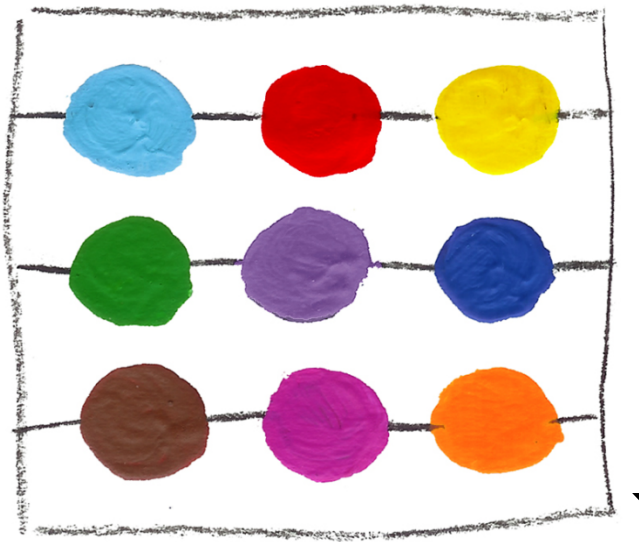


Additional Educational Needs Policy



Carrigaline Educate Together N.S.

This document is intended to provide details of the main policies of Carrigaline Educate Together National School (CETNS). It is intended to help parents and guardians understand the environment and approach of the school. This document is regularly reviewed. All feedback is encouraged and welcome.

Version	Description	Authors
December 2009	First version of policy	Board of Management
September 2010	Review & amendments to existing policy to include the English as an Additional Language (EAL) Teacher	Board of Management
October/November 2013/ May 2014	Review & amendments to existing policy	Board of Management
March 2015	Amendments to EAL timetable in Appendix 11	Board of Management
October 2015	Review & amendments to existing policy	Board of Management
October 2016	Review & amendments to existing policy	Parents, Teachers & Board of Management
June 2018	Review & amendments to existing policy	Board of Management
Nov 2018	Review & amendments to existing policy	Board of Management
Mar 2020	Review & amendments to existing policy	Board of Management
Mar 2021	Review & amendments to existing policy	Board of Management
Sept 2021	Review & amendments to existing policy	Board of Management
February 2023	Review & amendments to existing policy, including change of language used	Board of Management

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Additional Educational Needs Policy

Introductory Statement

This policy on Additional Educational Needs (AEN) provision is a statement in relation to the provision for special educational needs in our school. This policy on Additional Educational Needs was prepared originally by the policy committee, made up of two parents, two Board of Management members and two teachers. It is reviewed regularly in line with the Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools (DES 2017) *Learning Support Guidelines* (DES 2000), *Special Educational Needs: A Continuum of Support: Guidelines for Teachers & Resource Pack for Teachers* and Circular No 0013/2017. It was reviewed most recently by members of the policy committee, the Additional Education Teachers (AETs) and Autism Class Teachers (ACTs)

Rationale

The purposes of this AEN policy are:

- To endeavour to cater for pupils with special educational needs who are enrolled in our school
- To assist parents in making an informed decision in relation to the enrolment of their child in our school
- To comply with legislation and department circulars
- To outline to the partners in education their respective roles in relation to AEN provision with a view to assisting them in the provision of optimum learning opportunities for pupils with AEN
- To streamline the provision of special needs support in the school, both in-class and in withdrawal settings

The following extract was considered when drafting the policy for CETNS:

- Education for Persons with Special Educational Needs Act, 2004 (EPSEN), Section 1, defines a Special Educational Need as *'a restriction in capacity to participate in and benefit from education due to an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition and cognate words shall be construed accordingly'*

The school community has discussed inclusion and what it means in the context of this school at staff meetings, Board of Management meetings and P.A. meetings.

Relationship to characteristic spirit of the school

This policy reflects the overall ethos of the school which states:

Carrigaline Educate Together N.S. is one of a number of equality-based schools throughout the country. The representative organisation for these schools is Educate Together.

Educate Together aims to meet a growing need in Irish society for schools that recognise the developing diversity of Irish life and the modern need for democratic management structures. In particular, Educate Together guarantees children and parents of all faiths and none equal respect in the operation and governing of education.

