



Crecorea National School Support Policy for Special Needs Pupils

Title

Crecora National School is a mixed, rural, national school under the patronage of the Catholic Bishop of Limerick. It is a mainstream primary school catering for a full cross section of children. The school is part of the National Educational Psychological Services (NEPS) and our current school psychologist is Edel Higgins. Our current SENO is Gerard Dore.

Introductory statement

This policy was drawn up by the principal, class teachers, and SE team of Crecora National School at a series of consultative meetings which took place during the school year 2017/2018.

Legislative Framework

This policy is grounded in a legal framework as outlined by the following:

- Equal Status Act 2000
- Epsen Act 2004
- Circular 0013/2017
- Guidelines for Schools with Special Educational Needs in Mainstream (2017)
- NCSE: Supporting students with Special Educational Needs (2013)

Personnel involved in SE

Currently each teacher's case load is made up of Stage 2 and Stage 3 children along with various methods of inclass support and team teaching.

The school currently has the following provisions to cater for children with special educational needs:

Four full time and one part time SE teachers
Two Special Needs Assistants

Crecora National School currently has two teachers on staff with a Post Graduate Diploma in Special Education. There are thirteen teachers on staff, ten of whom have experience in teaching children with special educational needs. The staff access professional development courses in SE and intervention programmes throughout the school year (see file in principal's office for details of staff development in this area). We are also members of ILSA and regularly attend their conferences. The staff at Crecora School share best practice recommendations and advice from professional development courses regularly at staff meetings. Guest speakers are also invited to address the staff e.g. Edel Higgins (NEPS) on working memory. Practice is also shared through review meetings which take place at the end of each inclass support or initiative.

Rationale

The purpose of this SE policy is to provide practical guidance for teachers, SNAs, parents and other interested parties on the provision of effective support of learning to pupils experiencing low achievement and /or learning difficulties.

- 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. These are setting suitable learning challenges, meeting children's diverse learning needs and overcoming potential barriers to their learning and assessment.

Relationship to Characteristic Spirit of the School.

Our school Crecora National school cherishes all pupils equally and values uniqueness of the child. 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. As far as possible it is our aim to minimise the difficulties that children may experience. We are dedicated to helping each child achieve his/her individual potential. We aim to promote the full and harmonious development of all aspects of the person of the pupil: intellectual, physical, cultural, moral and spiritual, including a living relationship with God and other people. The provision of a quality system of support and an inclusive curriculum is integral to this commitment.

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, children from all cultures 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.

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

<p>Classroom Support</p>	<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>
<p>School Support</p>	<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 and questionnaires • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition.</p> <p>A school support plan operates for an agreed period of time and is subject to review.</p>

School Support Plus	<p>This level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> • Teacher observation and teacher-designed measures • Parent and pupil interviews • Functional assessment • Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc <p>Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</p>
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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)

Action 1: Identification of pupils with special educational needs	<p>Review existing information on pupils’ needs, using school-based data and any information from parents and external professionals. Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests). Pre-testing for baseline results before intervention to monitor specific progress and inform planning.</p> <p>Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
Action 2: Setting targets	Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support.
Action 3: Planning teaching methods and approaches	Identify the level and type of intervention required to meet targets for each pupil on the continuum of support. Schools

	should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. They should also be mindful that the interventions and supports that they are using are evidence-informed in collaboration with class teachers
Action 4: Organising early intervention and prevention programmes	Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.
Action 5: Organising and deploying special education teaching resources	<p>Cross-reference the needs of pupils at school support and school support plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place.</p> <p>Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.</p>
Action 6: Tracking, recording and reviewing progress	<p>Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:</p> <ul style="list-style-type: none"> • At whole-school and classroom support level by all teachers • At the school support and school support plus levels by class teachers and special education teachers.

Role of Stakeholders

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.

