017), and DES Circulars will inform all decision-making regarding the Support Teachers' caseloads.

Allocating Additional Teaching Supports:

On identification of a pupil's needs, the SEN team will consider how that pupil's needs can most effectively be met. Depending on the needs in question, support may be provided in-class, by small group withdrawal or 1-1 withdrawal. Support may have a particular time frame, such as a 6 - 8 week period of intervention, and a pupil may no longer need continued support on completion of the intervention.

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**. Methodologies considered to be best suited to promoting meaningful inclusion such as differentiation, paired reading, collaboration and small group teaching are utilised. In addition to literacy and numeracy difficulties, many pupils will have specific needs in areas such as oral language, social interaction, behaviour, emotional development, motor skills, sensory processing needs and application to learning.

Selection Criteria for Providing Pupils with Additional Teaching Support:

Circular 13/2017 states - "Pupils under the new allocation model will be identified by schools for additional teaching support in accordance with the Continuum of Support Guidelines, and the Guidelines which accompany this Circular" (p. 13).

Pages 15 and 16 of the Circular go into the following detail - "The Guidelines which accompany this circular set out the manner in which schools should identify pupils for additional teaching support in schools. In summary, in identifying pupils for support, schools should take into account the following:

- Standardised tests can be used to screen and identify pupils' performance in reading and mathematics. Those pupils performing below the 10th percentile should be prioritised for support in literacy and numeracy.
- Pupils who were previously in receipt of supplementary teaching from a resource or learning support teacher and who continue to experience significant learning difficulties.
- Pupils who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES, 2010). This will be evidenced through school-based assessment of attainment, and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. Schools should also take into account needs set out in professional reports, where available.
- Pupils with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties. Pupils who have specific learning disabilities.
- Pupils with significant Special Educational Needs. For example, pupils with significant learning, behavioural, emotional, physical and sensory needs. These pupils need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs.
- Schools should also carefully consider the needs of other pupils who may present with a range of learning whose interaction may present a significant barrier to the pupils' learning and ability to access the curriculum.
- Pupils who have additional literacy or language learning needs including those pupils who need additional English Additional language Support.

The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process" (pages 15 and 16).

The following selection criteria encompasses current DES Circulars, Guidelines and general good practice. The school will select pupils in accordance with these criteria, starting at point (1) and continuing on through the selection criteria until caseloads / timetables are full.

"Those with the highest level of need should have the greatest level of support" (2017 Guidelines: p. 19).

1. Pupils previously in receipt of "Resource hours" who continue to experience significant learning difficulties.
2. Pupils previously in receipt of "Learning-Support" who continue to experience significant learning difficulties (scoring below the 12th percentile on standardised assessments).
3. Pupils diagnosed as having "Low Incidence Learning Disabilities".
4. Pupils diagnosed as having "High Incidence Learning Disabilities".
5. Pupils who have English as an Additional Language (EAL) i.e. (a) pupils who arrive at our school without any English (b) pupils who have lived in Ireland less than two years, and whose English needs further support.
6. Pupils scoring at/below the 10th percentile on standardised assessments in literacy.
7. Pupils scoring at/below the 12th percentile on standardised assessments in literacy (to allow for a margin of error).
8. Pupils scoring at/below the 10th percentile on standardised assessments in Mathematics.
9. Pupils scoring at/below the 12th percentile on standardised assessments in Mathematics (to allow for a margin of error).
10. Early intervention in literacy - junior pupils (Junior infants to 2nd class) who continue to experience difficulties in early literacy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**
11. Early intervention in Mathematics - Infant class pupils who continue to experience difficulties in early numeracy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**
12. Pupils scoring at or below STEN 4 (30th percentile) on standardised assessments in literacy, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**
13. Pupils scoring at or below STEN 4 (30th percentile) on standardised assessments in mathematics, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**
14. Pupils experiencing serious difficulties with oral language / social interaction / behaviour / emotional development / application to learning, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**
15. Transition to Post-Primary School
16. Gifted Pupils (those scoring above the 95th percentile in both English and Mathematics on Standardised Assessments and / or have been diagnosed by a NEPS Educational Psychologist as having a "superior IQ"). Interventions will be made in the first instance by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**

Support may be provided to pupils at Classroom Support / School Support / School Support Plus level of the NEPS' Continuum of Support Process (DES, 2010). (Appendix 2)

Class Teacher (NEPS' Classroom Support):

Pupils deemed to need additional support with their learning (literacy & numeracy) and / or specific needs (oral language, social interaction, behaviour, emotional development and application to learning) will be supported in the classroom by the Class Teacher.

