



Special/ Additional Educational Needs Policy

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1 Introduction

This policy was formulated through a process of collaboration between the teaching staff of the school, an Bord Bainistíochta agus Coiste na dTuismitheoirí to provide information regarding Special Education Support structures in Gaelscoil na Ríthe. The terms Special Educational Needs and Additional Educational Needs will be used interchangeably throughout the document. This policy, updated in December 2022, is informed by the following documents:

- Circular 13/2017 Circular to the Management Authorities of all Mainstream Primary Schools Special Education Teaching Allocation
- Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools (2017)
- Special Educational Needs – A Continuum of Support (NEPS 2007)
- Behavioural, Emotional and Social Difficulties – A Continuum of Support (NEPS)
- Guidelines on the Individual Education Process-NCSE
- Circular 30/2014: The Special Needs Assistant (SNA) scheme to support teachers in meeting the care needs of some children with special educational needs, arising from a disability

2 Context/Situation

Gaelscoil na Ríthe is a mixed primary all-Irish school under the patronage of the Catholic Diocese of Meath. The primary aim of Gaelscoil na Ríthe is to provide education through the medium of Irish to all our students. Gaelscoil na Ríthe was allocated 3 special education teachers in September 2017 under the New Model (combined Learning-Support / Resource Teachers). Our school has been allocated 1 SNA to cater for all Special Education care needs in the school. In 2022, we opened a class for children with a diagnosis on the Autistic Spectrum and have an allocation of 1 class teacher and 2 SNA's to work with the children in this class.

3 Aims of Special Educational Needs Support

Our school is committed to helping our pupils to achieve their full potential. The provision of a quality system of SEN support teaching is integral to this commitment. We aim to:

- support the inclusion of children with Additional Educational Needs in our school
- develop positive attitudes about school and learning in our children
- ensure that the Staged Approach/Continuum of Support is implemented (see below)
- optimise the teaching and learning process in order to enable children with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school (Learning Support Guidelines for Schools, p15)
- enable children to participate in the full curriculum
- support appropriate differentiation in the classroom
- support children's development both socially and emotionally
- enable pupils to monitor their own learning and become independent learners
- involve parents in supporting their children
- promote collaboration among teachers in the implementation of whole school policies on Special/Additional Education Support for pupils
- promote early intervention programmes designed to enhance learning and prevent/reduce difficulties in learning.

Principles of Special Education 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” (Circular 13/17: p. 16).

The provision of SEN in our school is based on the following principles:

- ethos of inclusion and well-being
- quality of teaching: high aspirations & goal setting for social, emotional, behavioural & academic needs
- direction of resources towards pupil in greatest need
- effective whole-school policies
- implementation of a Staged Approach, based on the Continuum of Support Model to support provision at Class Support/ School Support/ School Support Plus levels
- provision of the model(s) of intervention appropriate for the child, including the withdrawal model, in-class support model, individual or group work etc.
- effective relationships and collaboration with parents, pupils, school staff and professionals
- staff knowledge, reflection and continued professional development
- provision of intensive early-intervention and prevention of failure

4 Registration

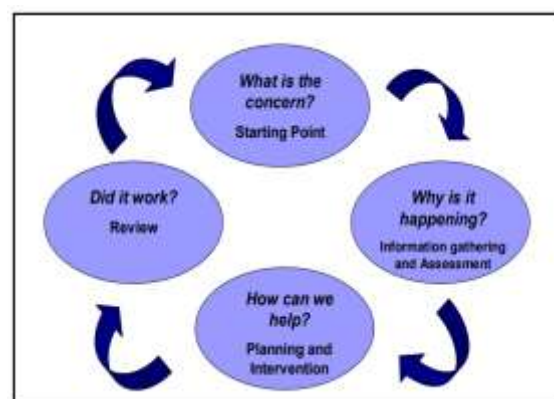
Parents are given forms to complete prior to their child enrolling in the school. On this form parents are asked to give details of all developmental assessments the child may have had and concerns that may have arisen. The school stresses the importance of parents informing the school of any ‘additional need’ their child may have. If a pupil has an identified additional need and is already receiving a service from another organisation, it is the responsibility of the parents to notify the school. The Special Education Needs Organiser (SENO) is contacted at the earliest opportunity so as to apply for support/SNA assistance for the pupil if appropriate. For registration in our ASD class children must have met the criteria laid out in the school admissions policy.

