

Special Educational Needs (SEN) Policy 2023

St. Mochuo's N.S. Rathcoffey

Introductory Statement:

The Principal and Special Education teachers in consultation with the staff and Board of Management devised this policy.

Rationale:

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 special educational needs. The term special 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. In this document, SEN can be taken to be special educational needs in this broad sense.

Our SEN team is what was previously termed Learning Support Teachers and Resource Teachers.

The policy is based on Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools (Department of Education & Skills).

Relationship to School Mission Statement:

This policy reiterates the principle of educating all our children to their fullest potential and ensuring that each child feels equally cherished.

Aims of SEN 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. Through the implementation of our SEN policy we aim to:

- support the inclusion of children with SEN 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 special education for our pupils
- promote early intervention programmes designed to enhance learning and prevent/reduce difficulties in learning.

Principles of SEN Support

The provision of SEN 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 the withdrawal model, in-class support model, individual or group work, etc.

Continuum of Support – Staged Approach

Stage 1. Classroom Support

If a class teacher or parent has concerns about the academic, physical, social or emotional development of a child, the class teacher will then construct a simple, individual plan of support to be implemented in the normal class setting. **This plan will form the 1st instructional page of the child's Continuum of Support** and will be based on screening measures administered by the teacher. The plan will be reviewed after each instructional term (using the Review Page from the Continuum of Support document). If the plan is working well for the child it may be decided to continue with it. If insufficient progress is made and the child is still having difficulty, then Stage 2 (School Support) is implemented.

Stage 2. School Support

If further intervention is deemed necessary (after further diagnostic testing by the Special Education teacher) and the child is to receive supplementary teaching at School Support Level, then a letter of consent will be sent to the parents by the Special Education teacher in question. The class teacher and Special Education teacher then draw up a plan of appropriate learning outcomes for the child. **This plan will form the 2nd instructional page of the child's Continuum of Support** and will be implemented in conjunction with the child's Classroom Support Plan (1st Page). The child's parents/guardians will be informed of this plan, invited to contribute and asked to sign it. This plan will be reviewed at the end of each instructional term and if significant concerns remain after a number of reviews, it may be necessary to involve outside agencies such as NEPS or the HSE. (Stage 3)

Stage 3. School Support Plus

The school may formally request a consultation from other professionals outside the school in respect of children who fail to make sufficient progress after supplementary teaching or the implementation of a behavioural programme, as appropriate. Such professional advice is sought from psychologists, speech therapists, audiologists, occupational therapists etc. This is carried out in consultation with and with the permission of the child's parents/guardians. Following the consultation, the class teacher, Special Education teacher,

parents and outside professionals (if available) will draw up a Learning Programme for the child. **This plan will form the 3rd instructional page of the child's Continuum of Support.** In case of children identified at an early age as having significant special educational needs, intervention at Stage 3 will be necessary on their entry to school. Support in the classroom will be an essential component of any learning programme devised for such children and primary responsibility for the child will remain with the class teacher in consultation with the designated Special Education teacher.

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 Special Education teacher on Aladdin.

Staff 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's role is to:

- monitor and review SEN policy and any updates to it.
- ratify the SEN policy.
- ensure that satisfactory classroom accommodation and teaching resources are available and provided for SEN teachers.
- provide secure facilities for the storage of records relating to children in receipt of SEN support.

The Role of the Principal:

“The principal teacher has overall responsibility for the school’s special education programme and for the school’s provision for children with SEN. An important part of the principal teacher’s role is the coordination of the special education and special needs services, particularly in light of the broader range of services that are now available to schools to meet the needs of pupils.

The principal teacher should:

- Assume overall responsibility for the development and implementation of the school’s policies on special education
- Contribute to the development of policy on Special Education at the whole school level.
- Assume overall responsibility for the development and implementation of the school’s policies on special education

- Submit all relevant details to the Department of Education to ensure the school receives the full allocation of hours it needs to successfully meet the requirements of all the children in the school with special educational needs
- Work with teachers in the development of the school plan on special education.
- Monitor the implementation of the school plan on special education on an ongoing basis.
- Monitor the selection of pupils for support teaching, ensuring that this service is focused on the pupils with very low achievement.
- Assume direct responsibility for coordinating the SEN team within the school
- Oversee the implementation of a whole school assessment and screening programme to identify pupils with very low achievement and / or learning difficulties so that these pupils can be provided with the support they need;
- Keep teachers informed about the external assessment services that are available and the procedures to be followed in initiating referrals
- Ensuring that student support files are created for each child identified as requiring support and that said plans are implemented with regular reviews
- Help teachers to increase their knowledge and skills in the area of special education teaching by, for example, providing guidance and advice with regard to teaching methods and materials and by encouraging teachers to avail of relevant in-career development