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.
- Oversee the development, implementation and review of the provision of SE in our school.
- Ensure adequate classroom accommodation and teaching resources are provided for the SE teachers.
- Provide a secure facility for storage or records in relation to pupils in receipt of SE.
- To approve ongoing support for Professional development in SE for staff.
- To approve block release time for any SE Teacher to undertake the SE course in MIC.

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
- To arrange for aggregated results of standardised tests conducted in Creora National School to be reported to the BOM and the DES annually.
- Assume overall responsibility for the development and implementation of the school's policy on SE in cooperation with the BOM, teachers, parents and children.
- Work with teachers and parents in the development of the school plan on SE in the context of Special Needs Education.
- Monitor the implementation of the school plan on the Continuum of Support process on an ongoing basis.
- Monitor the selection of pupils for additional support, ensuring that this service is focused on the pupils with the greatest learning needs
- Assume direct responsibility for effective implementation of SE provision.
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with the greatest learning needs 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 procedure to be followed in initiation referrals.
- Help teachers increase their knowledge and skills in the area of SE.
- Coordinate with the ISM(in school management) team member with responsibility for SE.
- Assume direct responsibility in allocating NEPS assessments in consultation with staff.
- Responsible for ensuring assessment recommendations are adhered to.
- Support the SE team when drawing up IEPs and IPLPs.
- Assign staff roles for example CAPER, to address the needs of the school in consultation with the SE team.
- Meet with SENO, other outside agencies....
- Post all correspondence to relevant agencies

- Ensure that staff members complete paper work and correspondence to be sent to relevant agencies, to ensure staff have made copies of same and to ensure that the correspondence has been posted.
- Store confidential information (Psychological Assessment Reports etc.) regarding SEN children and shares same with principal, class teachers, support teachers, SNAs, other agencies where appropriate.
- Store files securely and have hard copy of all documentation.
- Arranges for exemptions from the study of Irish for pupils for whom this is appropriate.
- Liaise with SE teachers when applying for assistive technology for pupils for whom it is appropriate.
- Oversee and file pupil personal plans (PPP)
- Encourage staff to review recommendations made after in-class interventions are carried out and apply if relevant.

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
- Organising the timetable for support teaching
- Liaising with and advising fellow teachers and contributing to in-service training of staff
- Liaising with and advising SNAs with regard to supporting children with special needs
- Liaising with parents of children with special needs
- Monitoring and evaluating SEN provision
- Keeping 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
- Advising parents on procedures for availing of special needs services in conjunction with the SE Teacher.
- Selecting children for psychological assessment in consultation with the principal, class and support teachers
- Participating in and or overseeing the drafting of IEPs, IPLPs and classroom support plans if requested.
- Organising periodic meetings of the SE Team to disseminate pertinent information, review initiatives and discuss any relevant concerns.
- Keeping minutes of any SE meetings or initiative review meetings and providing the Principal with a copy.
- Keeping permission slips

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. They are obliged to carry out the following:

- address the diverse needs within the classroom in their planning (reference to differentiation in their schemes of work)
- adapt their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern.
- Implement the school policies on screening and selecting pupils for supplementary teaching in English and Maths by co-operating and assisting with the administration and scoring of appropriate screening measures (B.I.A.P/M.I.S.T/D.P.R.T/Sigma-T).
- Collaborate with the SE Teacher in the development of an individual profile and learning programme by identifying appropriate learning targets and by organising classroom activities to achieve these targets with regard to each pupil who is in receipt of supplementary teaching.
- Fill in IEP and relevant Stage 2 questionnaires supplied by SE Team. (See Y Drive)

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
- Using the seven types of differentiation listed in the NIPT handbook – task, outcome, choice, pace, support, resource, dialogue/questioning

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. Teachers will also engage in co-planning with SE Teachers for in-class provision. 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. 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.