5 Continuum of Support: A Staged Approach

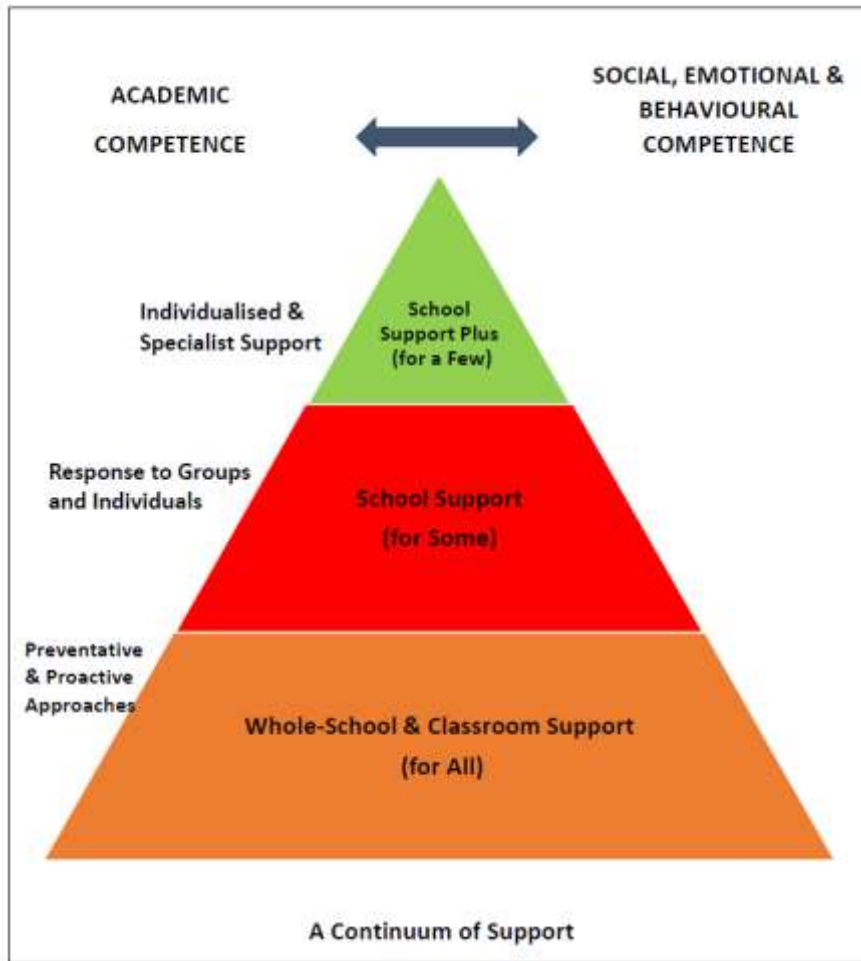
In Gaelscoil na Ríthe, we use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

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

Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils’ educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way. “The principle that pupils with the greatest level of need have access to the greatest levels of support is of primary importance” (2017 Guideline, p.7.)



The Continuum of Support suggests the following levels of support:



STAGE 1: CLASSROOM SUPPORT

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are **additional to or different** from those required by other pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The class teacher and parents discuss the nature of the problem and consider strategies which may be effective. The class teacher may seek advice from Special Education Teachers at this stage. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

STAGE 2: SCHOOL SUPPORT

In some cases, interventions at classroom support level are not enough to fully meet the pupil's special educational needs. If standardised test results and teacher observation indicate this to be the case, School Support may, therefore, be required. The class teacher involves the Special Educational Needs Team in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan. 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.