The Role of the Special Education Co-ordinator

- Assisting in the implementation of a broad range of whole-school strategies designed to enhance early learning and to prevent learning difficulties
- Responsible for updating/reviewing School Support Plan templates for the student support files and sharing with the Special Education Team.
- Responsible for compiling the Special Education timetables for the year with input from and the assistance of the Special Education Team and school principal.
- Responsible for distributing the special education timetable to the Special Education Team, class teachers and SNA's at the beginning of the school year.

- Co-ordinate periodic (currently monthly) meetings with Special Education Teachers and Special Needs Assistants to ensure a collaborative team approach.
- Ensure Care Needs Plans for pupils with SNA's are completed and implemented. Plans are to be completed by the Special Education Teacher assigned to the student in conjunction with the pupil's class teacher and their Special Needs Assistant.
- Contributing to the development of policy on Special Education at the whole-school level.
- Contributing at the school level to decision-making regarding the purchase of learning resources, books and materials to be made available to special education pupils.
- Responsible for sourcing resources and the upkeep and maintenance of the resources within the sensory room.
- Attend Special Education training courses as required.
- Liaise with outside agencies and individuals e.g. Psychologists, Speech Therapists, and Occupational Therapists.
- Oversee the annual screening tests so as to identify children in need of Special Education.

The Role of the Class Teacher:

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

The Class Teacher will

- provide effective teaching and learning opportunities
- support the identification of learning difficulties
- provide Classroom Support/Stage 1
- log actions in the Support Plan on Aladdin
- communicate with parents/guardians
- draw up Classroom Support Plans (Stage 1 Continuum of Support) "Interventions with children at stages 2 and 3 should include a classroom support plan to ensure that the children's needs are met for the whole school day" (Guidelines 2017 p7)

- collaborate with the Support Teacher in the development of a Support Plan for each child who is in receipt of supplementary teaching at School Support/School Support Plus Level on the Continuum, by identifying appropriate learning targets and by organising classroom activities to achieve those targets. A key role of successful support is a high level of consultation and cooperation between the Class Teacher and the Special Education Teacher. Central to this consultation is the development, implementation and review of support plans. This consultation will be achieved through formal timetabling at least once per instructional term, and through informal consultation as the need arises.

The Role of the Special Education Teacher:

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.
- Support Teacher 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/SEN, 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 and uploading this plan to Aladdin.
- 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. 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. This review will also be uploaded to Aladdin.

- 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 SEN 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.

The Role of the Special Education Teacher in Collaboration with the Class Teacher:

The special education teacher should work closely with the class teachers to implement school policies on preventing learning difficulties, screening pupils for learning difficulties, interpreting the outcomes of diagnostic assessments.

The special education teacher should:

- Implementing classroom programmes designed to enhance learning and prevent learning difficulties
- Screen pupils for learning difficulties with a view to conducting diagnostic assessments, if needed
- Identify pupils for support teaching, based on the outcomes of appropriate screening and diagnostic assessment
- Develop and implement activities in the classroom as outlined in the individual learning programme for each pupil
- Monitor and review the attainment of learning targets set out in the individual learning programme of each pupil
- Monitor the progress made by pupils in receipt of supplementary teaching, as indicated in the pupils' weekly planning and progress records (WPPRs)
- The provision of appropriate ongoing support in the classroom for pupils for whom support has been reduced or discontinued Supporting pupils with learning difficulties for whom it may not be possible to provide support (e.g. if parents do not agree to such formal intervention).
- Identifying children who may have general or specific learning disabilities.

The 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 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) and Care Needs Plans 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 Organiser (SENO); National Educational Psychological Service (NEPS); or monthly SEN team meetings.
- Assistance with enabling a child to access social group 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 e.g. Witch Walk.

The Role of Parents:

Parents can support the work of the school by:

- Providing a home environment which promotes literacy and numeracy before the child comes to school;
- By attending meetings organised by the school on School Support Plans, Support Plan reviews etc.
- By participating with their child in such activities as
 - book sharing/ reading stories
 - storytelling
 - paired reading
 - discussions to build vocabulary and thinking skills
 - visits to places of educational interest to broaden their child's experiences
 - talking positively about school and school work
 - participate in activities organised by the school to increase the involvement of parents in their children's learning;

The Role of the Children:

The role of the child with SEN will be that of active participant in their own learning; the extent and nature of this will depend on their strengths and needs.