The schools operated by the member associations of Educate Together are fully recognised by the Irish Department of Education and work under the same regulations and funding structures as other national schools. However, they have a distinct ethos or governing spirit. This has been defined in the following terms:

- **Equality-based** i.e. all children having equal rights of access to the school, and children of all social, cultural and religious backgrounds being equally respected
- **Co-educational** and committed to encouraging all children to explore their full range of abilities and opportunities
- **Child centred** in their approach to education
- **Democratically run** with active participation by parents in the daily life of the school, whilst positively affirming the professional role of the teachers (*Source: Educate Together Charter*)

Whilst the concepts of child-centeredness and co-educationalism are now widely accepted in Irish primary education, what distinguishes the Educate Together schools is their hard work in developing a culturally inclusive and democratic ethos. This has pioneered unique approaches to inclusion of minority opinions and faiths in the Irish context.

The schools have developed education programmes which open the eyes of children to the naturally positive contribution that social, religious and cultural diversity and difference of viewpoint and opinion make to society.

The other characteristic feature of these schools is that they are democratically organised and governed. This maximises the potential for building a genuine partnership between the professional, objective role of the teacher and the necessarily personal involvement of the parent in contributing to their children's education.

Information taken from the Educate Together website www.educatetogether.ie

Carrigaline Educate Together N.S. makes the distinction between denominational education and moral/religious education. The ethical curriculum followed by the school is called the Learn Together Curriculum. It is comprised of four strands: *Morality & Spirituality, Equality & Justice, Belief systems, Ethics & the environment.*

Denominational instruction will be facilitated by the school insofar as groups will be permitted to use the school premises. This is organised by parents outside of school hours.

Aims

This policy aims:

- To enable pupils of all abilities to avail of and benefit from an appropriate education
- To enable pupils with additional educational needs to share with their peers as complete an education experience as possible
- To outline our whole school approach to teaching/learning in relation to pupils with additional educational needs
- To assist parents in making an informed decision in relation to the enrolment of their child in the school
- To outline procedures and practices to be followed in relation to supporting the learning of pupils with additional educational needs
- To provide practical guidance for teachers and other interested parties on the provision of effective support to pupils with additional educational needs, including exceptionally able children
- To establish communication structures for the involvement of all the partners in the education of pupils with additional educational needs.

Format

This policy is laid out as follows:

1. Enrolment of children with identified additional educational needs
2. Organisation of teaching resources of children who need additional support
3. Roles and responsibilities in respect of AEN

4. Procedures for liaison with Outside Agencies
5. Provision for children with emerging additional educational needs (The Continuum of Support)
6. Drafting and Implementing a School Support Plus Plan
7. Inclusion
8. Deployment of staff
9. Collaboration and communication
10. Resources
11. Transfer to post primary school or to another primary school
12. Record Keeping
13. Other related policies

1. Enrolment of children with identified additional educational needs (*Refer to Admissions & Participation Policy and Autism Classes Policy*)

- The Board of Management (BOM) will consider the following in relation to the enrolment of a pupil with additional educational needs:
 - EPSEN Act 2004, Section 2 *'A child with special educational needs shall be educated in an **inclusive** environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with –*
 - a. *The best interests of the child as determined in accordance with any assessment carried out under this Act, or*
 - b. *The effective provision of education for children with whom the child is to be educated'*
 - Education Act 1998: 15.-(2) d. *'A board shall.... publish... the policy of the school concerning admission to and participation in the school, including the policy of the school relating to.... the participation by students with disabilities or who have other special educational needs, and ensure that as regards that policy, principles of equality and the right of parents to send their children to a school of the parents' choice are respected'*
- Enrolment is based on a 'first come, first served' policy (*Refer to the Admissions & Participation Policy and Autism Classes Policy*)
- Prior to the child's enrolment, the school will acquaint themselves with a child's additional needs by:
 - Meeting between parents and Principal and/or class teacher, special needs staff or Special Educational Needs Organiser (SENO), as appropriate
 - Obtaining copies/details of reports, assessments etc. from SENO, parents, Occupational Therapists, Psychologists and other related parties
 - Contact with SENO, NEPS Psychologist or other psychologist/speech therapist/occupational therapist, referral from other agency e.g. Brothers of Charity etc.
- A decision will be reached as to whether the pupil should receive support at the appropriate level of the Continuum of Support
- The following steps will support a smooth transition to school for both the pupil and the school:
 - Parental visits to school
 - Pupil visits to school
 - Staff visits to special schools/special classes, if appropriate
 - a. Making all school employees and pupils aware of the need for inclusion as per The Education for Persons with Special Educational Needs Act, EPSEN Act
 - b. Liaison with SENO to arrange for additional personnel, resources, training

- If there are health and safety issues arising from the child's mobility and care needs, these are identified and strategies are developed to address them e.g. access, toilets, supervision, administration of medicine, intimate care, course for ANA e.g. lifting techniques.