The role of the Special Education Teacher also includes the following:

- Develop an individual education profile and individual/group learning programme for a pupil who is selected for supplementary teaching in consultation with the Class Teacher and parents. The learning plan reflects the different pupil's needs.
- Maintain planning and progress records or equivalent for each individual or group of pupils in receipt of additional support.
- A key role of successful Additional Support is a very high level of consultation and co-operation between the Class Teacher and the Learning Support Teacher. Central to this consultation is the development, implementation and review of Individual Profile and

Learning Programmes

- Distribute a copy of the Cúntas Míosúil (Monthly Account) to Principal and Class Teacher.
- Engage in early intervention programmes, Literacy Lift Off and provide supplementary teaching in English and Mathematics to pupils in the Junior section of the school. Supplementary teaching will also take place in the senior end of the school on a needs basis and may include Maths parallel teaching and language stations.
- Support colleagues to plan for in-class support and interventions.
- Maintain planning and progress records or equivalent for each individual or group of pupils in receipt of additional support.
- Consult, because a key role of successful support is a very 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 Individual Profile and Learning Programmes
- Compile aggregated results for each class following completion of standardised tests of reading and maths in May of each year, using the template provided in circular 0056/2011 and to provide the Principal with a copy.
- Contribute to the development of policy on Support at whole school Level.
 - Provide advice to the Class Teachers in such areas as individual pupils' assessment and programme planning, as well as approaches to language development, reading, writing and mathematics for pupils experiencing difficulties.
 - Contribute at school level to decision making regarding the purchase of learning resource books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the Learning Support room.
 - Liaise with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs in consultation with class teacher, SE Co-coordinator and Principal.
 - Liaise with Parents and SNA where necessary.
 - Maintain a list of pupils who are receiving supplementary teaching and special educational needs.
 - Read through IEP/PPP with SNA.
 - Assist SNA in compiling a PPP and to ensure that a copy has been provided to the Principal.
 - Ensure all communication with SNAs has firstly been discussed with the class teacher.
 - Compile and adjust timetables regularly. Constant collaborating and co-ordinating with SE Team and Class teachers to establish a needs based timetable.
 - Prepare relevant data and completing documents for referral of pupils to outside agencies and for assessments.
 - End of year reports -each SE teacher will write an end of year report on every child that they have taught for the year. This report will be kept in the child's personal folder. A copy will be given to the Principal.
 - Engage with other SE teachers, attend and contribute to team meetings.
 - All confidential information e.g. assessments from outside agencies will be stored in

the LS/Resource rooms and Principal's office where they are secured in the filing cabinets.

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. Specifically, parents contribute through:

- Regular communication with the Class Teacher and Special Education Teacher.
- Creating a home environment where literacy can thrive.
- Fostering positive attitudes about school and learning in the child.
- Participating in shared reading programme.
- Encouraging the child to visit library.
- Developing the child's oral language.
- Developing the child's social mathematics.
- Signing school contracts for assistive technology.
- Supervising, assisting with, showing interest in and signing homework.
- Signing and returning consent forms to the school regarding withdrawal for support teaching.
- 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.
- Supporting programmes and initiatives implemented by the school.

Enrolment

In order to fulfil our obligations under the Education Act 1998, Equal Status Act 2000, Education Welfare Act 2000 and Education for Persons with Disabilities Act 2004, to enable children with special educational needs to join in the normal activities school along with other children.

The school aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. Parents are required to notify the school of their child's special needs in advance of enrolment. The Board of Management will request a copy of the child's medical or psychological report. No child can be refused admission solely on the grounds that he/she has special needs except where the provision required is incompatible with that available in our school.

Special Facilities

Crecora National School is a single storey building with wheelchair accessibility. There is a Multi-Sensory room, where specialised equipment is to be used.

Resources

Crecora National School is a well-resourced school, which constantly monitors and updates its resources. I.T. provision is good and is updated regularly.