Role of External Bodies and 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, School Age Teams, Tusla, Visiting Teachers for children with vision impairment, 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.

Strategies for Preventing Learning Difficulties

Prevention and Early Intervention

Prevention Strategies

- 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 English and Mathematics to ensure progression and continuity from class to class, including the Aistear programme and Ready Set Maths in the Infant classes, Guided Reading using the PM Readers from Senior Infants to 2nd class, Big Cats from 2nd class to 4th class.
- 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.
- Class-based early intervention by the class teacher focusing on the provision of additional individualised support, as and when required.
- 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.
- Provision of Assistive Technology as appropriate.
- Promotion of parental involvement through their attendance at induction meetings for parents/guardians of incoming Junior Infants and the arrangement of formal and informal parent/teacher meetings.

Early Intervention Strategies:

Early intervention programmes may be provided by the class Teacher and/or the Support Teacher, in accordance with the Staged Approach (NEPS Continuum).

Collaboration and consultation between the Class Teachers and the Special Education Teachers, should identify children who may be in need of early intervention.

Teacher observation and professional opinion will be given due consideration in the selection of children for early intervention programmes at Classroom Support/School Support level.

Early intervention programmes will include –

- Active learning programme for all Junior Infant children with specific emphasis on oral language development, underpinned by the principles of the Aistear programme and the new Language Curriculum.
- Early intervention literacy and language support programme (Guided Reading using PM Readers) in Senior Infant to 2nd classes.
- 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.

The following is a list of Early Intervention Strategies adopted in our school

- Classrooms with a print rich environment
- Paired Reading
- Reading Recovery
- Print rich school environment
- Jolly Phonics
- We stress the interconnected nature of listening, speaking, reading and writing
- We emphasise the development of phonemic awareness and word identification skills e.g. Toe by Toe Programme
- Children are engaged in oral and silent reading with texts at the appropriate levels of difficulty.

- Provision of colourful and attractive books.
- In-Class Support
- Aistear
- PM Readers
- Ready Set Go Maths

Identifying and Selecting Pupils for Additional Teaching Support

Children with the greatest level of need have access to the greatest level of supports.

Selection criteria

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.

1. Children previously in receipt of "Resource hours" who continue to experience significant learning difficulties.
2. Children scoring at or below the 10th percentile on standardised assessments in Literacy and Maths.
3. 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.
4. Children scoring at or below STEN 3 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.
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. Transition to Post-Primary School – 6th class teacher meets with Year Head from Secondary School
7. 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.

Assessment of Junior Infants

- There is ongoing assessment throughout the year for all Junior Infant children. This assessment takes the form of teacher observation, the use of checklists and regular testing of letters, sounds, words etc.

- Term 2: The children will be tested on the groups of sounds of Jolly Phonics Programme completed (depending on the ability of the class)

- Term 3: Jolly Phonics Programme assessment is administered to all children.

Assessment of Senior Infants

- Term 1: There is an initial assessment in September for all Senior Infant children of the Jolly Phonics sounds and sight words from the Junior Infant Programme.

- PM assessment to establish levels for in-class support groups

- Term 2: In January or February the Middle Infant Screening Test (MIST) is administered.

Those who experience difficulty with this test will receive extra help.

- June: Jolly Phonics Programme Assessment is administered to all children.

- PM assessment readministered to all children to check levels/groups.

Pupils are selected for supplementary teaching after the following procedures have been followed.

1. The class teacher administers and scores the standardised screening test as outlined in the SEN policy.

2. Pupils are selected for diagnostic assessment through a process of consultation between special education teacher and class teacher.

3. The special education teacher administers diagnostic tests to each of the selected pupils (subject to the approval of the pupil's parents) to identify the pupils learning strengths and needs;

4. The results shall be discussed with the class teacher to determine the nature of the intervention to be provided to the pupil by either the class teacher or by the special education teacher and discussed with parents if supplementary teaching is required.

5. A School Support Plan is then drawn up for each child in receipt of school support/school support plus in consultation with the class teacher and parents.

In selecting pupils for diagnostic assessment and supplementary teaching, we prioritise

- 1) Those Senior Infants to Sixth Class pupils who achieve scores that are at or below the 10th percentile in nationally standardised tests in English.
- 2) Those First Class to Sixth Class pupils who achieve scores that are at or below the 10th percentile in nationally standardised tests in Maths.

