

**St. Joseph's NS
Kilcock**

**Support Policy
for Special
Needs Pupils**

Guiding Principles:

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

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

Inclusion:

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

Three principles for inclusion

1. Setting Suitable Learning Challenges

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. In order to do this, St. Joseph's NS will use the 'Continuum of Support Process' as outlined in Table 1 below to identify educational needs. Identification of educational needs is central to setting suitable learning challenges for our SEN pupils. Using the continuum of support framework, our school will identify pupils' educational needs to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. It is important to look at a pupils needs in context, and to use our resources to support this (for example, learning environment checklist, teacher checklist for whole-class structures and supports).

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

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

**School
Support
Plus**

This level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:

- Teacher observation and teacher-designed measures
- Parent and pupil interviews
- Functional assessment
- Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc

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

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

2. Meeting Children's Diverse Learning Needs

We take into account the different backgrounds, experiences, interests and strengths that influence the way in which children learn when we plan our approaches to teaching and learning. In planning our support, the 'Planning Template' outlining the '6 point' Action Plan below will be utilised.

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

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

3. Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Children

We recognise that a minority of children will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements. Our SEN policy envisages a whole school approach that takes into account the roles of the Board of Management, the principal, class teacher, special education teacher and the parents.

In attempting to achieve the above objectives the BoM, principal and staff will take all reasonable steps within the limits of the resources available to fulfil the requirements outlined in this policy document.

Roles and Responsibilities

Board of Management

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

- Oversees the development, implementation and review of school policy on support for children with extra needs
- Provides adequate class accommodation and teaching resources
- Provides a secure facility for storage of records.

Principal

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

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching roles, including special education roles
- Co-ordinate teachers' work to ensure continuity of provision for all pupils
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area
- Arranges for exemptions from the study of Irish for pupils for whom this is appropriate.
- Selects children for psychological assessment in consultation with SENCO, class and support teachers and in conjunction with our NEPS Psychologist support as appropriate.
- Liaises with SENCO regarding all aspects of special education provision

Special Needs Co-ordinator

The Special Needs Co-ordinator will be responsible for:

- Overseeing the day-to-day operation of the SEN policy

- Co-ordinating provision for children with special educational needs in collaboration with the Principal.
- Organises the timetable for support teaching in collaboration with the Principal.
- Liaising with parents of children with special needs
- Monitoring and evaluating SEN provision
- Keeps a list of pupils who are receiving supplementary teaching
- Facilitating planning for class teacher with support teacher
- Supports the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support
- Keeps teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals
- Advises parents on procedures for availing of special needs services
- Liaises with external agencies such as NEPS to arrange assessments of children with SEN
- Stores confidential information (Psychological Assessment Reports etc.) regarding SEN children and shares same with principal, class teachers, support teachers, SNAs, other agencies where appropriate.
- Liaising with and advising fellow teachers and contributing to in-service training of staff
- Oversees the implementation of the Continuum of Support

The Role of the Class Teacher

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

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Heterogeneous group work
- Differentiation
- Interventions to promote social and emotional competence
- Embedding Information and communications technology (ICT) in teaching, learning and assessment

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

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of pupils' interests
- Matching tasks to pupils' abilities and needs
- Adapting and utilising resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

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.

The Role of the Special Education Teacher

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

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

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

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

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

Special Classes for children with ASD

Where and when appropriate, the Special Class teachers will assist and support MC teachers in setting targets and in managing behaviours.

Parental Involvement

Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs. Parental engagement is enhanced when parents are consulted in relation

to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in regular reviews of progress. The Continuum of Support process and use of the Student Support File provide valuable opportunities to engage with parents and to build a collaborative approach to identifying and responding to the needs of pupils with special educational needs. There may also be opportunities for parents to work collaboratively with the school through initiatives such as Paired Reading.

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

The Parents/Guardians of the pupils of St. Joseph's National School can prepare for and support the work of the school by:

- Supervising, assisting with, showing interest in and signing homework.
- Reading and telling stories to their child/children.
- Listening to and giving supportive feedback on oral reading.
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers.
- Signing and returning consent forms to the school regarding withdrawal for support teaching.
- Talking positively about school and school work.
- Keeping the class teacher informed of any home factors which may be affecting their child's progress.
- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning.
- Helping children to develop their organisational skills.
- Helping children to look after school books and other resources which are loaned to the children for use at home.
- Supporting programmes and initiatives implemented by the school.

Enrolment

We operate a Shared Enrolment Policy with Scoil Choca Naofa since 2014. The school aims to meet the needs of any child whom the parent wishes to register at either school as long as a place is available and the admission criteria are fulfilled. The Ed. For Persons with Disabilities Act 2004 states that '*A child is entitled to attend the school which is most suited to his or her overall needs*'.