STAGE 3: SCHOOL SUPPORT PLUS

If a pupil's special educational needs are **severe and/or persistent**, they are likely to need intensive support. If interventions at classroom support and school support levels are not enough to fully meet the child's special education needs, a School Support Plus plan is required. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. An assessment may be arranged at this point from a relevant and suitably qualified professional to provide more information to help the school and parents to meet the needs of the child. If the child is assessed as having care needs then an application will be made to the SENO for SNA support. Where it is recommended that a child requires specialised equipment the school will make an application for this equipment and arrange for the use of this equipment to be demonstrated to the relevant staff. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level.

6 Roles and Responsibilities

The role of supporting learning is a collaborative responsibility shared by all the school community: The Board of Management, Principal Teacher, Parents, Class Teachers, Special Education Teachers, SNAs, Children and external bodies and agencies.

The Role of the Board of Management

The Board of Management oversees the development, implementation and review of school policy on Special/ Additional Educational Needs. They also ensure that classroom accommodation, secure storage space and effective teaching resources are provided.

The Role of the Principal Teacher

The Principal Teacher will have overall responsibility for the school's provision for children with Additional Educational Needs. The new allocation model states the principal's leadership role is central and includes the following;

The school principal should:

- implement and monitor the school's Special/Additional Educational Needs policy on an on-going basis
- assign staff strategically to teaching roles, including special education roles
- co-ordinate teachers' work to ensure continuity of provision for all pupils
- ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies
- ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles & responsibilities in this area
- assign responsibility for coordinating additional support to an identified teacher (i.e. SENCO)
- communicate with the SENO (Special Education Needs Organiser)
- oversee a whole school assessment and screening programme
- allocate time within the school timetable for the Special Educational Needs team to plan and consult with teachers and parents
- inform staff about external agencies and provide information on continuing professional development in the area of Special Educational Needs
- meet with parents regarding any concerns about their child and update them regarding their progress
- co-ordinate the role and responsibilities of the SNA overall in relation to the needs of pupils with Additional Educational Needs in the school

The Role of the Special Educational Needs Co-ordinator (SENCO)

The Special Educational Needs Co-ordinator should:

- communicate with the principal in relation to Special Educational Needs matters
- liaise with external agencies about the provision for pupils with additional needs
- liaise with the NEPS psychologist, the Special Educational Needs Team and class teachers to prioritise children for psychological assessments (NEPS)
- liaise with Special Educational Needs Team to identify & monitor children with additional needs
- co-ordinate regular Special Educational Needs Team planning meetings to ensure effective communication and support for children with additional needs
- collaborate with the Special Educational Needs Team in creating timetables for additional support
- meet with parents regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their progress
- co-ordinate the whole-school standardised testing at each class level
- co-ordinate the screening of pupils for additional support, using the results of standardised tests
- select children for external diagnostic assessment, where parental permission has been sought and granted
- oversee the tracking system of test results to monitor the progress of pupils
- maintain lists of pupils who are receiving additional support

The Role of the Class Teacher

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

- implement teaching programmes which optimise the learning of all pupils and, to the greatest extent possible, prevent the emergence of learning difficulties
- create a positive learning environment within the classroom
- differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class
- administer & correct standardised tests in literacy & numeracy, following school guidelines
- discuss outcomes of standardised testing with the Special Educational Needs Team to assist in the selection of children for supplementary teaching
- meet with parents regarding any concerns about their child & update them regarding progress
- gather information and assess children presenting with needs to inform teaching and learning using the Continuum of Support
- open Classroom Support File once additional needs have been identified that require classroom support
- develop classroom support plans for children in receipt of Classroom Support
- collaborate with class teachers, parents/guardians and other staff members to review and develop School Support Plans and to identify priority learning goals for pupils in receipt of School Support or School Support Plus
- where applicable, collaborate with the Special Educational Needs Team regarding teaching aims and activities for team teaching
- adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session
- co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with Additional Educational Needs within the class(es) to which they are assigned
- liaise with and seek advice from their Special Education Teacher, as appropriate

The Role of the Special Education Teacher (SET)

The central roles of the Special Education Teacher will be to:

- a) support the class teacher in optimising teaching and learning opportunities and
- b) provide specialised teaching to those children with identified special educational needs.