Strategies / Programmes to minimise learning difficulties

Our strategies for preventing learning difficulties include:

- Whole school promotion of Reading for Pleasure e.g. Shared Reading programme - CAPER from Juniors to 2nd Class
- Building Bridges Comprehension Strategies
- Genre Writing
- Literacy Lift-off in junior infants to second class
- Print rich environment
- Shared/paired reading
- Story time, Library time, DEAR time, Book Week, Book Fair, Word games, Class library, visiting authors,
- Word recognition team/parallel teaching in 1st – 3rd
- Language station games from 3rd to 6th
- Spelling rules in nominated classes
- Support given to supporting the primary Language Curriculum in the classroom where requested
- The promotion of parental understanding and involvement through their attendance at an induction meeting for the parents of incoming Junior Infants, and the arrangement of formal and informal Parent Teacher Meetings.
- Implementation of the continuum of support to provide additional support in Literacy and Mathematical skills to pupils who need it
- Ongoing observation and assessment of pupils by the class teacher.
- The teaching of “Sounds Abound” phonological awareness programme to Junior Infants.
- The teaching of “Sound Linkage” phonological awareness programme from Senior Infants to Rang 2.
- Use of PAT programme to develop the onset and rime skills of children up to Rang 3
- The implementation of the “Jolly Phonics” Programme up to Rang 1.
- Promoting a school 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.
- The development and implementation of agreed whole school approaches to language development, phonological awareness, and to the teaching of other aspects of English.
- Introduction of guided reading incrementally from third class beginning in September 2018.

- Use of the classroom environment checklist- NEPS
- The development and implementation of agreed whole school approaches to the teaching of aspects of Maths, e.g. our whole school approach to the language of tables and subtraction.

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. Screening tests (B.I.A.P.) are administered at the end of Junior Infants to children deemed at risk. The M.I.S.T. (Middle Infants Screening Test) is administered to all pupils in Senior Infants during the final term of the school year. Maths screening test is administered at the end of Senior Infants.

Implementation of intensive early intervention programmes in the early primary classes as an effective response to meet the different needs of children who are presenting with learning difficulties. These programmes will:

- Be set within a specific time frame.
- Be based on a shared expectation of success by everyone involved.
- Involve small group focus on phonological awareness and laying the foundation for meaningful reading.
- Emphasise letter/sound skills.
- Stress the interconnected nature of listening, speaking, reading and writing.
- Ideally have a group size of four children or less.
- Include shared writing, Neuro-Development Programme, peer tutoring, Building Bridges to Understanding language development

Observation and/or assessment:

Observation: Methods in use- personal checklists, profile sheet for each child, Shared observation, listening to reading, running record, general correction of homework, TOAD checklist.

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

Share concerns with: - Last year's/ next year's teacher, similar level teacher, parents, support teacher, SEN co-ordinator, principal or AON.

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 as noted in class teachers own schemes and cúntasaí míosúla. When a class teacher identifies a child with SEN the class teacher consults with the SEN coordinator and provides interventions that are ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum. The first line of responsibility for the progress of all pupils in the class lies with the class teacher.

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

Continuum of Support Framework

Stage One

Class teachers initially discuss their concerns with the child's parents.

The triggers for this intervention could be;

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

The class teacher completes a Stage One form and monitors the Record of Differentiated Support for an agreed period of time. If this strategy does not work then the teacher will continue to the next stage, School Action.

Teachers inform Parents that their child's needs would be better served in a small group with a support teacher. Parents will need to sign their consent.

Stage Two

In cases where the Record of Differentiated Support indicates that progress has not been made, or if the results of tests (M.I.S.T., Drumcondra Primary Reading Test, Sigma T, Belfield Infant Assessment Programme, pre/post Literacy Lift Off testing) and teacher observation indicate this to be the case, intervention in the form of a support teacher will be accessed. Discrepancies within and between the above-mentioned tests will also be taken strongly into account.