2. Organisation of teaching resources for children who need additional support:

Circular No 0013/2017 states that : *The school may allocate additional teaching support to pupils where it has identified learning needs using school based assessment, the NEPS Continuum of Support and the Guidelines provided to schools. Schools can also draw on professional reports where available. Under the new model, a child should receive additional teaching support based on their identified learning needs, rather than primarily on diagnosis of disability.*

Carrigaline Educate Together N.S. will take into account the following when organising teaching resources for children who need additional support as per Circular No 0013/2017:

- Standardised tests can be used to screen and identify pupils' performance in reading and mathematics. Those pupils performing at or below the 12th percentile should be prioritised for support in literacy and numeracy.
- Pupils who were previously in receipt of supplementary teaching from an AET and who continue to experience significant learning difficulties.
- Pupils who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES, 2010). This will be evidenced through school-based assessment of attainment, and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. CETNS will also take into account needs set out in professional reports, where available.
- Pupils with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties.
- Pupils who have specific learning disabilities.
- Pupils with significant Additional Educational Needs. For example, pupils with significant learning, behavioural, emotional, physical and sensory needs. These pupils need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs.
- CETNS will carefully consider the needs of other pupils who may present with a range of learning whose interaction may present a significant barrier to the pupils' learning and ability to access the curriculum.
 - Pupils who have additional literacy or language learning needs including those pupils who need English as an Additional Language Support

3. Roles and responsibilities in respect of AEN

Board of Management

The role of the Board of Management is to:

- Oversee the development, implementation and review of the provision of AEN, English as an Additional Language and Special Education Class teaching in the school
- Ensure adequate classroom accommodation and teaching resources are provided for all of the Additional Educational Needs Team (i.e. AETs, English as an Additional Language teachers and Autism class teachers)
- Provide a secure facility for storage of records in relation to pupils in receipt of special education
- Budget for ongoing support for professional development in special education for staff

Principal

The role of the Principal is to:

- Assume overall responsibility for the development and implementation of the school's policy on additional education teaching in cooperation with the Board of Management, teachers, parents and children
- Work with teachers and parents in the development and monitoring of the school planning in the context of AEN
- Assume direct responsibility for coordination of the Additional Educational Needs Team (AEN Team) in the context of provision of services
- Liaise with the Special Education Needs Organiser (SENO) and the Department of Education (DE) in relation to provision of services such as AET and ANA hours and assistive technology, for children with low incidence needs e.g. Autism, Visual Impairment etc.
- Liaise with other school principals in the coordination of visiting AET

Additional Educational Needs (AEN) Co-ordinators

Planning

- Oversee the Assistive Technology process
- Coordinate and oversee regular meetings of the AEN Team
- Identify & liaise with AEN Team regarding any AEN issues/concerns they may have
- Ordering and organisation of AEN resources
- Lead an annual review by the AEN Team of the school's Additional Educational Needs Policy
- In consultation with the Principal, co-ordinate the role and timetable of visiting SETs

Teaching

- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with the lowest levels of achievement
- Oversee the implementation of a whole school assessment and screening programme to identify pupils with very low achievement, learning difficulties or disabilities 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 relation to referrals
- Help teachers increase their knowledge and skills in the area of AEN

Testing

- Order screening, standardised and diagnostic tests

- Distribute, oversee and assist in the administration of screening/standardised tests
- Compile and update a list of potential candidates for assessment by the educational psychologist
- Liaise with external agencies such as NEPS psychologist to discuss supports for those on the Psychological Assessment list and consult with them to prioritise those most in need of urgent assessment

Class Teacher

The class teacher has the primary responsibility for the progress of **all pupils** in his/her class, including those selected for supplementary teaching. In supporting the development and implementation of the school policy on AEN, the class teacher should:

Planning

- For each pupil who does not respond appropriately to a differentiated programme, liaise with parents to develop a Classroom Support Plan by identifying appropriate learning targets and by organising classroom activities to help achieve these targets. They ensure that the Classroom Support Plan is implemented for an agreed time (usually 6-8 weeks) and reviewed in consultation with the parents. At this time, a decision is made as to whether support is no longer required or the child requires another level of support e.g. School Support Plan
- Collaborate on or provide whole-class plans of work (long- or short- term) in English, Maths and/or other relevant curricular areas with/to the AET in advance of the AET's planning
- Engage in all stages of the Continuum of Support (*outlined in next section*), in particular in identifying pupils in need of Whole School and Classroom Support and implementing specific targets therein
- Provide parents with concerns for their children's needs with an Children's Services Referral Form and liaise with them to ensure the completed form to the HSE

Teaching

- Implement teaching programmes which optimise the learning of all pupils and to the greatest extent possible prevent the emergence of learning difficulties
- For each pupil in receipt of supplementary teaching, to adjust the classroom programme in line with the agreed learning targets and activities
- To differentiate for children with exceptional abilities in the classroom. Teachers will be asked to refer to NCCA Guidelines for further information (*See Appendix 1 of Exceptionally Able Students: Guidelines for Teachers NCCA, 2007*)

Testing

- Implement the school policies on screening and selecting pupils for supplementary teaching in English and Maths by cooperating and assisting with, and the administration and scoring of appropriate screening measures and discuss the outcomes with the AEN Team

With regard to teaching pupils with AEN, the following general approaches and methods are recommended and may be implemented if deemed appropriate:

- Such children should be prioritised when accessing information from previous class teacher
- Priority when establishing parental contact
- Group teaching
- Modify presentation and questioning techniques to maximise the involvement of pupils with AEN in class activities
- Placing emphasis on oral language development across the curriculum

- Providing pupils with extra opportunities to experience the key basics skills in literacy and numeracy
- Setting learning targets at an appropriate level
- Providing learning activities and material which are suitably challenging but which also ensure success and progress
- Setting up ‘buddy systems’ in class (high achievers working collaboratively with low achievers, e.g. peer tutoring/paired reading etc.)
- Adjusting class tests which offer challenge and opportunities for success to children of all levels of achievement
- Engaging in co-teaching in forms best suited to maximising the support for all children, including those with special educational needs

Additional Education Teacher (AET)

AET refers to any teacher employed by the Board of Management in an additional educational teaching capacity. The AET helps to provide an education which meets the needs and abilities of children assessed as having specific additional needs and/or children who are experiencing low achievement as documented in standardised and/or diagnostic test results. Key to successful additional education teaching is a very high level of consultation and cooperation between the class teacher and the AET. Central to the consultation is the development, implementation and review of School Support, Support Plus Plans.

The activities of the AET should include both teaching and non-teaching duties:

Planning:

- Engage in the *School Support* and *School Support Plus* stages of the Continuum of Support (*outlined in next section*), and implementing specific targets therein
- Engage with the Additional Educational Needs Team to plan cohesive AEN timetables
- Collaborate with the class teacher in planning schemes of work for both in-class and withdrawal groups
- Seek permission on Aladdin for a child’s attendance in a withdrawal circumstance (*see Appendix 1*)
- Read reports pertaining to children with AEN e.g. psychological, speech & language, occupational therapy etc.
- Assess the needs and progress of children with additional needs
- Complete and regularly update the AEN Support Framework Documents (*See Appendix 2*)
- Complete weekly plans and a cúntas míosúil (*See Appendix 3*)
- Meet with and advise parents and/or class teachers
- Meet with other relevant professionals, in the child’s interest e.g. psychologist, speech and language therapists, visiting resource teachers...etc
- Within six weeks of the first term of the school year, develop School Support and School Support Plus Plans for relevant pupils in consultation with other partners in education including parents and in liaison with other staff working with the child.
- Set specific, time related targets for each child, agreeing these with the class teacher and parents and making these available to the Principal
- Provide advice to the class teachers in such areas as behaviour, emotional regulation, organisation, classroom management strategies, differentiation, adapting the curriculum, teaching strategies, textbooks, digital technologies and other related matters
- Track the progress of pupils who have discontinued support, either formally or informally as appropriate

- Provide advice to the class teachers in such areas as individual pupils assessment and programmes, as well as an approach to language development, reading, spelling, writing and mathematics to 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 AET support room
- Attend professional development courses that help support the role of AET
- Liaise with external agencies such as psychologists as required

Teaching:

- Provide teaching in English and Maths to pupils in the school who experience low achievement, in accordance with the school's selection criteria i.e. priority is given to children who perform at or below the 12th percentile in standardised tests and perform significantly below their expected age profile in subsequent diagnostic assessments. Those who perform below the 30th percentile are also supported insofar as is possible, either through whole-class in-class support or through withdrawal in groups
- Engage in co-teaching in forms best suited to maximising the support for all children, in particular those with literacy and numeracy needs
- Coordinate and assist in implementing literacy and numeracy strategies throughout the school e.g. Building Bridges, Mata sa Rang, Ready Set Go Maths, Literacy Lift Off etc
- Teach specific children with additional needs, either in a separate space or within the mainstream classroom
- Coordinate and assist in implementing specific strategies/programmes throughout the school e.g. Spraoui, Handwriting Without Tears, Motor Skills United, Stop Think Do! etc.

Testing:

- Analyse the standardised test results of any new entrants transferring from other schools
- Assist in the administration of screening/standardised tests
- Input the results of screening/standardised tests on the Aladdin school's database
- Administer, or oversee the administration, of the diagnostic assessments (*see Appendix 4 for list of current assessments*)
- Analyse screening, standardised and diagnostic test results
- Analyse the standardised test results
- Administer diagnostic assessments when the need arises, analyse results and use these to inform teaching

Additional Duties:

- Organise and file the records of the children with additional needs

English as an Additional Language (EAL) Teacher

The EAL Teacher helps to provide an education which meets the needs and abilities of children assessed as being below a score of B1 in the Primary School Assessment Kit (PSAK) for English language learning. In addition, the EAL Teacher will advise and liaise with other teachers, parents and other professionals in the pupil's interests, along with engaging with in-class support teaching in a variety of curricular areas. More specifically, the EAL Teacher has responsibility for:

Planning

- Developing School Support Plans (SSPs) for small groups in consultation with other partners in education

- Setting specific, time-related targets for each child, agreeing these with the class teacher and making them available to the Principal and other AEN teachers. Parents may request a copy of the specific, time-related targets pertaining to their child
- Advising class teachers in regard to adapting the curriculum, teaching strategies, textbooks, ICT and other related matters
- Meeting and advising parents, when necessary, accompanied by the class teacher as necessary

Teaching

- Direct teaching of the child(ren), either in a separate space or within the mainstream classroom
- Co-teaching when the child(ren) concerned will derive benefit from it

Testing

- Assessing the children's needs and progress in relation to their English language learning, using the PSAK and/or other formative and summative assessments
- Track the progress of pupils who have discontinued language support through the use of standardised tests. (Children may be referred back to EAL teacher by AET)

Autism Class Coordinator

Planning

- Ensure that all autism class staff have received the appropriate training in conjunction with the Safeguarding Staff Safeguarding Children Policy
- Coordinate and oversee regular meetings of the autism class team
- Identify & liaise with autism class team regarding any issues or concerns they may have
- Ordering and organisation of resources
- Liaising with the ACTs and the ANAs in relation to the planning and completion of Personal Pupil Profiles (PPP's) (*See Appendix 5*) for each child in the Autism classes

Teaching

- Ensure that the autism class staff have access to appropriate teaching resources
- Liaising with the Additional Education Needs Coordinator to share resources and communicate about resources already in the school
- Help teachers increase their knowledge and skills in the areas of AEN
- Keep teachers informed about upcoming CPD that may be relevant to their daily teaching

Testing

- Ordering of and organising testing materials relevant to the autism classes

Additional duties

- Working with the Additional Needs Assistant Coordinator to facilitate any training or upskilling that may be required for the Additional Needs Assistants in the Autism classes
- Assisting the Principal with admissions to the Autism classes for the new school year

Autism Class Teacher (ACT)

The Additional Education Class Teacher helps to provide an education which meets the needs and abilities of children assessed as having a diagnosis of autism. The ACT teaches children with exceptional and average IQ along with children with mild to moderate learning difficulties. In addition, the ACT will advise and liaise with other teachers, parents and other professionals in the pupil's interests. More specifically, the Autism Class Teacher has responsibility for:

- Being the main point of contact for the child's parents/guardians
- Involving parents in the educational process, eg. School Support Plus Plans, etc...
- Preparing a new pupils School Support Plus Plan within six weeks of the first term of the school year in consultation with parents, and in liaison with other staff working with the child.
- Initiating a review of that School Support Plus Plan each term and organising venue, date and time to consult with parents, mainstream class teacher and ANAs
- Co-ordinating the supporting work of the Additional Needs Assistants (ANAs) on an ongoing basis
- Planning and implementing educational provision for children enrolled in the autism class. School Support Plus Plans are used as long-term planning and monthly plans for short-term planning to enable progression over time
- Working with the mainstream class teacher to identify regular opportunities for integration or reverse integration, where appropriate
- Working with the mainstream class teacher to identify and implement accommodations that the autistic child may need to be successful in the mainstream classroom, where appropriate
- Upholding the Code of Behaviour of the school, where appropriate

Please refer to Autism Classes Policy

Parents

The role of parents in supporting AETs, who work with their children, is essential to the success of the AEN provision. Specifically, parents contribute through:

- Regular communication with the class teacher and the relevant AEN teachers
- Being a role model for learning
- Creating a home environment where learning can thrive
- Fostering positive attitudes about school and learning in the child
- Participation in relevant programmes based on the needs of the child e.g. shared reading
- Developing the child's social, emotional and environmental learning e.g. functional maths, visits to the library, joining clubs etc...
- Fostering an environment where difference and inclusion is celebrated

Additional Needs Assistant Coordinator

Planning

- Ensure that all Additional Needs Assistants (ANA's) have received the appropriate training in conjunction with the Safeguarding Staff Safeguarding Children Policy
- Coordinate and oversee regular meetings of the ANA's
- Identify & liaise with ANA's regarding any issues or concerns they may have
- Coordinating with the AEN Coordinator(s) for the ordering and organisation of resources
- Liaising with the ANA's and the AETs in relation to the planning and completion of Personal Pupil Profiles (PPP's) for each class level for each child accessing ANA support

Continual Professional Development

- Help ANA's increase their knowledge and skills in the areas of AEN
- Keep ANA's informed about upcoming CPD that may be relevant to their daily duties

Additional duties

- Working with the Autism Class Coordinator to facilitate any training or upskilling that may be required for the Additional Needs Assistants in the autism classes

Additional Needs Assistant

ANA support is provided specifically to assist recognised primary, post primary and special schools to cater for the care needs of pupils with additional needs in an educational context, where the nature of these care needs have been outlined in professional reports as being so significant that a pupil will require adult assistance in order to be able to attend school and to participate in education (*refer to Circular 0030/2014*)

The duties of the ANA are primarily for care needs as outlined in Circular 0030/2014 - see <https://circulars.gov.ie/pdf/circular/education/2014/30.pdf> for outline of the role in relation to primary and secondary care needs.

The duties are modified to support the particular needs of the pupils concerned. Depending on the needs of the AEN caseload, the Principal may deploy individual ANA resources to support other pupils with additional education needs. This may involve the deployment of an ANA in more than one classroom.

ANAs work closely with the AEN Team to ensure that Personal Pupil Profiles for the children in their care are accurate and up-to-date (*See Appendix 5*)

4. Procedures for liaison with Outside Agencies:

- The School Principal, AEN Coordinator and/or AETs will liaise with The National Educational Psychological Service (NEPS), The National Educational Welfare Board (NEWB), The National Council for Special Education (NCSE), and the Special Educational Needs Organiser (SENO) and with other agencies e.g. Speech & Language Therapist (SALT), Autistic Spectrum Disorder Regional Service etc.
- Class Teachers will inform the Principal and/or AEN Coordinator and AET of any correspondence or information received from outside agencies, parents, etc.
- All documentation is to be collected and stored in the child's file on Aladdin. Copies of these documents may be held by the Principal and the AET in locked filing cabinets in the Principal's office (See Data Protection Policy)

5. Provision for children with emerging additional educational needs - A Continuum of Support/Student Support File

(Refer to Circular No 0013/2017, Special Educational Needs, A Continuum of Support Guidelines for Teachers, NEPS,2007 and 'Guidelines for Teachers' document on Student Support File from NEPS)

All information in relation this can be found in the School Support File Guideline on <https://assets.gov.ie/41225/dbb957b3172c41efab580705bfaf2d90.pdf> with further detail included in the NEPS Publication 'Special Educational Needs - A Continuum of Support - Guidelines for Teachers' that can be accessed on <https://assets.gov.ie/40642/674c98d5e72d48b7975f60895b4e8c9a.pdf>

6. Drafting and implementing a School Support Plus Plan *(see Chapters 2 and 3, Guidelines on the Individual Education Plan Process, NCSE)*

The purpose of a School Support Plus Plan is to address the pupils' full range of needs within a specific time frame.