The Special Education Teacher should:

- provide supplementary teaching commensurate with the child's particular and individual needs
- research the child's learning difficulty/Additional Educational Need, to become familiar with their needs and their preferred learning methods
- familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of need
- assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention
- collaborate with class teachers, parents/guardians and other staff members to review and develop School Support Plans and to identify priority learning goals for pupils in receipt of School Support or School Support Plus
- monitor the ongoing progress of each child in receipt of supplementary teaching in relation to the attainment of agreed learning targets
- maintain planning & progress records for pupils in receipt of school support
- maintain Student Support Files of pupils in receipt of School Support/School Support Plus
- administer and interpret a range of formal and informal diagnostic assessments and inform class teachers and parents of the outcomes/ maintain records of the outcomes
- provide supplementary teaching for literacy and numeracy, and for those pupils requiring support for social skills, behavioural and emotional needs on a withdrawal and in-class support basis
- assist the implementation of whole-school procedures for the selection of children for supplementary teaching
- meet with parents regarding concerns about their child & update them regarding their progress
- contribute to the development of Special Educational Needs policy
- provide advice and support to class teachers regarding pupils (if requested)
- liaise with external agencies such as speech and language therapists etc., and implement suitable recommendations, wherever possible
- provide necessary information to a receiving school of a pupil with additional educational needs once a transfer letter has been received

The Role of the Special Class Teacher

The Special Class Teacher helps to provide an education which meets the needs and abilities of children assessed as having a diagnosis of an Autistic Spectrum Disorder. In addition, the Special Class Teacher will advise and liaise with other teachers, parents and other professionals in the pupil's interests. More specifically, the Special Class Teacher has responsibility for:

- being the main point of contact for the child's parents/guardians
- involving parents in the educational process, e.g. School Support Plus Plans,
- preparing a pupil's School Support Plus Plan in consultation with parents, and in liaison with other staff working with the child.
- initiating a review of that Support Plan each term and organising venue, date and time to consult with parents, mainstream class teacher and SNAs
- planning and implementing educational provision for children enrolled in the class. School Support Plus Plans being used as long-term planning and fortnightly plans for short-term planning to enable progression over time
- co-ordinating the supporting work of the Special Needs Assistants (SNAs) on an ongoing basis

- working with the mainstream class teacher to identify regular opportunities for integration or reverse integration, where appropriate
- working with the mainstream class teacher to identify and implement accommodations that the child with Autistic Spectrum Disorder may need to be successful in the mainstream classroom, where appropriate
- upholding the Code of Behaviour of the school, where appropriate

The Role of Special Needs Assistants (SNA)

The role of a Special Needs Assistant will be to carry out duties based on the care needs of the child/children to which they have been assigned, and under the direction of the principal/class teachers. The tasks associated with these duties can be of a primary or secondary nature. (Circular 0030/2014)

The primary care support tasks may include:

- Assistance with feeding
- Administration of medicine

The school registration form will require information to be given on any medical problem requiring medication i.e. Asthma, epilepsy, diabetes etc. There would be an initial consultation with parents to discuss the matter. Attention will be drawn on the school policy to the administration of medicines.

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

The secondary care support tasks may include:

- preparation and tidying of workspaces and classrooms or assisting a child who is not physically able to perform such tasks; to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another.
- assistance with the development of Personal Pupil Plans (PPP) for children with Special Educational Needs, with a particular focus on developing a care plan to meet the care needs of the child concerned and the review of such plans.
- assistance with maintaining a journal and care monitoring system for children including details of attendance and care needs.
- planning for activities and classes where there may be additional care requirements associated with particular activities.
- attending meetings with Parents, Special Educational Needs Co-ordinator (SENO), National Educational Psychological Service (NEPS), or school staff meetings with the agreement and guidance of Class Teacher/Principal, when required.
- assistance with enabling a child to access therapy or psycho-educational programmes
- assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff

The Role of Parents/ Guardians

"Parents, through their unique knowledge of their own child, have much to contribute to their child's learning programmes. Good parental engagement is a critical factor in enhancing outcomes for pupils with special education needs." (2017 Guidelines). Collaboration and sharing of relevant information between home and school are essential elements of our Special/Additional Educational Needs policy.

