

Additional Education Needs Policy

St Joseph's N.S. Kilcock

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1. Introduction

1.1 Introductory Statement

This draft Policy on Additional Educational Needs (AEN) Provision in St Joseph's N.S. was reviewed and amended by the Additional Education Needs Team and the leadership team in 2024 taking cognisance of directives and guidelines contained in the 1998 Education Act, the Learning Support Guidelines (2000), the Education for Persons with SEN Act (EPSEN 2004), Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools (2017) and recent DES Circulars 13/17 and 02/05 and 52/2019.

1.2 School Context

St Joseph's N.S. is a Catholic co-educational school situated in the town of Kilcock. Prior to 2014 we were a boys School but from September 2022 we are a fully mixed vertical school. The school has 17 Mainstream classes, 2 Autism classes, 6 Support teachers, 1 English as an additional language (EAL) Teacher and 1 shared Support teacher. The school has 9 SNAs. The purpose of this policy document is to provide information to school personnel and parents on how we organise provision for teaching and support of children with additional educational needs. The term additional educational needs is broad and includes children who have difficulty acquiring literacy and/or numeracy skills, children with difficulties with fine or gross motor skills, children who have English as an additional language (if that impacts on their progress) and children who have diagnosed disabilities.

1.3 Rationale

The purpose of this policy is to:

- Support the inclusion of pupils with additional educational needs in St Joseph's N.S.
- Comply with legislation, DES circulars and guidelines
- Outline an inclusive whole-school framework and to establish good practice based on the 2017 Guidelines for Primary Schools (Supporting Pupils with Special Educational Needs in Mainstream Schools);
- Assist parents/guardians in making an informed decision in relation to the enrolment of their child.

1.4 Aims of AEN Support

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

Through the implementation of our AEN policy we aim to:

- support the inclusion of children with AEN 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 (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 children to understand themselves as learners
- involve parents in supporting their children
- promote collaboration among teachers in the implementation of whole-school policies on learning support for our pupils
- promote early intervention programmes designed to enhance learning and prevent/reduce difficulties in learning.

1.5 Principles of AEN Support

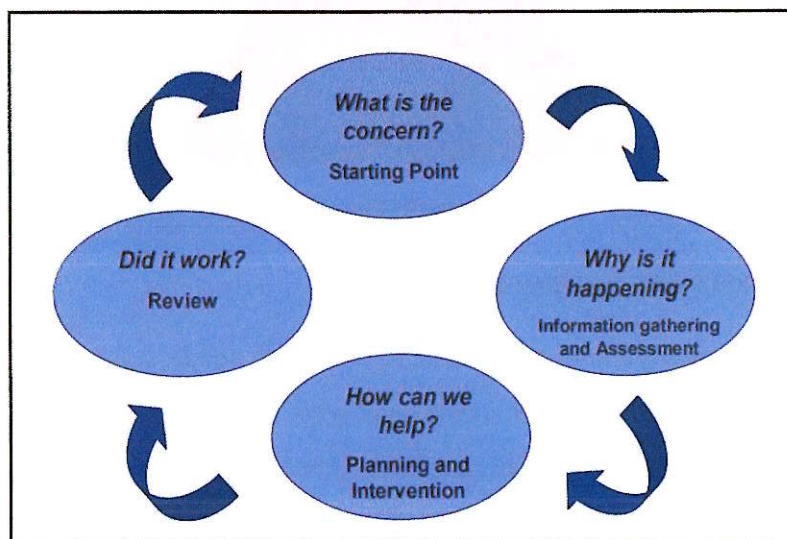
The provision of AEN support in our school is based on the following principles:

1. Quality of teaching.
2. Effective whole-school policies.
3. Direction of resources towards children in greatest need.
4. Implementation of a staged approach to support provision at Class Support/School Support/School Support Plus levels.
5. Provision of the model(s) of intervention appropriate for the child, including in class support teaching, the withdrawal teaching, team teaching, co-teaching, individual or group work, etc.