The following information will be included in a School Support Plus Plan *(Refer to page 29 of Guidelines on the Individual Education Plan Process, NCSE)*:

- Details from the class teacher
- Assessment results
- Other relevant information, e.g. reports from other agencies
- Learning strengths: based on teacher observation, parent observations, ANA observation etc.
- Priority learning needs: based on psychological report, teacher input, parental input, pupil input etc.
- Learning targets – *See page 34 Guidelines on the Individual Education Plan Process, NCSE*
- Class based learning activities
- Supplementary support activities to include ICT
- Home support activities
- Timetable

An agreed format is in use throughout the school *(See Appendix 6 below)*

- A detailed review will take place at the end of each term, as set out in the child's School Support Plus Plan. The AET or ACT and/or the Class Teacher will meet the parents to discuss the child's progress in light of the review. A detailed review will take place at the beginning of Term 1 to establish goals and learning targets. A review will take place at the end of Term 1/start of Term 2 to discuss the child's progress. At the end of Term 3 the AECT or the AET will complete a review of the child's School Support Plus Plan *(see Appendix 2)*. If a teacher/parent(s) require additional meetings throughout the school year, they will be scheduled during the child's time slot. Time should not be taken out of another child's time or the class teacher's time

School Support Plus Plan Meetings

- The ACT or AET in conjunction with the class teacher have responsibility for coordination of the School Support Plus Plan
- The ACT, AET, class teacher, parents and other relevant parties (e.g. psychologist, OT, SALT etc.) participate in the preparation of the education plan, though all are not required to be present at the meeting

- Participation is facilitated through formal face-to-face meetings in the school, though can be facilitated remotely also if necessary *See pages 24 – 25 of Guidelines on the Individual Education Plan Process, NCSE*. Meetings will include the ACT or the AET and parents and class teacher (if possible). The ACT and AET may also have informal meetings with mainstream class teachers as deemed necessary
- The pupil may be included in the process through their own feedback
- A copy of the plan will be kept in individualised files on Aladdin school's database. A copy of the plan is given to the parents via Aladdin

If the education plan identifies resources over and above those normally available in a mainstream school setting, the Principal/AEN Coordinator will apply through the SENO and the NCSE e.g. application for assistive technology etc.

The Principal, the AEN Coordinator, the ACT, the AET and the parents are responsible for ongoing consultations with psychologists, SENO, and other interested parties.

Coordination of education plans from class-to-class, sharing relevant information between staff, school and parents is discussed and where possible carried out prior to the end of the school year and/or the first day back, before the children begin (*i.e. Croke Park Day*)

Please refer to the Autism Classes Policy for children in these classes.

7. Inclusion

There are practical steps in place to ensure that pupils with special educational needs are included as fully as possible in the life of the school and the classroom.

These steps include:

- S.P.H.E/Ethical education classes
- Buddy system
- In-class co-teaching
- Social games etc.
- Programmes such as Fun FRIENDS, FRIENDS for Life, Roots of Empathy etc.

Integration for children in the autism classes is based on multiple factors that vary from child-to-child e.g. ability, need, benefit to the individual, benefit to the mainstream class, staffing levels and pupil feedback. This is not an exhaustive list. The level of integration which will best suit the child will be decided upon during School Support Plus meetings. Integration needs to be flexible and may change depending on circumstances. This is at the discretion of the teaching staff and parents will be informed of any changes.

Please refer to the Autism Classes Policy for children in these classes.

8. Deployment of Staff

The deployment of staff is at the discretion of the Principal. To ensure the most effective deployment of staff in meeting the overall AEN requirements of the school, the Principal takes into account the experience/expertise of teachers and ANAs, along with any relevant circulars/guidelines.