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

- sharing any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage
- supporting the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning
- attending meetings arranged by the class teacher or Special Education Team
- supporting the targets outlined in their child's support plans and engage in all suggested home-based activities
- informing the post-primary school of their child's needs, at the transition stage

The Role of Pupils

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

The Role of 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 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. Co-ordination 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).

7 Prevention and Early Intervention

Prevention / early intervention is a cornerstone of supporting learning. 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 Special Education Teacher, in accordance with the NEPS Continuum. Close collaboration and consultation between the Class Teachers and the Special Education 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.

Prevention And Early Intervention Strategies

Our strategies for preventing learning difficulties include:

- differentiation of the curriculum by the mainstream class teacher to cater for individual strengths and needs
- development and implementation of agreed approaches to the teaching of Gaeilge, English and Mathematics to ensure progression and continuity from class to class (See Plean Scoile for Gaeilge, Bearla, Mata)
- careful development of phonological awareness, rhyming skills and oral language skills, before formal reading of words and books
- the use of concrete materials as much as possible and as appropriate
- ongoing structured observation and assessment of the language, literacy and numeracy skills of children in the Infant classes to facilitate early identification of possible learning difficulties
- observation of pupil's social interactions and behaviour in the classroom and the yard to facilitate early identification of social, emotional and behavioural needs
- provision of additional support in language development/early literacy/early mathematical skills to children who need it
- support for children experiencing social/emotional difficulties and problems with concentration
- in-class support and Team Teaching e.g Aistear, Literacy Lift Off
- withdrawal of children to a support teaching room, in-class support, team teaching, group work and individual support will be provided, as appropriate and if it is in a child's best interest
- provision of Assistive Technology as appropriate
- close collaboration & consultation between Infant Teachers and the Special Education Teachers
- promotion of literacy: print rich environment, DEAR (Drop Everything and Read), Buddy Reading
- promotion of numeracy e.g. Ready, Set, Go Maths
- promotion of parental involvement

8 Identifying and Selecting Children for Additional Teaching Support

Selection Criteria for Providing Pupils with Additional Teaching Support

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 with complex needs; identified as having the greatest need for support (with or without a diagnosis), including those pupils in our ASD class and those pupils who are currently on Stage 3 of the Continuum of Support: School Support Plus
2. Pupils who have English as an Additional Language (EAL)
3. Pupils experiencing serious difficulties with social interactions/behaviour/emotional development/application to learning (despite interventions made by the class teacher). The class teacher will have opened a Classroom Support Plan and recorded the interventions in it.

4. Pupils scoring at/below the 12th percentile on standardised assessments in Literacy (Irish and English) and in Mathematics
5. Early Intervention/ Prevention in Literacy and/or Mathematics: children 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 Classroom Support Plan and recorded the interventions in it.
6. Pupils scoring at or below Sten 4 (30th Percentile) on standardised assessments in Literacy (Irish and English) and in Mathematics. 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 Classroom Support Plan and recorded the interventions in it.
7. Transition to Post Primary School
8. Exceptionally Able/Gifted Pupils (scoring above 98th percentile in standardised Tests in conjunction with NNRIT results or those diagnosed by NEPS/ psychologist as “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 Classroom Support Plan and recorded the interventions in it.