Support Teacher (NEPS' School Support and School Support Plus):

The Support Teacher may provide additional support for the following pupils, through withdrawal (1:1 or in a small group) or in-class support (e.g. station teaching / team teaching / in-class support / peer tutoring), depending on the child's needs.

The following table clearly outlines the process of identification through each stage and the role of evidence gathering and review as part of the ongoing process. (Circular 02/05)

Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs

| | |
|---|--|
| Action 1: Identification of pupils with special educational needs | <p>Review existing information on pupils' needs, using school-based data and any information from parents and external professionals. Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p> |
| Action 2: Setting targets | Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support. |
| Action 3: Planning teaching methods and approaches | Identify the level and type of intervention required to meet targets for each pupil on the continuum of support. Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. They should also be mindful that the interventions and supports that they are using are evidence-informed. |
| Action 4: Organising early intervention and prevention programmes | Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required. |
| Action 5: Organising and deploying special education teaching resources | <p>Cross-reference the needs of pupils at school support and school support plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place.</p> <p>Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.</p> |

| | |
|--|---|
| Action 6: Tracking, recording and reviewing progress | <p>Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:</p> <ul style="list-style-type: none"> • At whole-school and classroom support level by all teachers • At the school support and school support plus levels by class teachers and special education teachers. |
|--|---|

The 3 Steps from the 2017 Guidelines are similar:

Step 1: Identify Needs - *"The Continuum of Support is a problem-solving model of assessment and intervention that enables schools to gather and analyse data" (2017 Guidelines: p.6). "Identification of educational needs is central to the new model. Using the Continuum of Support framework, schools can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. The framework emphasises the importance of looking at a pupil's needs in context, and provides useful resources to support this (for example, Learning Environment Checklist, Teacher Checklist for Whole-class Structures and Supports)...Of course, the principle that **pupils with the greatest level of need have access to the greatest levels of support** is of primary importance. This approach is also supported by information and engagement with external professionals, as required" (2017 Guidelines: p.7). (Appendix 2)*

- *"For pupils with significant, enduring and complex needs, collaboration with external professionals, including multi-disciplinary teams, is advised (for example, occupational therapist, speech and language therapist and psychologist)" (2017 Guidelines: p.11-12).*
- *Planning: "A Student Support File has been developed to enable schools to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates teachers in documenting progress and needs over time and assists them in providing an appropriate level of support to pupils, in line with their level of need. Following a period of intervention and review of progress, a decision is made as to the appropriate level of support required by the pupil. This may result in a decision to discontinue support, to continue the same level of support, or move to a higher or lower level of support" (2017 Guidelines: p.10).*
- *The 2017 Guidelines provide a template to support Teachers in maintaining a list of pupils who are in receipt of interventions through the Continuum of Support Framework (Appendix 4 - Record of Differentiated Support in class)*

Step 2: Meeting Needs -

- *"Having identified a pupil's needs and the educational planning required to meet those needs, this second step emphasises the importance of effective teaching and learning strategies. The benefits of early-intervention and prevention programmes are highlighted. Guidance is also provided on target-setting" (2017 Guidelines: p.10). See also the sections in this policy that address:*
 - o *The Roles of everybody involved in our whole-school policy*
 - o *Prevention and early intervention*
 - o *Programmes and resources mentioned in the 2017 Guidelines.*
 - o *Maintaining Support Plans at each level of support*
- **Target Setting:** *"Good target-setting is central to effective teaching and learning for pupils with special education needs. There are four guiding principles when devising targets for pupils. Targets should be:*
 - o *Linked to assessment*
 - o *Strengths-based*
 - o *Linked to interventions*