Parents are required to notify the school of their child's special needs in advance of enrolment as requested on our Enrolment Form. The Board of Management will request a copy of the child's medical or psychological report. No child will be refused admission solely on the grounds that s/he has SEN except where the provision required is incompatible with that available in our school.

Special Facilities

St. Joseph's NS is primarily a single storey building with ramps where appropriate. There are two prefabricated classrooms for Autistic classes and an Sensory/O.T. prefab.

Resources

St. Joseph's NS is a well-resourced school, which constantly monitors and updates its resources. I.T. provision is good and is updated regularly.

Whole School Strategies to minimise learning difficulties

Our strategies for preventing learning difficulties include:

1. Promotion of Literacy:

- Whole school promotion of Reading for Pleasure, Paired Reading Records
- Visits to local and School Library
- Building Bridges Comprehension Strategies
- Genres for Oral, Reading and Writing
- Literacy Lift-off in senior infants
- Guided Reading from Senior Infants up to Third classes
- Print rich environment
- Story time, Library time, DEAR time, Book Week, Book Fair, Reading buddies, Word games, Class library, visiting authors,
- Access to Literacy apps on school iPads

2. Early Intervention

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

Teachers administer tests in Junior Infants as the need arises.

The **M.I.S.T. (Middle Infants Screening Test)** is administered to all pupils in Senior Infants during the second term of the school year. Pupils who present with scores below a given point are selected to participate in the **Forward Together Programme**. The parents of these pupils are invited to attend weekly meetings for an 8-10 week period. These meetings are facilitated by the Special Education Support teachers in Senior Infants. The focus of these meetings is to effectively promote Literacy in the home and to support parents regarding best practice in this area. Each week a particular aspect of Literacy is explored through various activities. During the following week, parents put into practice the strategies and activities explored at the meeting. At the end of the 8-10 weeks, every participating pupil is re-tested (using M.I.S.T.) to measure progress made as a result of this early intervention.

The **DTEN** will be administered at the end of Senior Infants. Pupils who present with scores below a cut off point will be selected to participate in a follow up programme.

3. Developing Listening Skills:

Promoting a classroom environment where children listen to others, do not interrupt the speaker and wait their turn; Circle time, Listening games/activities; Listening

Programmes; Listening to music. Station Teaching encourages pupils in each group to work quietly and further practise these skills.

4. Observation and/or assessment:

Observation Methods in use: personal checklists, record sheet for each child, Shared observation (*2nd opinion*), listening to reading, General correction of homework and of activities and tasks set.

Recording observation-Checklists, Personal records, reading records, paired reading, Teachers own observations.

Share concerns with: - Last year's/ next year's teacher, similar level teacher, parents, L/S teacher, SEN co-ordinator

Selection of pupils for Support

The following selection criteria encompasses current DES Circulars, Guidelines and general good practice as per Dr Mairead De Burca 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 P19)

1. Pupils previously in receipt of Low Incidence Teaching 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 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 to 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 12th percentile on standardised assessments in literacy.
7. Pupils scoring at/below the 12th percentile on standardised assessments in Mathematics.
8. Early intervention in literacy – Infant class pupils who continue to experience difficulties in early literacy skills, despite interventions made by 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.**
9. Early intervention in Mathematics – Infant class pupils who continue to experience difficulties in early numeracy skills, despite interventions made by 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.**
10. Pupils scoring at or below STEN4 (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.

11. Pupils scoring at or below STEN4 (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.**
12. 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.**
13. Transition to Post-Primary School
14. 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.**

Stages of Assessment and Provision

Access to the school’s broad and balanced curriculum is achieved for most children by differentiation of class work by the class teacher (**Classroom Support**).

When a class teacher identifies a child with SEN, the class teacher consults with the SEN teacher and collaboratively plan interventions that are additional to and/or different from those provided as part of the teacher’s usual differentiated curriculum. (**School Support**) The first line of responsibility for the progress of all pupils in the class lies with the class teacher.

However, as *most of our support is in-class* the stages are less defined than in situations where learning support is delivered by withdrawal.

Record of Differentiated Support

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

Classroom Support					
Date	Pupil Name	Class	Nature of SEN <i>Learning, Behaviour, Emotional, Social, Needs arising from diagnosis, EAL</i>	Focus of Supports <i>Literacy, numeracy, social, emotional, behavioural, life-skills</i>	Type of Support <i>In-class, withdrawal in small groups or individual, school yard</i>

results of tests (*M.I.S.T.*, *MICRA T*, *Drumcondra Primary Reading Test*,

Sigma T, Belfield Infant Assessment Programme, Early At Risk Indicators) and teacher observation indicate this to be the case, intervention in the form of a support teacher will be accessed.