2. Continuum of Support

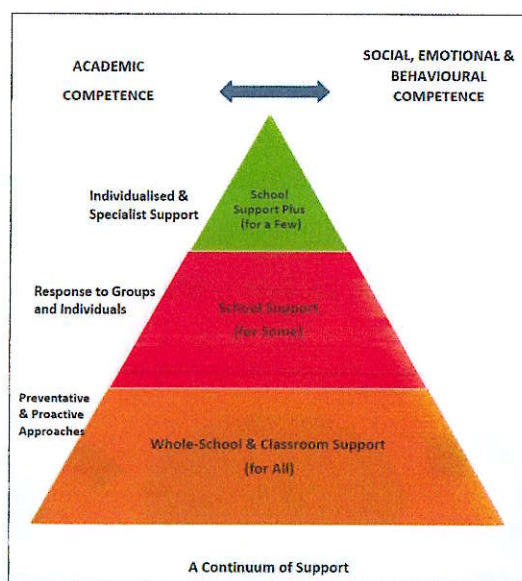
We use the Continuum of Support framework set out by the Department of Education to identify and support children with additional education needs. We recognize that these needs range across the cognitive, the social, the emotional and the behavioural and include physical, sensory, language and communication difficulties.

The continuum of support encompasses a graduated problem-solving model of assessment and intervention which enables us to gather and analyse data, as well as to plan and review the progress of individual pupils. This problem-solving process is illustrated as follows:



Using the Continuum of Support framework, we identify pupils' educational needs including academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. Once needs have been identified the level of intervention and support provided is matched to those needs and their changing nature over time. The principle that pupils with the greatest level of need have access to the greatest levels of support is of primary importance.

The following levels of support are catered for in our school as recommended in the Continuum of Support.



2.1 Stage 1 Classroom Support

Classroom Support is typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. A Classroom Support Plan is devised, A *Learning Environment Checklist*, *Basic Needs Checklist* and *My Thoughts About School Checklist* may be useful here. The Classroom Support Plan is put in place for 6-8 weeks and then reviewed. If strategies are successful, it may be decided to continue with supports in place or discontinue any supports in place. If strategies have not resolved the needs of the pupil, then the class teacher consults with the AEN Coordinator about the pupil moving to the next stage of continuum and the in house referral form must be completed.

2.2 Stage 2 School Support

When interventions at classroom support level are not enough to fully meet the pupil's special educational needs, school support may be required. The class teacher discusses his/her concerns with the child's parent. The teacher will make a recommendation that their child avails of the opportunity to be taught by a Support Teacher in a small group or 1:1. The teacher will fill out an in school referral form to document this recommendation.

The class teacher needs to liaise with the parents to seek parental permission for their child to receive teaching at School Support/School Support Plus.

The class teacher needs to involve the Support Team in the problem-solving process. The class teacher and support teacher gather information, develop and monitor a School Support Plan. The plan is reviewed twice a year. If the plan is working the pupil may remain on plan or revert back to classroom support depending on needs. If needs are not resolved after a specific timeframe, then the pupil moves to School Support Plus Stage.

2.3 Stage 3 School Support Plus

School Support Plus applies to those pupils whose needs are enduring and/or severe and complex. The School Support Plus process is initiated when the pupil is not making adequate progress despite carefully planned and reviewed interventions detailed in Classroom Support and/or School Support plans. School Support Plus will often involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from Classroom and School Support Plans will provide the starting point for problem-solving at this level. The class teacher and support teacher gather information and together with the help of parents and outside agencies if applicable create a School Support Plus Plan.