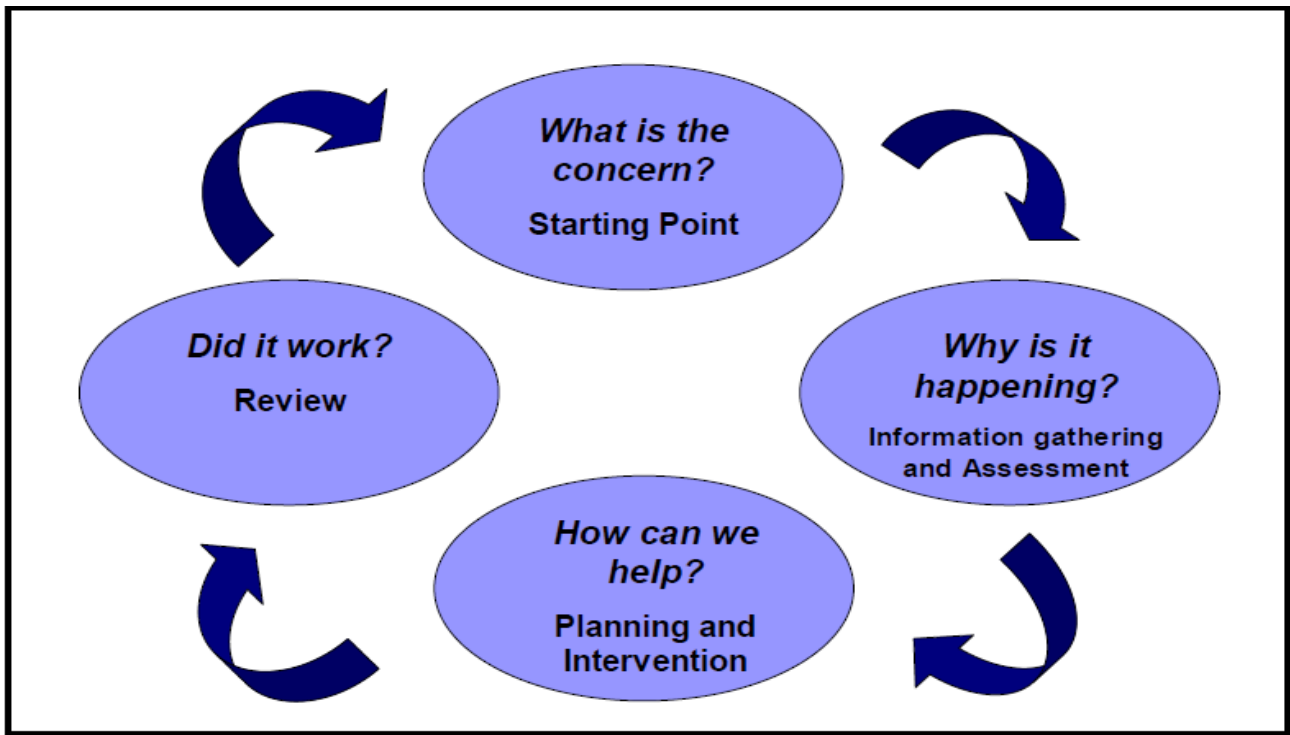
o *Developed collaboratively*

Best practice indicates that targets should be few in number; they should be informed by priority learning needs and directly linked to suitable interventions. Targets should be based on the evidence collected through both formal and informal assessment approaches. Schools should consult with parents when setting targets and reviewing progress. The views of pupils should also be included in this process, through their direct involvement in the discussion or by gathering their views in advance of the review process. This collaboration will help ensure that targets are relevant, meaningful, realistic, and that they draw on the strengths and interests of pupils.

Targets should be expressed in a way that is measurable and observable, and should reflect the specific special educational needs of individual pupils (for example, focus on social and emotional difficulties if that is a primary area of concern). While targets should be achievable within a specified time frame, they should also challenge and build on existing knowledge and address pupils' holistic needs" (2017 Guidelines: p. 16).

Step 3: Monitor and Record Progress

- *"It is important that school leaders oversee a whole-school approach to monitoring and recording progress. Pupils' progress in relation to achieving their targets should be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress. This should lead to the establishment of specific targets to be achieved within a defined timeframe as outlined below.*
- *Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn should lead to adjustments in support plans. The Student Support File provides schools with a useful resource to support and record this process. It includes a Support Review Record to guide teachers when monitoring progress and reviewing outcomes with parents and pupils. Such monitoring of progress, and subsequent adaptation of support plans, are key drivers of effective practice.*
- *In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review could include measures of attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for pupils with special educational needs" (2017 Guidelines: p. 17).*
- **Determine current level of performance ► Identify specific time-bound targets ► Measure progress**
- *The 2017 Guidelines go into further detail on planning the allocation of special education teaching supports (p.19) "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.** In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development and application to learning. To guide them in allocating teaching supports, schools are again referred to the principles set out on page 5 of these guidelines. A planning template is provided in Table 2 to assist schools in the allocation of special education teaching " (2017 Guidelines: p.19).*



Continuum of Support Guidelines p5

Student Support File (Appendix 5):

Each pupil who is identified with additional needs is assigned a Student Support File where all relevant information and background details are recorded. The file contains details of the type of support required and of the specific targets set, as well as structure for reviews to take place. It is a vital document where interventions and progress are recorded. The Student Support Files are shared with parents, and are kept in the Special Education Folder on Google Drive.

Each support file should include:

- o Cover sheet with pupil's details
- o Log of Actions
- o Standardised test scores.
- o Diagnostic test scores.
- o Support plans & Reviews
- o Checklists - Basic Needs, Learning Environmental, My Thoughts About School, Classroom Support

The Class Teacher is responsible for opening a student support file once a child is placed on Stage 1 of the Continuum - Classroom Support. If, following reviews, a pupil is deemed to need a greater level of support, the SET, in partnership with the class teacher, will begin a Support Plan at Stage 2 or 3 (School Support or School Support Plus), whichever is deemed appropriate to the pupil's needs.