Again, class teachers will discuss their concerns with the child's parents. The action taken will be as follows:

- The class teacher and support teacher will differentiate the curriculum in specific areas with achievable goals to be implemented by the class teacher and support teacher.
- 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 every term.
- While every effort will be made to allow the SEN group/individual to remain included in class, there may be a need to work part of the programme in a SEN room with the support teacher or class teacher. 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.

School Support Plus (Stage Three)

The support or class teacher will administer diagnostic tests on these children usually at the beginning and end of the school year. These tests may include the Neale Analysis Reading Test, Aston Index Spelling and Word recognition test, Non Reading Intelligence test, Dyslexia Screening Test, Dyscalculia, etc.

When it has been identified that a child is still struggling and performing below the 12th percentile the class teacher with the support teacher and SEN coordinator/Principal, in consultation with the child's parents, may consider the following actions:

1. A psychological assessment may be arranged.
2. Other outside agencies may need to be contacted, who will advise on a range of provision including IEP targets and strategies.
3. The triggers for extra intervention could be that, despite receiving an individualised programme the child:
 - *Makes little or no progress over a long period of time*
 - *Continues to work at Primary Curriculum levels substantially below that of children of a similar age*
 - *Continues to have literacy and numeracy difficulties*
 - *Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning, or that of other children, despite an appropriate behaviour management programme and IEP*
 - *Has sensory and/or physical needs, and requires additional specialist equipment or regular visits from an advisory service*
 - *Has an ongoing communication or relationship difficulty that prevents social development, and act as a barrier to learning.*
4. If it is felt by the psychologist that a child has care needs, a special needs assistant may be applied for.
5. In circumstances where a child uses specialised equipment, consultants will be required to demonstrate how the equipment is to be used to at least two SNAs and either the class and/or support teacher.

6. The use of specialised yard equipment may also need to be demonstrated to these staff members. Courses will be provided on an ongoing basis to train staff in the relevant areas.
7. If the psychologist recommends an exemption from Irish the Principal will see to this under guidance from the Department of Ed. And Skills.

Individual Education Plan

Based on Psychologist's report, tests, Record of Differentiation and School Action Plan the class teacher with the support teacher, SNA (*if assigned*), parents and representatives of outside agencies (*if necessary*) formulate an **Individual Education Plan**.

IEPs employ a 'small' steps approach. By breaking down the existing levels of attainment into finely graded targets, we ensure that the child experiences success.

This plan includes:

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

The strategies set out in the IEP will, as far as possible, be implemented in the normal classroom setting and is the responsibility of the class teacher, support teacher, SNA (*as appropriate*). The SEN coordinator/Principal Teacher will oversee the IEP.

REVIEW of IEPs

The SEN coordinator/Principal will ensure that the review is conducted biannually (January and June). The class teacher consults with the support teacher, the child (*and SNA if appointed*). They agree on the expected outcomes of the IEP. A draft copy is formulated and sent home to the child's parents. The parents are invited to attend a meeting to discuss or make recommendations to the draft review if they so wish. Again, outside agencies may play a part in formulating the final copy. The review will be recorded on the IEP Review form in the Student Support File .

Where progress is unsatisfactory 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 School Support.

The review in June will be to formulate an IEP, which will be part of the plan for the next teacher in September. It will be carried out as outlined above.

IEPs for children moving to 2nd level will be referred to at the consultation meetings with the 2nd level representative.

Complaints

If parents have a complaint about the Special Ed. provision made, then they should in the first instance make an appointment to speak to the Class teacher or SEN coordinator 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.

Monitoring and Reviewing

Pupils' progress in relation to achieving their targets will be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (*for example, teacher-designed tests, checklists, samples of work, observation*) that allow pupils to demonstrate their progress. This will lead to the establishment of specific targets to be achieved within a defined timeframe 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 will include some of the following measures: attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for pupils with special educational needs.

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

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

This policy was devised in December to February 2019 to be approved at next BOM. It will be reviewed in 3 years.

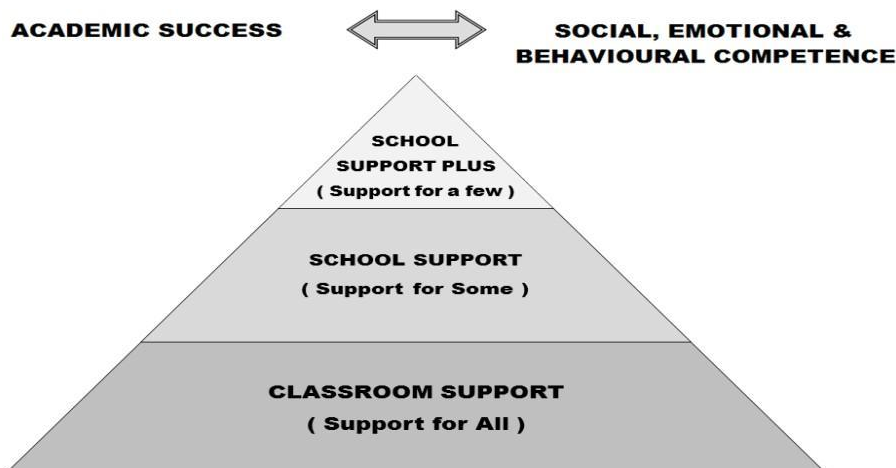
Signed: _____, Chairperson BOM - D. Powderly