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 very regularly.
- While every effort will be made to allow the SEN group/individual to remain included in class, there may be a need to work part of the programme in a SEN room with the support teacher or class teacher. This withdrawal will be time limited and for specific purposes only as the new SEN model is needs based.
- Where progress is such that the child is no longer giving cause for concern, the child will revert to the usual differentiated curriculum available to all children (Stage 1).
- There are occasions where the support or class teacher will perform diagnostic tests on these children (at School Action) usually at the beginning and end of the school year. These tests will include the Neale Analysis Reading Test, Aston Index Spelling and Word recognition test, Non- Reading Intelligence test etc.

Stage Three

When it has been identified that a child is still struggling and performing below their ability despite School Action the class teacher with the support teacher and SEN coordinators, in consultation with the child's parents, may consider the following actions:

1. A psychological assessment.
2. Other outside agencies may need to be contacted, who will advise on a range of provision including IEP targets and strategies.
3. If it is felt by the psychologist that a child has care needs, a special needs assistant may be applied for.
4. In circumstances where a child uses specialised equipment, consultants will be required to demonstrate how the equipment is to be used to all staff members.
5. If the psychologist recommends an exemption from Irish and the child meets the criteria in circular XXX the Principal will initiate the process to grant such an exemption.

The triggers for extra intervention could be that, despite receiving an individualised programme the following may be occurring for the child. He/she

- 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 if appropriate
- 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

Currently Crecora National School is entitled to four assessments per year. In the event of a situation arising where more than four children meet the afore mentioned criteria a weighting will be given (1-10) in an effort to prioritise the child most in need. This will be done by the class teacher with the SE co-ordinator in consultation with the principal. This is a working document and therefore placement on the list may be subject to change given extenuating circumstances eg, a new enrolment, a child in critical need, a situation where a change in family circumstances has a detrimental impact to warrant an assessment.

As the number of assessments available to the school through the NEPS service is very limited, no child will receive a second assessment through the school, (even if recommended on the first report), unless either of the following applies:

- The child's cognitive profile appears to have changed significantly.
- A different school setting may need to be considered.

Individual Education Plan / Group Education Plan / Individual Pupil 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 Education Plan.

These Education Plans, which employ a small – steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded targets, we ensure that the child experiences success.

These plans include:

- Details from the Class Teacher.
 - Assessment Results.
 - The nature and degree of the child's abilities and skills (IEP)
 - The degree of the child's special educational needs
 - Smart learning targets
 - Other relevant information, e.g. reports from other agencies
 - Learning strengths and attainments.
 - Priority Learning Needs
 - Learning Targets.
 - Class based Learning Activities.
 - Supplementary support activities to include ICT.
 - Home Support Activities.
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- The present level of performance
 - The goals, which the child is to achieve over a specified period of time.
 - Each plan will be monitored through teacher observation; the keeping of planning and progress records and through the pupil's own feedback.

The strategies set out in the Education Plan will, as far as possible, be supported in the normal classroom setting

The management of the IEP strategies will be the responsibility of the class teacher, support teacher and the SEN coordinator.

Individual Education Plan / Group Education Plan / Individual Pupil Learning Plan Process

In order to draw up and implement education plan for a student , the following tasks are undertaken:

1. Gathering information from several sources including:

Discussion with the following:

- Student
- Previous class teacher
- Precious Learning Support teacher/Resource teacher
- Student's parent(s)
- Class Teacher
- Special Needs Assistant(if applicable)

2. Presenting a questionnaire to the following to inform the planning stage of the IEP/GEP/IPLP process and to ensure a collaborative process is encouraged:

- Student
- Student's parent(s)
- Present Teacher
- Special Needs Assistant(if applicable)

3. Convening a meeting with class teacher and the student's parent and their SNA if applicable to discuss the IEP draft.

4. Rescheduling a further meeting to maintain communication

5. Giving a hard copy of IEPs are available to parents on request.

(See Special Education file for copies of Student questionnaire, Parents' questionnaire, Teacher's questionnaire and SNA's questionnaire.)