Support Plans will have the following areas in common:

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

Stage One - Classroom Support

Class teachers initially discuss their concerns with the child's parents and a classroom support plan is drawn up with agreed targets.

The triggers for this intervention could be;

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

The class teacher completes a Stage One Support Plan and monitors the Classroom Support Plan. If this strategy does not work then the teacher will continue to the next stage, School Support. **Teachers inform parents that their child's needs would be better served with a support teacher. Parents will need to sign their consent.**

Stage Two - School Support

In cases where the Classroom Support Plan indicates that progress has not been made, or if the results of tests and teacher observation indicate this to be the case, intervention in the form of a support teacher will be accessed. Again, class teachers will discuss their concerns with the child's parents and a school support plan is drawn up with agreed targets. The action taken will be as follows:

- Diagnostic testing may take place.
- 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 reviewed and updated regularly.
- While every effort will be made to allow the SEN group/individual to remain included in class, there may be a need to work part of the programme in an SEN room with the support teacher or class teacher. This withdrawal will be time limited and for specific purposes only.
- 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.
- If there is still concern over the child's progress, a professional assessment may be arranged/advised e.g. Psychological/OT/Speech & Language Assessment

Stage Three - School Support Plus

This stage is for children with Professional Reports. The class teacher with the support teacher, in consultation with the child's parents will decide on targets for the child based on report recommendations or as needs arise:

- Other outside agencies may need to be contacted, who will advise on a range of provision including Support Plan targets and strategies.
- Children may be on Stage Three if they:

- Make little or no progress over a long period of time
- Continue to work at Primary Curriculum levels substantially below that of children of a similar age
- Continue 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 an ongoing communication or relationship difficulty that prevents social development, and acts as a barrier to learning.
- Have a Professional Report

Monitoring and Reviewing Progress:

Monitoring the academic progress of the pupils in this school will be accomplished by:

- Implementing Step 3 of the 2017 Guidelines, as previously mentioned in this policy.
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of the pupils in the infant classes to facilitate early identification of possible learning difficulties by the Class Teacher.
- Formal and informal testing and observation of work by the Class Teacher.
- Implementing the school policies on screening and the selection of pupils for supplementary teaching in English and / or in Mathematics by administering and scoring appropriate measures.
- Standardised assessments administered by the Class Teacher and or SET.
- Diagnostic testing administered by the Support Teacher.
- Record keeping - Children have an assessment file where records, test results and assessments are kept in a secure filing cabinet - maintained by SET
- Pupil Tracker - to be maintained by the Class Teacher
- Support Plans - opened, maintained and updated by Class Teachers at Classroom Support level.
- Support Plans - opened, maintained and updated by both Class Teachers and Support Teachers at School Support / School Support Plus level.
- Support Plans Reviews are conducted twice a year (October and February), or more regularly if needed. Support Plan Reviews involve the support teacher, class teacher, the child, the SNA and parents.
- Support Plans for children moving to 2nd level will be referred to at the consultation meetings with the 2nd level representative.
- Non-academic progress of pupils in this school can be reviewed informally, for example under the headings of improvements in the pupil's self-esteem; school attendance; attitude to learning; attitude to school and general behaviour.

Continuing and Discontinuing Supplementary Teaching:

- Where progress is unsatisfactory on a Support Plan it may be decided that the child continues to receive additional supports.
- Where progress is satisfactory, and where the child is consistently achieving targets over the stated time, a decision will be made to revert to previous levels of support.
- Due consideration will be given to the overall needs of the school and all of its pupils.

Timetabling

When drawing up the SET timetable it is important to remember that;

- The timetable should be continually reviewed.
- Children should not be missing the same subject each time they are withdrawn.
- In the case of a pupil absence or unavailability, SET will attempt to reschedule if possible so that the pupil does not miss out on their allocation.
- Interruptions to classes should be kept to a minimum.

Liaising with Parents

Effective communication with parents is critically important to the success of a support programme.

Communication with Parents

- Teachers will take every opportunity to make parents familiar with the purpose and procedures of the school's support team.
- Activities may be organised in our school, from time to time, to increase the involvement of parents in their children's learning, e.g. reading at home.
- Parents will be encouraged to support their child's learning through:
 - Developing children's oral language through discussion
 - Motivating children to read more
 - Creating a home environment where literacy can thrive
 - Selecting books that interest children
 - Counting, measuring and other activities involving numbers.