Note: The 'Log of Actions' in the Continuum of Support will be added to as appropriate (after a decision has been made or a meeting held). These additions will be made by the Class Teacher or the Support teacher

2.4 School Support/ School Support Plus Plans

A pupil with a School Support/School Support Plus Plan continuing from previous year:

- The plan is reviewed twice a year (January and June) when the pupil's progress is shared and discussed in relation to the targets in the School Support Plan
- The Support teacher contacts the child's parents and the School Support begins immediately in September based on the existing Support Plan.
- Initial progress is shared and discussed with the parents in the parent teacher meeting in November

A pupil who did not have a School Support/School Support Plus Plan the previous year:

- Gather relevant data during September
- Collaborate with class teacher and parents to draft School Support Plan by end September and begin to implement the School Support Plan
- Initial progress is shared and discussed with the parents in the parent teacher meeting in November
- The plan is reviewed twice a year (January and June) when the pupil's progress is shared and discussed in relation to the targets in the School Support Plan

The process of devising a School Support Plan is a collaborative process between all stakeholders.

2.5 Target setting

Target-setting is central to the effective teaching and learning of pupils with special educational needs. SMART targets are used when creating classroom support plans, School Support plans and School Support Plus Plans.

A SMART target includes a **behaviour, condition and criterion**.

Examples:

- When prompted with the initial letter sound (**condition**) Jane will decode unknown 1 syllable words (**behaviour**) within 1 minute (**criterion**).
- When eating lunch (**condition**) Jack will sit in his seat (**behaviour**) 3 out of 5 days a week (**criterion**)

Other effective **behaviour** words to include in targets include:

- To write / To list / To match
- To describe / To name (orally and/or in writing)
- To recite / To say
- To identify (point/touch/circle)
- To differentiate by selecting, marking, separating into groups
- To compare / To contrast
- To demonstrate (perform procedures with/without explanation)
- To classify / To order
- To construct (draw/make/build)
- To solve

Some words **to avoid** in targets:

- To learn
- To know
- To appreciate / To fully appreciate
- To grasp the significance of
- To enjoy
- To believe / *To have faith in..love this one, not! ha*
- To listen to
- To hear

By including a clear behaviour, condition and criterion, every target will be **SMART**: specific, measurable, attainable, realistic, and timed.

- Targets should be **few in number**
- Targets should be informed by **priority learning needs**
- Targets should be supported by **well thought out actions/interventions**
- Targets should be **based on the evidence** collected through both formal and informal assessment approaches
- Targets should be **developed collaboratively** – teachers consult with parents when setting targets and reviewing progress. The views of pupils are also included in this process through their direct involvement in the discussion or by gathering their views in advance of the target setting process.

3. 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, Support Teachers, SNAs, Children and external bodies and agencies.

3.1 Role of the Board of Management

The Board of Management will:

- be informed of the reviewed AEN policy and any updates to it.
- ratify the AEN policy.
- ensure that satisfactory classroom accommodation and teaching resources are available.
- provide secure facilities for the storage of records relating to children in receipt of AEN support.

3.2 Role of the Principal

The principal teacher has overall responsibility for the education of children with additional educational needs. Under the new allocation model the principal's leadership role is central and includes the following:

- Developing inclusive whole-school policies and monitoring their implementation.
- Assigning staff strategically to teaching roles, including support teaching roles.
- Co-ordinating teachers' work to ensure continuity of provision for all pupils.
- Ensuring that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies.
- Ensuring 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 additional educational needs, and ensure that all school staff (class teachers, support teachers and SNAs) are clear regarding their roles and responsibilities in this area.
- Arrange for exemptions from the study of Irish for pupils for whom this is appropriate.

- Liaise with AEN co-ordinator with regard to all aspects of additional education needs provision.