9 Information Gathering & Assessment; Screening; Diagnostic Assessment; Permissions; Caseload;

Assessment is part of what a class teacher does on a daily basis for all children. Some methods include self-assessment, questioning, teacher observation, portfolios of work and teacher-designed tasks and tests. The information gathered enables the teacher to plan learning experiences based on the appropriate objectives from the curriculum. In order to identify pupils who may require supplementary teaching, screening; including standardised testing, is carried out in all classes annually and further diagnostic testing may need to take place. The information gathered from these formal assessments is then used to inform decisions for support and pupil’s Support Plans.

Initial Screening

Class Teachers will carry out initial screening tests and standardised assessments. The Special Education Teachers will administer further screening tests, if deemed necessary.

Assessment and Screening Tests

In our school we carry out the following assessment procedures:

Junior Infants: Observation, Checklists, Belfield Infant Assessment Profiles

Senior Infants: Observation, Checklists, Triail Ghaeilge Dhroim Conrach do Bhunscoileanna

First class: Observation, Checklists, Triail Ghaeilge Dhroim Conrach do Bhunscoileanna, Micra T /New Drumcondra Primary Reading Test, Drumcondra Spelling Test, Sigma-T

Second class: Observation, Checklists, Triail Ghaeilge Dhroim Conrach do Bhunscoileanna, New Drumcondra Primary Reading Test, Drumcondra Spelling Test, Sigma T and NNRIT

Third class: Observation, Checklists, Triail Ghaeilge Dhroim Conrach do Bhunscoileanna, New Drumcondra Primary Reading Test, Drumcondra Spelling Test, Sigma T.

Fourth class Observation, Checklists, Triail Ghaeilge Dhroim Conrach do Bhunscoileanna, New Drumcondra Primary Reading Test, Drumcondra Spelling Test, Sigma T and NNRIT.

Fifth class: Observation, Checklists, Triail Ghaeilge Dhroim Conrach do Bhunscoileanna, New Drumcondra Primary Reading Test, Drumcondra Spelling Test, Sigma T.

Sixth class: Observation, Checklists, Triail Ghaeilge Dhroim Conrach do Bhunscoileanna, New Drumcondra Primary Reading Test, Drumcondra Spelling Test, Sigma T.

We continually review the assessment and screening tests that we use in order to balance the needs of our pupils and the need to provide information for appropriate support. Therefore, we may deviate from the above list prior to the review date.

Diagnostic Assessment

The Special Education 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 and SENCO will be kept informed at all times during this process.

Diagnostic Tests

Teacher designed tests	Behavioural, Emotional and Social Difficulties
Phonemic Awareness Assessment	Talkabout for Children Assessments
Jackson Phonics	Social Skills Checklists
Neale Analysis	PMP Assessment
YARC	The Dyslexia Screening Test
PM Benchmark	WRAT
Dolch Word Reading	MALT
Language Assessment	BIAP
Primary Language Curriculum	Words Their Way
ASD Specific Assessments	Assessment of Basic Language & Learning Skills (ABLLS)
Verbal Behaviour Milestones Assessment Placement Program (VB-MAPP)	

We also continually review the diagnostic tests. Therefore, this list is not exhaustive and we may deviate from the above list prior to the review date.

Parental Permissions

Written parental permissions are required for diagnostic assessment and for children to receive support at the levels of School Support and School Support Plus.

Caseload Decisions

The Staged Approach, together with current guidelines (2017), and DES Circulars will inform all decision-making regarding the Special Education Teachers Teachers' caseloads.

10 Continuing and Discontinuing Supplementary Teaching

- An instructional term is generally from September/ October until January/ February and from February until June, though the length of the term may differ due to the changing needs of the pupil or pupils. At the end of each instructional block/term, the progress of each pupil who is in receipt of support teaching will be evaluated.
- A decision will be made regarding their continued level of support and revised targets will be set in their Support Plan.
- The school may decide to discontinue supplementary teaching with some pupils when satisfactory progress has been made and targets have been met.
- The school may also decide to discontinue supplementary teaching with some children who are now performing above the percentile laid down in the selection criteria for receiving support; however, if both the class teacher and support teacher feel such a child needs scaffolding to maintain this standard then continued supplementary teaching may be offered if places are available in the appropriate group.
- Due consideration will be given to the overall needs of the school and all of its pupils.