Principal Teacher Liaising with Parents

While the Support Teacher will consult with parents and outside agencies on an ongoing basis, the Principal Teacher can facilitate the involvement of parents in the support process by:

- Establishing school policies and procedures, which enable parents to become involved effectively in the provision of support.
- Encouraging the organisation of information for all parents on issues relating to the school's support procedures.
- Overseeing the development of links between teachers and service providers e.g. Speech and Language Therapists etc.

Class Teacher Liaising with Parents.

- Once a child has come to the attention of the school it will be possible for the Class Teacher (in the context of ongoing contact with the parents) to make them aware of the situation and to ascertain parental views about the child's needs at school.
- Meet with the parents of each pupil who has been selected for diagnostic assessment (if such a meeting is requested at this point by the parents).
- A meeting to discuss results if required with the Class Teacher and / or the Support Teacher and parents will take place following diagnostic assessment.
- If the pupil is selected for Classroom Support, the Class Teacher will:
 - Discuss priority learning needs and learning targets for the child's Support Plan with parents.
 - Discuss ways in which attainment of the agreed targets can be supported at home.
 - Communicate regularly with parents of pupils who are receiving supplementary teaching at Classroom Support.
 - Consult with parents when Classroom Support is to be discontinued (or escalated) and identify ways in which the pupil's learning can continue to be supported at school and at home.

The Support Teacher Liaising with Parents

In addition to providing general information to parents about the support provision that is available in the school, the Support Teacher should:

- After diagnostic assessments have been completed, meet with the pupil's parents if possible to discuss the outcomes of the assessments.
- If the pupil is selected for School Support / School Support Plus, the Support Teacher will:
 - Seek written parental permission for their child to receive supplementary teaching at School Support / School Support Plus.
 - Discuss priority learning needs and possible learning targets for the child's Support Plan with the parents.
 - Discuss ways in which attainment of the agreed targets can be supported at home.
 - Communicate on an ongoing basis with the parents of each pupil who is in receipt of supplementary teaching at School Support / School Support Plus, so that progress can be positively affirmed and any difficulties in implementing the pupil's learning programme at school or at home can either be anticipated and avoided or addressed without delay.
 - Consult with the parents of each pupil who is in receipt of supplementary teaching at School Support / School Support Plus level at the end of the instructional term to review the pupil's attainment of agreed learning targets, to discuss the level of supplementary teaching (if any) that will be provided in the next instructional term and to revise the pupil's Support Plan, if necessary.
 - Consult with parents when supplementary teaching is to be discontinued at School Support / School Support Plus, and identify ways in which the pupil's learning can continue to be supported at school and at home.
 - Demonstrate techniques and strategies to parents that will enable them to help with their child's development in such areas as oral language, reading, writing, spelling and mathematics, as appropriate.
 - Where relevant, collaborate with other teachers to advise parents on ways in which they can support their children's learning at home.

Complaints:

If parents have a complaint about the Special Education provision made, then they should in the first instance make an appointment to speak to the SET and then the principal.

The complaint will be investigated and dealt with as early as possible. If the matter is not resolved to the parents' satisfaction, then the matter proceeds to the B.O.M.

Parent-Teacher Meetings:

The nature of SEN support means that meetings with parents are on-going and regular.

Staff Meetings:

SEN provision in our school will be included on the agenda for staff meetings at least once per instructional term. Any shared Support Teachers attend staff meetings at their base schools.

Travelling Time:

The shared Support Teachers will ensure that the time spent travelling between schools is kept to the minimum possible, while providing regular support to pupils.

Health and Safety Issues:

Every staff member and pupil is entitled to a safe, secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each pupil with 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.

Supervision and Child Protection:

Where pupils receive support on a one-to-one basis, the SET is responsible for ensuring that both themselves and the pupils are visible through the glass panel in the door or the door of the room will be left open. The SET should also ensure the safe collection and return of the pupils to their classroom. Where the pupil has access to an SNA, the SNA may withdraw the child from the class if a plan is in place with the class teacher.

Implementation and Review:

It will be reviewed as necessary by the SEN Team in St. Ronan's National School.

Ratification and Communication

This policy was ratified by the Board of Management on the 13th December 2023.

Parents were notified of its review through the school newsletter and it was published on the school website.

Signed: Fr. Joseph Caulfield

Date: 13th December 2023

Chairperson Board of Management.

Maria-Goretti Surlis

Date: 13th December 2023

Principal

The Staged Approach to Assessment, Identification and Programme Planning

Stage I

A class teacher or parent may have concerns about the academic, physical, social, behavioural or emotional development of certain pupils. The teacher should then administer screening measures, which may include screening checklists and profiles for pupils in senior infants and first class, standardised, norm-referenced tests for older pupils and behavioural checklists where appropriate.