3.3 Role of the Additional Educational Needs Co-ordinator

- Oversee the implementation and review of the school's AEN policy
- Facilitate regular Support team meetings
- Liaise with colleagues (Class Teachers, Support teachers, SNAs) regarding queries and concerns in relation to pupils with AEN
- Advise colleagues about initial referrals and assist or support them with the completion of more detailed forms when requested
- Monitor parent teacher meetings of children receiving support
- Liaise with the NEPS psychologist about the nature of his/her involvement at St Joseph's.
- Coordinate meetings involving the NEPS psychologist, staff members, parents and pupils.
- Liaise with parents on procedures for availing of special needs services as the need arises.
- Liaise with external agencies when necessary.
- Coordinate the administration of standardised tests
- Track results of standardised tests to facilitate the appropriate deployment of Support Teachers
- Coordinate the administration of PSAK by Support Teachers to EAL pupils
- Coordinate the Support timetables and caseloads for the academic year
- Review the Support Teacher's timetables periodically as the need arises, e.g. change in staffing, emerging needs.
- Coordinate the gathering of data for the DES, NCSE in relation to (a) pupils in receipt of support teaching, (b) test result, (c) pupils who have access to SNA etc.
- Organise the filing and storage of paper copies of confidential documents, test booklets, class records.
- Update staff on AEN related matters and encourage staff members to avail of relevant CPD on aspects of Additional Education Needs.
- Monitor support documentation – stage 1, stage 2 and stage 3
- Provide information and advice to Support team about diagnostic tests available in school

3.4 Role of the Class Teacher

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

- Create a positive learning environment within the classroom for all pupils.
- Implement teaching programmes which optimise the learning of all pupils
- Differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class
- Prioritise and re-prioritise the greatest need always within the classroom
- Administer and correct/review standardised tests of achievement in literacy and numeracy, following the school's guidelines
- Discuss outcomes of standardised testing with AEN Team to assist in the selection of children for supplementary teaching
- Meet with parents regarding any concerns about their child and update them regarding their progress
- Gather information and assess children presenting with needs to inform teaching and learning using the Continuum of Support
- Open a Classroom Support File once additional needs have been identified and require classroom support
- Develop Classroom Support Plans for children in receipt of Classroom Support
- Collaborate with staff to develop Individual School Support Plans for each pupil in receipt of School Support /School Support Plus
- Meet with Support Teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support or School Support Plus
- Collaborate with Support Teachers and relevant staff to develop School Support Plans/School Support Plus Plans
- Regularly meet with Support Teachers, relevant staff and parents to review School Support (Plus) Plans
- Where applicable, collaborate with the AEN 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 AEN within the class(es) to which they are assigned
- Liaise with and seek advice from their AEN Team

3.5 Role of the Support Teacher

The central roles of the Support 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.

Support Teacher's responsibilities will consist of both teaching and non-teaching duties.

These will include:

- Providing supplementary teaching commensurate with the child's particular and individual needs.
- Researching the child's learning difficulty/AEN, to become familiar with their needs and their preferred learning methods.
- 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 (Guidelines 2017 p.13).
- Developing a Support Plan for each child who is selected for supplementary teaching, in consultation with Class Teachers and parents.
- Maintaining a Short-Term Plan and Progress Record, or equivalent, for each individual or group of children withdrawn for support teaching. Maintaining a Short-Term and Progress Record (together with the Class Teacher) for in-class support.
- Administering a range of formal and informal assessments and maintaining records of the outcomes of those assessments.

c) This will involve:

- Conducting an initial Diagnostic Assessment of each child who has been identified as having low achievement and/or a learning difficulty, based on results of an appropriate screening measure and record the findings of the assessment in the child's Support Plan.

- Monitoring the ongoing progress of each child in receipt of supplementary teaching in relation to the attainment of agreed learning targets and short-term objectives that arise from them and recording the observations in the Short-Term Plan and Progress Record, or equivalent.
- Reviewing the progress of each child at the end of an instructional term and recording it on the child's Support Plan.
- Providing supplementary teaching in English and/or Mathematics to children who experience low achievement and/or learning difficulties at School Support/School Support Plus (as per selection criteria). Supplementary teaching will also be provided for children whose social skills, gross/fine motor skills and English language skills need further development (EAL).
- Logging actions in the Support Plan.
- Delivering early intervention programmes.
- Assisting the implementation of whole-school procedures for the selection of children for supplementary teaching.
- Contributing to the development of AEN policy.
- Providing advice to the Class Teacher (if requested).
- Meeting with parents of children who are in receipt of support teaching where a concern is ongoing.
- Liaising with external agencies such as speech and language therapists etc., and implementing suitable recommendations, wherever possible.
- Implementing school policies on preventing learning difficulties, screening children for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching, where it is deemed necessary.