Programme Planning:

The pupils School Support Plan includes:

- details of the pupil, class, teacher, date programme was started.
- information about assessment- screening, diagnostic and informal.
- additional relevant information – information from parents and formal assessments e.g. psychological assessments, speech therapy assessments
- learning strengths and attainments
- priority learning needs & targets
- Special Education Strategies/Activities – Both in school and at home
- Supplementary Teaching Timetable for individual pupil.

The pupils School Support Plus Plan includes:

- details of the pupil, class, teacher, date of School Support Plus meeting
- Nature of SEN
- Impact of SEN on educational development
- Special Education Provision
- Present Level of Educational Performance
- Formal Assessment -
- Informal Assessment - Information Gathered from Parents, Class teacher, Special Education Teachers and SNA
- Summary of Abilities and Learning Needs
- Priority Learning Needs for the Term

- Summary of Targets
- Targets, Strategies and Resources, Personnel Involved
- Signature of Class Teacher, Special Education Teacher and Parents.

Continuing/Discontinuing Supplementary Teaching

- At the end of each instructional block/term the progress of each child who is in receipt of support teaching will be evaluated following consultation with the child's class teacher and where appropriate, the child's parents/guardians.
- 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 children 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.
- Children who no longer receive supplementary teaching are closely observed to ensure progress continues.

Monitoring Progress

- **The Support Review Record** on the Continuum of Support will be completed by the Support Teacher in collaboration with the Class Teacher. This will be carried out at the end of each instructional period.
- **Self-Reflection** (by the child as appropriate) – as part of the Continuum of Support Review Record.
- **Weekly Tests** if applicable (e.g. Spellings/Tables).
- **Termly Assessments** if applicable (teacher designed or from publishers).
- **Standardised Tests at end of year** (1st – 6th) English and Maths.
- **Senior Infants**–Middle Infant Screening Test (MIST).
- **Jolly Phonics End of Year Test 1 and 2** (Junior and Senior Infants)
- **PM Readers Assessment Test**
- **Ongoing structured observation** and assessment of the language, literacy and numeracy skills of the children in the Infant classes to facilitate early identification of possible learning difficulties.

Exemptions from the Study of Irish

An exemption from the study of Irish means that a student attending primary school is not required to study Irish. There are certain limited circumstances whereby an exemption may be granted. The authority to grant an exemption has been delegated to school management.

Standardised Tests

Junior Infants

- Jolly Phonics 1 – administered at the end of Junior Infants.

Senior Infants

- MIST (Middle Infant Screening Test) administered in January
- Jolly Phonics 2- administered at the end of Senior Infants.

English:

1st – 6th Class

- Drumcondra Reading Tests - Administered in May each year

Maths:

1st – 6th Class

- SIGMA –T Maths Attainment Test - Level 1 – Level 5 - Administered in May each year

Diagnostic Tests

- The diagnostic tests are administered by the special education teacher with permission from the parents.
- The results of diagnostic tests shall be discussed with the principal, the class teacher and the parents.

Provision of Supplementary Teaching by the Special Education Teacher:

- Allocation of Supplementary teaching is provided once the special education teachers' caseload is finalised. A meeting with the principal shall be held to approve the timetable.
- Each child's case is reviewed at the end of an instructional term.

Strategies for Communicating Information:

- Formal meetings shall be held between class teacher and special education teacher at the beginning and end of each instructional term. The class teacher and special education teacher shall meet to draw up a Support Plan for each child.
- Informal meetings shall take place on a regular basis. Further meetings can be arranged should the need arise.

The class teacher/special teacher consults the parents to ask for permission from parents to have diagnostic tests administered.

If the child is in need of supplementary teaching, the special education teacher will meet the parents to discuss the child's work and permission is sought from parents for their child to receive supplementary teaching.

In October each year, following the meeting with the class teacher, parents shall be invited to meet with the special education teacher to discuss and support the School Support Plan.

An open door policy is paramount to ensure cooperation between special education teachers and parents. A formal parent teacher meeting will be held during the school year with the class teacher and the special education teacher.

Approaches to Involving Parents

- Paired/ Shared Reading Programmes
- Encouraging parents to promote Oral Language
- Parents can create a home environment where literacy can thrive
- Select books that interest their children
- Helping children with their homework
- Attend meetings held in school on such topics as oral language, paired reading etc.
- Bring children to the library.