REVIEW of Educational Plans

The SE coordinator will ensure that the review is conducted twice a year (October and February). The dates for such reviews are decided in a team meeting with the principal at the beginning of the academic year. 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. 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.

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 is made to discontinue supplementary teaching and to revert to School Action.

Following the end of Instructional Term review as detailed above, a decision is made to continue/discontinue the provision of Supplementary Teaching. The decision making process involves consultation between the Class Teacher, the Learning Support Teacher, and the pupil's parents, and account is also taken of the overall Additional Educational Support demands in the school.

- The criteria on which the decision will be made include:
 1. A consideration as to whether the pupil has achieved some/all of the learning targets set.
 2. A consideration as to whether the pupil will be able to cope independently/semi-independently in the classroom learning context.
- A decision to continue the provision of supplementary teaching will result in a revision of the pupil's GEP/IPLP/IEP Parents will be invited to IEP review only.

Based on the above a decision will be taken on which stage the child will now access ie Stage 1 or stage 2 stage 3

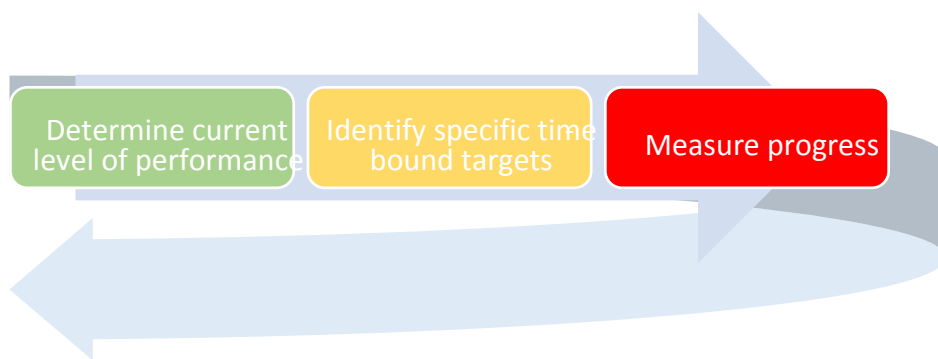
Complaints/ Concerns

If parents have a complaint/concern about the Special Ed. provision made, then they should in the first instance make an appointment to speak to the principal and SEN co-ordinator.

The complaint/concern 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 Stage 1 to 3

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 literacy and numeracy trends in the school on an annual basis

Integration of Children with a Disability and/or Special Educational Needs in Crecora National School.

Enrolment of children with a disability and/or special educational need

Application for all children, including children with a disability and/or other special education

needs, is governed at all times by the school's current Enrolment Policy. However, the attention of parents of children with a disability and/or other special education needs is also drawn to the following points:

- Creora N.S., a mixed National School is an 'ordinary' mainstream school, and has higher pupil/teacher ratios such as those that apply in 'special' schools.
- In general, the teachers in our school are trained and qualified to teach in mainstream education. They do not, in general, have any Special Education Needs Teacher Training, experience, or Qualifications, such as teachers in special schools have. Currently two teachers on staff have a Post graduate Diploma in Special Education. There are 13 teachers on staff ten of whom have experience in teaching children with special educational needs. Staff access CPD in SE throughout the school year.
- While pupils with special needs can be integrated into a mainstream class, and may be supported by a Special Needs Assistant and supplementary teaching, as allowed by the DES, this is not the same as the intensive one to one teaching s/he would enjoy in a special school.
- An ordinary mainstream school does not have ancillary services enjoyed by special schools, such as speech therapy, occupational therapy, physiotherapy.
- The school does not currently have facilities specially adapted for pupils with physical disability, although the school is fully committed to the provision of these, should any pupil need same, and subject to funding by the DES.
- A child with special needs integrated into an ordinary mainstream class will by the nature of such integration experience the normal day to day happenings, determined by the reality of school life, and the existing customs and practices. Every child in the school, including those with a disability and /or special educational needs is bound by school policies both in existence and those developed from time to time by the Staff and Board of Management.