The class teacher should then draw up a short, simple plan for extra help to be implemented within the normal classroom setting, in the relevant areas of learning and/or behavioural management. The success of the classroom support plan should be reviewed regularly, with appropriate parental involvement. If concern remains after a number of reviews and adaptations to the plan, the special education support team or the learning support/resource teacher in the school may be consulted about the desirability of intervention at stage II.

Stage II

If intervention is considered necessary at stage II, then the pupil should be referred to the learning support/resource teacher, with parents' permission, for further diagnostic testing. In the case of pupils with learning difficulties, if the classroom support plan fails to achieve the desired outcome the pupil should be referred to the learning support teacher/resource teacher, with parents' permission, for further diagnostic testing. If this diagnostic assessment suggests that supplementary teaching would be beneficial, this should be arranged. The parents and the class teacher should be involved with the learning-support/resource teacher in drawing up the learning programme, which would include appropriate interventions for implementation in the home, in the classroom, and during supplementary teaching.

The learning support/resource teacher and the class teacher should review regularly, in consultation with the parents, the rate of progress of each pupil receiving supplementary teaching. If significant concerns remain after a number of reviews and adaptations to the learning programme, then it may be necessary to provide interventions at stage III.

In the case of pupils with emotional or behavioural difficulties, it is recognised that, with serious difficulties, more urgent action may be needed. In these cases the pupil's needs should, with parents' permission, be discussed with the relevant NEPS psychologist and/or the case should be referred to the clinical services of the Health Services Executive. This may lead to a more detailed behavioural management programme to be implemented at home and in class, or to referral for further specialist assessment (stage III).

Stage III

Some pupils who continue to present with significant learning needs will require more intensive intervention at stage III. The school may formally request a consultation and, where appropriate, an assessment of need from a specialist outside the school in respect of pupils with learning difficulties or with mild or moderate behavioural problems (or both) who have failed to make progress after supplementary teaching or the implementation of a behavioural programme and in respect of pupils with serious emotional

disturbance and/or behavioural problems. Such specialist advice may be sought from psychologists, paediatricians, speech and language therapists, audiologists, etc.¹

The learning support/resource teacher, resource teacher, if available, and the class teacher, in consultation with the relevant specialist or specialists should then draw up a learning programme that includes identification of any additional available resources that are considered necessary in order to implement the programme. The parents should be fully consulted throughout this process. This programme should be the subject of regular reviews, leading to revisions of the learning programme and referral for specialist review, as necessary.

In the case of pupils identified at an early age as having very significant special educational needs, intervention at stage III will be necessary on their entry to school. Support in the classroom will be an essential component of any learning programme devised for such pupils, and primary responsibility for the pupil will remain with the class teacher, in consultation with the learning support/resource /or resource teacher.

Identification of Educational Needs through the Continuum of Support Process

| | |
|----------------------------|---|
| Classroom Support | <p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none">• Parental consultation• Teacher observation records• Teacher-designed measures/assessments• Basic needs checklist *• Learning environment checklist*• Pupil consultation - My Thoughts About School Checklist• Literacy and numeracy tests• Screening tests of language skills <p>A classroom support plan runs for an agreed period of time and is subject to review.</p> |
| School Support | <p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none">• Teacher observation records• Teacher-designed measures/assessments• Parent and pupil interviews• Learning environment checklist• Diagnostic assessments in literacy/numeracy• Formal observation of behaviour including ABC charts, frequency measures• Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition.</p> <p>A school support plan operates for an agreed period of time and is subject to review.</p> |
| School Support Plus | <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">• Teacher observation and teacher-designed measures• Parent and pupil interviews• Functional assessment• Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc <p>Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</p> |

Taken from IPPN SEN policy template.

Appendix 3 - Personal Pupil Plan (PPP)

| PERSONAL PUPIL PLAN (PPP) | | | | | | |
|--|---------|-----------------------|--------------------------|---------------------------|---|--|
| Pupil: | DOB: | Start Date: | | | | |
| Category of Disability: | Class: | Review Date: | | | | |
| Class Teacher: | S.E.T.: | SNA: | | | | |
| Pupil's Identified Care Needs: As agreed with SENO (in line with DES Circular 0030/2014) | | | | | | |
| Primary Care Needs | | | | | | |
| Secondary Care Needs | | | | | | |
| Priority Concerns | | | | | | |
| | | | | | | |
| <i>Key: CT = class Teacher, P = Pupil, SNA = Special Needs Assistant, OC = Other Child, SET = Special Education Teacher, Parents (P)</i> | | | | | | |
| Priority | Target | Programmes/Strategies | Indicate Frequency Daily | Personnel (see above key) | Timeframe of program e.g. 3 months, 6 months, 9 months, etc | Review Date & one of: O = Ongoing D = Diminished A = Achieved |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Class Teacher/Principal: _____ Date: _____ | | | | | | |
| S.E.T.: _____ Date: _____ | | | | | | |
| SNA: _____ Date: _____ | | | | | | |
| Parents: _____ Date: _____ | | | | | | |