Record Keeping

- Class Teachers will keep a record of teacher designed tests, end of term tests and checklists in an Assessment Folder for their class.
- A file for each child in the class is kept in a locked press in the classroom and passed on from teacher to teacher as the child moves through the school. This file contains a sample of the child's work from September and June of each year, parent-teacher meeting notes.
- Diagnostic Assessments and other checklists administered by the Support Teacher will be put in the child's file in the classroom.
- Continuum of Support documents for Children with SEN are also kept in the child's file in the classroom (a copy of relevant pages for the Support Teacher). These are also uploaded to Aladdin.
- Personal Pupil Plans and Care Needs Plans for children with SNA access will also be kept in the child's file in the classroom.
- Psychological Reports that are active at any given time are kept in a locked cabinet in the Principal's office. Copies may be held by the class teacher in the child's file and by

the special education teacher in the Student Support File. They are also uploaded to Aladdin under the child's profile.

- Results of Completed Standardised Tests will be uploaded to Aladdin. The Standardised Tests currently used in our school are – Drumcondra Reading and SIGMA T (Maths) and the MIST (Senior Infant Test) are also administered.

- End of Year School Report will be issued to parents/guardians in June. These reports are saved on Aladdin.

- Monthly Reports from the Support Teacher will be sent to the Principal. These reports outline the work undertaken by the support teacher with groups or individual children.

Liaising with Parents/Communicating Information

- Class teacher meets with parents/guardians initially to discuss concerns and outline supports available in the school.

- Special Education teacher and Class Teacher meet with parents to agree a School Support Plan for the child.

- Special Education Teacher liaises with parents of children in receipt of supplementary teaching to demonstrate methodologies that could be useful at home to further the child's learning.

- Parents are encouraged to become involved in their child's learning. Activities are organised throughout the year to support this e.g. Maths Week, Book Week.

- Parent Teacher Meetings are held in November for Junior Infants to 6th Class.

- An information meeting is held for the parents of incoming Junior Infants in June.

- An end-of-year report goes home in June each year. Opportunities to discuss this report are made available before the end of term.

Timetabling for Special Education

- Supplementary teaching that children receive is in addition to their regular class programme in English and Maths, in so far as is practicable.

- Co-teaching/In Class Support, where two teachers work together to plan, organise, instruct and make assessments on the same group of students, sharing the same classroom

can operate during English and Maths times in class. If deemed more beneficial to the group being taught by the Support Teacher, they can be withdrawn to a quiet space.

- In so far as is practicable children should not miss out on the same curricular area each time they receive supplementary teaching.
- The Special Education Team will review the timetable at the end of each instructional term/block.

Attendance

- An attendance record of children who are withdrawn to the SEN rooms will be kept by each Special Education Teacher.

Monitoring and Reviewing the SEN Policy

- The Principal and Deputy Principal, SEN team and teaching staff will monitor and review this policy.
- This review will be initiated by the SEN Co-ordinator.

SEN Policy Success Criteria

A whole school approach to the implementation of our SEN policy will:

- ensure that children with SEN 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.

Roles and Responsibility

The Special Education Teachers, SEN Co-ordinator and the Principal shall take responsibility for the implementation of the policy.

Timeframe for Implementation

This policy is being implemented at present.

Responsibility for Review

The Special Education Teachers, SEN Co-ordinator and the Principal will have overall responsibility for the review.

This policy was reviewed in February 2023.

This policy will be reviewed again in _____

Ratification

This policy was ratified by the Board of Management on _____

Signed: _____ Chairperson, Board of Management.

Useful Websites:

Department of Education & Skills: www.education.ie

- National Council for Special Education: www.ncse.ie
- National Council for Curriculum Assessment: www.ncca.ie
- Health Service Executive: www.hse.ie

Useful Information

N.C.S.E. (National Council for Special Education)

Address: 1 – 2 Mill Street, Trim. Co. Meath.

Telephone: 046 – 9486400

Email: info@ncse.ie

Website: www.ncse.ie

N.E.P.S. (National Educational Psychological Service)

N.E.P.S. Psychologist: Brenda Hughes

Block A, Maudlins Hall, Naas. Co. Kildare

W91 R9XT

045 – 848508

045 – 848505

NEPS, Block A, Maudlin's Hall, Dublin Road, Naas, Co. Kildare, W91 R9XT. Tel: (0761) 108620

T.U.S.L.A.

Website: <https://www.tusla.ie/get-in-touch/>

Child and Family Agency

Dublin South West, Kildare, West Wicklow

Suite 7 & 8

Vista Primary Care

Naas

Co. Kildare

Contact: Audrey Warren: 045839312

Email: am.dswkww@tusla.ie