3.6 Role of the SNA

- The role of an SNA will be to carry out duties based on the care needs of the child. The tasks associated with these duties can be of a primary or secondary nature. (Circular 0030/2014)
- The primary care support tasks may include:
 - Administration of medicine.
 - 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 Additional 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, Additional Educational Needs Co-ordinator, National Educational Psychological Service (NEPS); or school staff meetings with the agreement and guidance of Class Teacher/Principal.

- Assistance with enabling a child to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of appropriate personnel.
- Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff.

3.7 Role of Parents

Collaboration and sharing of relevant information between home and school are essential elements of our AEN policy. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning. Parents can support the work of the school in supporting their child by:

- sharing any information, 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 Support 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

3.8 Role of Pupils

The school endeavours to give pupils with AEN a voice in the learning process. The Student Support File offers a useful framework for promoting pupil engagement and participation at all stages of educational planning and review (Continuum).

The Students' Council is made up of representatives from 4th, 5th and 6th classes and these students liaise with all classes to hear their views on issues that affect them in school. In this way pupils contribute to reviews of practice in St Joseph's.

3.9 Role of External Agencies

Our school liaises with external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the National Council for Special Education (NCSE) Support Service, the HSE (Health Service Executive), Early Intervention Teams, Tusla, Visiting Teachers for children with hearing loss, and the Inspectorate.

We acknowledge that the needs of many children span both health and education services. We therefore liaise with and contribute to health-led assessment and delivery of interventions and facilitate meetings between parents and various support services. We also endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support.

3.10 Criteria for the selection of pupils for access to Support Teaching

The following criteria will be used by our school to select children for supplementary teaching in line with the new model of Special Education Teaching (Circular 13/2017).

1. Children scoring at or below the 10th percentile on standardised assessments in Literacy and Maths.
2. Children who have English as an Additional Language (EAL) and whose English needs further support.
3. Children scoring STEN 3 or below on standardised assessments in Literacy and Maths
4. Early intervention in literacy and/or Maths - Infant class 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 Support Plan and recorded the interventions in it.
5. Children experiencing serious difficulties with oral language or social or emotional development or 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.
6. Children on school support plus who are accessing additional support from external agencies.
7. Transition to Post-Primary School. This is also supported by the School Completion Programme and the Home, School, Community Liaison (HSCL) teacher.
8. Children scoring at or below STEN 4 (30th percentile) on standardised assessments in literacy and/or Maths and 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.
9. Exceptionally Able/Gifted Children. 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 from Centre for Talented Youth Ireland (CTYI) is accessed as appropriate.

3.11 Recording and Tracking Support Plans

All pupils' AEN files are stored in a file on Aladdin and a paper copy is kept in a file in a locked cabinet. It is the responsibility of Support Teachers to update and manage the files of the children on school support and school support plus that they support. It is the responsibility of the Class Teacher to update and manage the AEN files of children on classroom support.

The following should be stored:

- Student Support Plan and Review
- Log of actions detailing support received, interventions, meetings with parents and other agencies, tests administered and reviews during the year
- Results of Standardised and Diagnostic Tests
- Psychological Report
- Copy of referrals made to outside agencies
- Copy of reports from outside agencies
- Record of AEN correspondence between parents, outside agencies and school staff

4. Assessment and Testing/Monitoring Progress

4.1 Informal Assessment

On-going observations by staff and informal, teacher designed tasks inform teachers about pupils' progress (Assessment Of Learning). These include checklists, listening to pupils read aloud, oral comprehension, observation of pupils' level of engagement or participation, correction of written work, paired reading record, miscue analysis etc. These observations and records inform teachers and facilitate appropriate differentiation. Staff are encouraged to share concerns, when appropriate, with relevant class teacher or support teacher, AEN Coordinator, principal, parents and pupil. The purpose of this communication is to seek support, advice and/or clarification.