The school cannot offer any additional tuition, support and supervision beyond that which is offered to any other pupil in the school, at times other than when the school is in operation during the normal school year, The Class Teacher, Support Teacher (if any) and Special Needs Assistant (if any) will periodically be required to participate at Staff Development and Curriculum Training Courses, Such professional development events take place within the existing school year, and all the children, including pupils with a disability and/or special educational needs are in the care of their parents at these times. Such extraordinary closures will be notified to parents of all pupils through the medium of the special text service, as well as through regular notices to parents.

- A child with a disability and/or special educational needs integrated into an ordinary mainstream class will not have any separate or additional provisions put into place from his peers in the event of staff illness, absences or whole school events such as school visits, parish liturgy etc.
- From year to year the allocation of teachers to classes is focused on the needs of the whole school, and consequently the school cannot guarantee long-term continuity or predictability in personnel.

Notwithstanding the above points, the school is committed to providing the best possible educational service to pupils with a disability/special educational needs. To ensure this,

we require:

- A close level of co-operation between parents, the Class Teacher, and any other school personnel assigned to support the child.
- We require parents to supply the school with copies of the most recent psychological and medical reports prior to enrolment. These will be treated in the utmost confidence at all times. We also require copies of all relevant assessments and reports be supplied to the school as these become available, on an ongoing basis.
- An assurance from parents that they understand that our responsibility as a school is primarily to ALL the children in our care, and that therefore if it becomes apparent to either/both the teachers and parents that the integration of an individual child with a disability and/or special educational needs is having an ongoing detrimental effect on the education of the other children in the class or school, the Board of Management reserves the right to review the enrolment of the individual child.
- SEN team members may have be willing to travel.
- Children should not be withdrawn in Juniors Infants in general. However, there may be occasions where withdrawal may be necessary.
- IEP – a copy of the IEP targets may be given to parents on request.

Success Criteria of Policy

The school wide implementation of this policy will result in enhancement of pupils learning in the following ways:

- Improved standards of academic achievement with the pupil's individual learning programme.
- Enabling the specific needs of the children to be met in a structured and informed manner
- Enhanced parental involvement in supporting their child's learning needs.
- Increased opportunities for effective communication between school personnel in relation to pupil's progress.
- Additional Support provision continuously focused on children from Junior Infants to Rang 2 along with additional math and literacy in-class support being provided in 3rd – 6th class.
- Better overall access to class based curriculum as evidenced by teacher- designed tests, standardised tests, checklists and observation.

Review

- This policy will be reviewed if legislation changes or if circumstances change. Impending changes will dictate review date. In order to conduct this review a meeting will be held with the Principal, class teachers, Special Needs Co-ordinator / postholders, Special Educational Needs team and SNAs in order to review this policy.
- The overall responsibility for co-ordinating the review is the Co-ordinator of SEN.
- The policy was revised in Dec 2017/Jan 2018. This review was carried out by the SE team in consultation with the principal. It is envisaged that this policy will be brought

to the staff on April 30th and that it will be ratified at the next Board of Management meeting.

Roles and Responsibility

The policy will be supported, developed, and implemented by the Principal, the Special Needs Co-Ordinator, the SE team, class teachers and SNAs with the approval of the Board of Management.

Ratification and Communication

This policy is available on the school website and a hard copy is available in the Principal's office to the teaching staff, parents and other interested parties who may wish to review it. At a series of staff meetings in March and April, 2018, the staff gave their feedback and approved the revised SE Policy.

At a BOM meeting on 17th April, 2018, the policy was ratified.

The revised policy is available to be viewed by parents, the Inspectorate and by any other interested parties on the school website and also in the Principal's office.