APPENDIX 2: Student Support File



STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	St. Joseph's NS, Highfield Park, Kilcock, Co. Kildare.
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.

Classroom 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		

CLASSROOM SUPPORT PLAN (STAGE 1)

To be completed by the CLASS teacher(s).

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

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			

SCHOOL SUPPORT PLAN (COMMENCE STAGE 2)

To be completed by the CLASS teacher(s).

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

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 Class teacher			
Signature of SEN teacher			

SCHOOL SUPPORT REVIEW

January

Student's Name	Age:	Class:					
Present for Review:		Review Date:					
What has been most successful and why?							
<ul style="list-style-type: none"> • . 							
What has been least successful and why?							
<ul style="list-style-type: none"> . 							
What are the student's current needs?							
New/ Additional Targets:							
<ul style="list-style-type: none"> . . 							
Strategies:							
<ul style="list-style-type: none"> . 							
Additional/ Updated Assessment and/or Screening Information:							
Any additional or updated information:							
Other comments:							
Signed: Parent(s): _____							
Class Teacher _____							

SEN Teacher _____							
Outcome of Review:							
New School Support Targets agreed:	<input type="checkbox"/>	Revert to Classroom Support Process	<input type="checkbox"/>	School Support Plus Process to be initiated	<input type="checkbox"/>	Request consultation with other professionals e.g. NEPS psychologist or S&L therapist	<input type="checkbox"/>

					Additional information/ reports received from other professionals	<input type="checkbox"/>
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SCHOOL SUPPORT REVIEW JUNE

Student's Name:	Age:	Class:					
Present for Review:		Review Date:					
Targets/ learning outcomes achieved:							
Areas that will need further support next year:							
Updated Assessment Information:							
Update of information regarding Special Educational Needs Provision:							
Other comments:							
Signed:							
Parent(s): _____							

SEN Teacher: _____							

Class Teacher _____							
Outcome of Review:							
Revert to Classroom Support Process:	<input type="checkbox"/>	School Support to be continued:	<input type="checkbox"/>	School Support Plus Process to be initiated:	<input type="checkbox"/>	Request consultation with other professionals e.g. NEPS psychologist or S&L therapist:	<input type="checkbox"/>

SCHOOL SUPPORT PLUS

To be completed by teacher(s) collaboratively. For help, see *SEN: A Continuum of Support - Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74

Student's name		Age	
Lead teacher		Class/year	
Start date of plan			
Review date of plan			
Student's strengths and interests			
Priority concerns			
Screening Assessment:			
Diagnostic Assessment:			
Possible reasons for concerns			
Targets we want to achieve:			

Target 1:	
Target 2:	
Target 3:	
Target 4:	
Strategies:	
Resources:	
Staff involved:	
Signature of parent(s)/ guardian(s)	
Signature of Class teacher	
Signature of SEN teacher	

JANUARY

Student's Name:		Age:	Class:
Present for Review:		Review Date:	
Progress to date/Strengths: The nature and degree of the student's abilities, skills and talents			
Areas for Improvement/presenting difficulties: The nature and degree of the student's special educational needs and how those needs affect his/her progress			
Present level of educational performance of the student			
New/Additional Learning Support Strategies we will use (Learning Support Teacher):			
Summary of Special Educational Needs of the student			
Special Educational Provision: The special education and related support services to be provided to the child			
Further Information			
Signed by Parent(s): _____			
Class Teacher(s): _____			
SEN Teacher: _____			
Outcome of Review:			

SCHOOL SUPPORT PLUS REVIEW JUNE

Student's Name:	Age:	Class:
Present for Review:		Review Date:
Progress to date/Strengths: The nature and degree of the student's abilities, skills and talents	Targets/ learning outcomes achieved:	
Areas for Improvement/presenting difficulties: The nature and degree of the student's special educational needs and how those needs affect his/her progress	Areas that will need further support next year:	
Present level of educational performance of the student:		
Update of Special Educational Needs of the student/ Special Educational Provision:		
Signed:		
Parent(s): _____		
Class Teacher(s): _____		
SEN Teacher(s): _____		