4.2 Formal Test administered (A of L) (A for L).

- JI → 6th 'Busy at Maths' and 'Over the Moon' class assessments throughout the year as appropriate.
- SI – Middle Infants Screen Test at the end of Term 2, usually March (**MIST**).
- 1 → 6th: Drumcondra Primary Reading Test (**DPRT**) & Drumcondra Primary Maths Test (**DPMT**) Both tests are administered at the end of May.
- 1st & 3rd : New Non-Reading Intelligence Test (**NNRIT**) administered at the end of Term Two. New pupils who transfer into 4th, 5th or 6th may be included, if deemed appropriate.
- EAL pupils – Primary School Assessment Kit (**PSAK**) administered by the SET in September
- YARC – administered by Support Teacher in December and June

Results from these tests are discussed by the class teacher and the support teacher. The scores are tracked from year to year to facilitate screening of pupils who may need additional support.

After liaising with parents, the support teacher may administer additional screening tests or relevant diagnostic assessments if deemed necessary. The results of these tests inform the caseload selection process. **A list of additional tests available in the school is detailed in Appendix A.**

5. Review of Policy

In accordance with the systematic cycle of review of policies adopted in the school, this policy will be reviewed initially after one year and then every three years, unless there is an urgent reason to review it earlier.

Ratified by BOM on

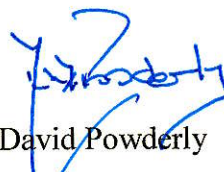
Signed:

Úna O' Kelly
School Principal



Signed:

David Powderly
Chairperson BOM



Handwritten signature or mark in blue ink.

Appendix A

Standardised tests and Assessment Tools in St Joseph's N.S.

Class Administered tests:

- Middle Infant Screening Test
- Drumcondra Primary Reading Test 1st → 6th (DPRT)
- Drumcondra Primary Maths Test 1st → 6th (DPMT)
- New Non-Reading Intelligence Tests Levels, 1, 2, 3 (NNRIT)
- Busy at Maths Assessments.
- Over the Moon Assessments.

Additional Resources:

- York Assessment of Reading for Comprehension (YARC)
- Belfield Infant Assessment Profile.
- Drumcondra Test of Early Literacy – end of SI or beginning of 1st.
- Drumcondra Test of Early Numeracy – end of SI or beginning of 1st. (Both tests have a diagnostic element).
- Drumcondra Spelling Tests 1st → 6th class.
- Schonell Spelling Test.
- Quest Screening and Diagnostic for reading and writing (aged 7 → 8 year olds).
- Neale Analysis.
- Get Reading Right – Stephen Jackson. Assesses phonetic ability.
- Dyslexia Screening Test – Pearson DST-Junior (6.6 y → 11.5).
- Portfolio – Screener for Dyslexia and Guidance Manual.
- Gradual Word Reading Test.
- Schonell Word Reading Test.
- BURT Word Recognition Test.
- RAIN Sentence Reading Test.
- Westwood's Short Term Auditory Memory Test.
- Westwood's Sentence Repetition Test.
- Teacher Made Test of Receptive and Expressive Vocabulary – Junior. T. Balfe & A. McGough.
- Primary School Assessment Kit (PSAK) a test for EAL pupils.
- Number Relationships – Sample formative assessment for Early Intervention.
- Dyscalculia Checklist.
- The Dyscalculia Assessment – 2nd edition. Emerson & Babbie.
- More trouble with Maths – a complete manual for diagnosing mathematical difficulties. Note chapter 5 – short-term memory, working memory.

Checklists:

- Checklist of Basis sounds.
- Jolly Phonics Test/Screeners for end of JI and SI.
- Word Recognition – Dolch 100 words, next 100 words.
- Early at Risk Indicators.
- Curriculum Access Tool from NCCA Guidelines.
- Speech and Language Red Flags.
- Occupational Therapy Red Flags.
- Signposts/Cabhair – a resource pack for teachers.
- Conners' Teacher Rating Scale.
- Identifying children with Special Needs – checklist for professionals – Glynis Hannell