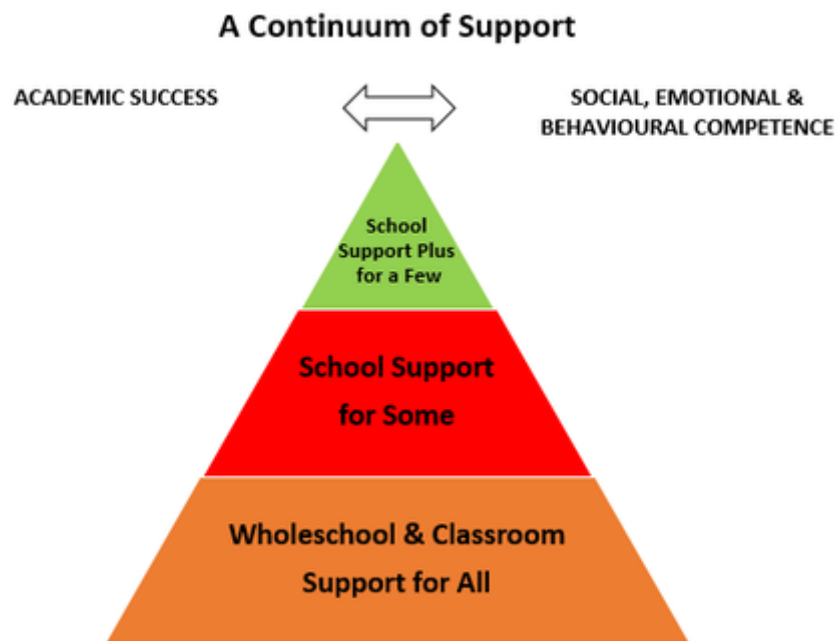
Appendix 4 - Record of Differentiated Support in class

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

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

| STUDENT SUPPORT FILE | |
|----------------------|--|
| Name of Student | |
| Date of Birth | |
| School | |
| Date File Opened | |
| Date File Closed | |

A Continuum of Support



Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Student Support File, Log of Actions

Date

Actions

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Basic Needs Checklist

Name:

Class:

| |
|--|
| Physiological Needs e.g. does the child have adequate food, warmth, housing etc |
| |
| Safety Needs e.g. does the child need physical or psychological protection? |
| |
| Belonging Needs e.g. does the pupil have close family and friends, feel part of his/her class |
| |
| Esteem Needs e.g. does the child receive respect, positive feedback from others and respect others and self? |
| |

| |
|---|
| Possible actions suggested to the teacher on the basis of the questions above |
| |

Learning Environment Checklist

Mark the area where action could be taken to make a difference for the pupil.

| |
|---------------------------------|
| Environment/Physical Conditions |
|---------------------------------|

| | |
|--|--|
| Layout of room & furniture | |
| Adequate working space for students & teacher | |
| Ease of movement in room | |
| Seating (facing board, neighbouring pupil compatibility, height for writing) | |
| Good decor/lots of displays etc | |
| Appropriate resources/equipment organised and readily available for all pupils | |
| Noise Level | |
| Lighting | |
| Temperature | |

| Social Factors/Relationships | |
|--|--|
| Classroom procedures & rules are made clear and understood by all pupils and consistently applied | |
| Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures) | |
| Changes between tasks are managed smoothly and effectively | |
| Pupils know what to do next without asking | |
| The class is generally on task | |
| A variety of different actions (academic & behaviour) are frequently noticed and praised | |
| A variety of praise and rewards are used | |
| Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress | |
| Any disruptive or off-task behaviour is effectively managed | |
| Good communication and feedback between teacher and each pupil about progress is maintained | |

| Teaching & Learning - Methods, Materials & Procedures | |
|---|--|
| The extent to which | |
| Tasks set are appropriate for the pupils level of understanding and skills. | |
| Learning goals are clearly defined and shared with the pupil. | |
| Opportunities are provided for the pupil to engage in activities in which s/he can be successful. | |
| Steps in learning goals are small enough to ensure progress. | |