11 Tracking, Recording and Reviewing Progress

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

Monitoring Progress

- A review of School Support and School Support Support Plans will be completed by the Special Education Teacher in collaboration with the Class Teacher. This will be carried out at the end of each instructional period.
- Self Reflection (by the child), if appropriate.
- Diagnostic assessments including teacher designed tasks and tests
- Termly Assessments if applicable (teacher designed or from publishers).
- Standardised Tests at end of year (1st – 6th): Gaeilge, English, Spelling and Maths.
- Senior Infant end of year test: Triail Ghaeilge Dhroim Conrach do Bhunscoileanna.
- Junior Infants in second term: Belfield Infant Assessment Profile

Record Keeping: Student Support File

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

The student support file should include:

- Cover Sheet (pupil details & date file opened)
- Log of Actions
- Permission Slip
- Support Plans & Support Review Records
- Diagnostic Assessments
- Reports from external professionals/agencies
- Copies of correspondence with professionals/external agencies (referral forms etc.)
- Record of phone calls/conversations with external professionals
- Personal Pupil Plan (where relevant)

Student Support Files for pupils at Classroom Support level will be completed by the class teacher and ultimately filed in the locked filing cabinet in the Special Education room in the main building. Student Support Files for pupils at School Support and School Support Plus will be stored in a locked filing cabinet in the Special Education room in the main building. Professional Reports will be maintained by the Principal and a copy of these reports will also be kept in the Student Support File. Results of completed standardised tests will be uploaded to Aladdin. The standardised tests currently used in our school are – Triail Ghaeilge Dhroim Conrach do Bhunscoileanna, New Drumcondra Primary Reading Test, Drumcondra Spelling Test, Sigma T and Micra-T. The Belfield Infant Assessment Profile (Junior Infant Test) is also administered. End of Year school Report will be issued to parents/guardians in June. These reports are saved on Aladdin.

Attendance

An attendance record of pupils who are receiving support at the School Support and School Support Plus level will be kept by each Support Teacher and filed in the School Support File at the end of the academic year or when support is discontinued, if it occurs during the academic year.

12 Timetabling

When drawing up timetables it is important to remember that:

- timetables should be continually reviewed
- children should not miss the same subject each time they are withdrawn
- if a pupil is unavailable for their supplementary session due to special circumstances, the Special Education Teacher will attempt to reschedule the session with the co-operation of another teacher
- interruptions to classes/classrooms should be kept to a minimum.

14 Liaising with Parents

Effective communication with parents is critically important to the success of a support programme. Teachers will take every opportunity to make parents familiar with the purpose and procedures of the school's support team. Parents are encouraged to become involved in their child's learning.

15 Communication between Special Education Team/Principal/Class Teachers

The Additional Educational Needs timetables have been organised so that 1.20-2.30 each Friday is our designated co-ordination time. This allows staff the opportunity to attend pupils support planning meetings, Team Teaching Planning Meetings and SEN consultation/planning/review meetings, when necessary. Additional Educational Needs provision in our school will be included on the agenda for staff meetings.

16 Monitoring and Reviewing the Special/ Additional Educational Needs Policy

The Principal and Deputy Principal will monitor and review this policy. This review will be initiated by the Special Educational Needs Co-ordinator.

17 Special/ Additional Educational Needs Policy Success Criteria

A whole school approach to the implementation of Special/Additional Educational Needs policy will:

- ensure that children with Additional Educational Needs gain access to a broad, balanced curriculum and have opportunity of access to an appropriate education.
- develop positive self-esteem and positive attitudes to school and learning among our pupils.
- improve standards of academic performance and achievement.
- enhance parental involvement in supporting their child's learning.
- increase collaboration between school personnel.
- The achievement of these success criteria will be assessed through: feedback from teachers, children and parents/guardians; child's achievements and ongoing analysis of children's academic performance and attainment of personal targets.