| | |
|--|--|
| Activity content/tasks are of interest to the pupil. | |
| Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate. | |
| A variety of teaching approaches used. | |
| Opportunities are provided for a variety of pupil responses - oral/practical/written. | |
| Opportunities are provided for pupil involvement in decision making and recording. | |
| Opportunities are provided for pupil to generalise/transfer learning from one situation to another. | |
| Regular monitoring and recording of progress occurs. | |

| Classroom Activity | |
|-------------------------------|--|
| Routines established for: | |
| Entering class | |
| Giving out resources | |
| Asking for help | |
| Leaving class | |
| Gathering resources | |
| Gaining whole class attention | |

| Rules/Rewards/Consequences | |
|--|--|
| Rules are: | |
| Few in number | |
| Decided upon in consultation with pupils | |
| Displayed | |
| Implemented | |
| Rewards and consequences are: | |
| Named | |
| Linked to behaviour | |
| Rewards are rewarding to class | |
| Rewards are achievable | |
| Sanctions are understood and fair | |

Sanctions are imposed consistently

School Environment

Tick which area needs to change

Playground /yard

Layout Equipment Supervision Rules

Movement: effective routines for

Movement around school Lining up Corridors

Break/lunchtimes

Clear simple rules Rewards & consequences clear Activities available

Staff Support

Staff discuss difficulties

Policy

Behaviour policy exists
Policy is understood and agreed by staff
Range of rewards for good class, yard, school behaviour
Range of sanctions in place
Range of strategies used for managing behaviour
Behaviour is assessed and monitored

Summary of Concerns

Actions Required

My Thoughts About School

Name: _____ Class: _____ Date: _____

The things I like best at school are:

The things I don't like about school are:

The things that I am good at are:

The things I find hard are:

I am happy in class when:

I am happy during break and lunch times when:

My friends are:

I need help with:

Teachers in school can help me by:

My teacher would describe me as:

My parents would describe me as:

Adults I get on best with in school are:

I get into trouble in school when:

The things I do that makes my teacher feel unhappy are:

I make my teacher happy when:

The things my teacher does that make me feel happy are:

The class rules are:

If someone breaks the rules:

Rewards I like best are:

The things that I need to change are:

Support Checklist

| Name: | Age: | Class: |
|--|--------------|----------|
| General Information | Date Checked | Comments |
| 1. Parents/ Guardians Consulted | | |
| 2. Information from previous school/preschool gathered | | |
| 3. Hearing | | |
| 4. Vision | | |
| 5. Medical Needs | | |
| 6. Basic Needs Checklist completed | | |
| 7. Assessment of learning- screening | | |
| 8. Observation of learning style/approach to learning | | |
| 9. Observation of behaviour | | |
| 10. Interview with pupil | | |
| 11. Classroom work differentiated? | | |
| 12. Learning environment adapted? | | |
| 13. Yard/school environments adapted? | | |
| 14. Informal or formal consultation/advice with outside professionals? | | |
| 15. Advice given by learning support/resource teacher or other school staff? | | |
| 16. Other interventions put in place in school? | | |
| Action needed | | |

Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20

Student Support File, Assessments

Formal Assessment:

| Date | Test | Administered by | Outcome |
|------|------|-----------------|---------|
| | | | |

Informal Assessment:

| Date | Test | Administered by | Outcome |
|------|------|-----------------|---------|
| | | | |

To be completed by the teacher(s).

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support - Guidelines for Teachers* pp.71-74; *A Continuum of*

Support for Post-Primary Schools, Resource Pack for Teachers, pp. 51, 53, 54, 57.

| | | | |
|--|--|------------|--|
| Student's name | | Age | |
| Lead teacher | | Class/year | |
| Start date of plan | | | |
| Review date of plan | | | |
| Student's strengths and interests | | | |
| Priority concerns | | | |
| Possible reasons for concerns | | | |
| Targets for the student | | | |
| Strategies to help the student achieve the targets | | | |
| Staff involved and resources needed | | | |
| Signature of parent(s)/ guardian(s) | | | |
| Signature of teacher | | | |

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

SUPPORT REVIEW RECORD*

Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

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

| | | |
|--|----------------|--|
| Student's name | Class/ Year | |
| Names of those present at review | Date of Review | |
| What areas of the plan have been most successful and why? | | |
| Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them? | | |
| Have the student's needs changed since the start of the plan, and if so how? | | |
| Recommended future actions - <i>what, how, who, when?</i> | | |
| Any comments from the student? | | |
| Any comments from the parent(s)/guardian(s) comment? | | |
| Signature of parent(s)/ guardian(s) | | |
| Signature of teacher(s) | | |

| Outcome of review (tick as appropriate) | | |
|---|--|---|
| Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support | | Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus |
| Continue at Current Level of Support | | Request consultation with other professionals |

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