9. Collaboration and Communication

The operation of an effective communication system between all parties involved in meeting the learning needs of the pupil is considered essential. The various strands of the system include:

- Parental permission must be obtained on Aladdin before supplementary teaching begins
- Regular communication between the AET and the class teacher, through the completion of monthly plans and the participation in formal and informal meetings
- Regular communication between the AET, class teacher and parents through Aladdin when required and requested by the parents and/or teacher
- Arrangements are in place to facilitate collaboration between those involved in the child's education. These include contacting the parents and/or other relevant parties of the child by phone, by letter, by email or invitation to meet
- Parents can request a copy of the School Support Plus Plan or continuum of support file from the AET and/or class teacher

10. Resources

- An inventory of resources is available to all teachers in the school. This is updated regularly
- The AET/EALT/ACT and AEN Coordinator are responsible for sourcing and acquiring additional resources
- All teachers have access to resources

11. Transfer to post-primary

The following procedures assist a smooth transition for pupils with special needs to post-primary education:

- Meetings between parents and relevant parties from the post-primary school
- Meetings between class teacher, AET and/or Principals and the relevant parties from the post-primary school
- Sharing of reports, documents and any other significant information between schools, following parental consent
- Completion of an Education Passport
- In-class lessons based on the transition to the new school e.g. SPHE
- One-on-one teaching with the AET based on the transition
- Visits to the new school with the parents and/or AET
- A specific education plan may be prepared to cover the transition period if deemed necessary for a specific child
- Information is transferred to other schools when the pupil transfers on a need-to-know basis (*Under Section 28 of the Education Welfare Act 2000, it is a requirement of the Board of Management that information concerning attendance and the child's educational progress be communicated between schools*)

Please refer to the Autism Classes Policy for children in these classes.

12. Record Keeping (see Data Protection Policy)

- The AET will maintain the following documentation in files/on Aladdin:
 - School Support Plans/ School Support Plus Plans/GEPs
 - Short term planning
 - Other records e.g. correspondence
 - Samples of work
- The class teacher, AEN Team and Coordinator and the Principal have access to these records.
Note: Bearing in mind the child's entitlement to confidentiality, access might be on a need to know basis

- Older records are stored in filing cabinets which are locked. Records are now on the Aladdin school database which is a GDPR protected cloud based system. The Principal has the keys for the filing cabinets.
- These records are retained indefinitely
- The records are updated on a regular basis e.g. when a School Support Plan has been reviewed, when the school receives correspondence from outside parties etc. The AET, class teacher and Principal has responsibility for contributing to a child's file.
- Records are made available to other agencies, including other schools when the pupil transfers and based on parental/guardian permission. (*Note: Under Section 28 of the Education Welfare Act 2000, it is a requirement of the Board of Management that information concerning attendance and the child's educational progress be communicated between schools*)

13. Other related policies

Aspects of this policy impact upon all other policies in the school as AEN is a vital component of the school and should always be considered when devising or reviewing school plans/policies

Success Criteria

The school wide implementation of this policy will result in:

- Inclusion of pupils with special needs into the school
- Pupils with AEN being identified and assessed
- The implementation of the Continuum of Support to AEN
- The provision of extra support/supplementary teaching where appropriate
- Increased communication and collaboration
- The positive progress of pupils with AEN
- Feedback from teaching staff, special needs assistant, pupils, psychologists and parents

Roles and Responsibility

The following people have particular responsibilities for aspects of this policy:

- Parents
- DE
- Psychologists, Therapists etc.
- Teaching staff
- Principal
- ANAs
- Pupils
- Board of Management

Implementation Date

This policy is ongoing and all amendments/updates will be implemented with immediate effect

Timetable for Review

The operation of this policy will be reviewed annually

Ratification & Communication

The plan was circulated to the members of the Board of Management prior to the meeting in February 2023. . It was reviewed and ratified on 23 February 2023.

Notification that the plan is available for viewing will be communicated to the parents in the next school communication email. It will be available for viewing on the school website. A copy of the policy will be available for staff on Google Drive.

Signed: _____
CHAIRPERSON of the BOM

Date: _____

Reference Section

- Circulars 77/07, 02/05, 01/05, 13/04, 09/04, 24/03, 08/03, 07/02, 12/96,
- Guidelines on the Individual Education Plan Process, NCSE, 2006 www.ncse.ie
- Special Educational Needs – A Continuum of Support, Guidelines for Teachers, NEPS, 2007
- Special Educational Needs – A Continuum of Support, Resource Pack for Teachers, NEPS, 2007
- Information for Parents: Working together to make a difference. The National Educational Psychological Service, Frederick Court, 24-27 North Frederick Street, Dublin 1
- Learning – Support Guidelines: 2000, Government Publications.
- Exceptionally Able Students: Draft Guidelines for Teachers, NCCA, 2007
- Management Board Members Handbook Revised Edition 2007, CPSMA
- Westwood, P (1993) Common Sense Methods for Children with Special Needs, Third Edition. Peter. Routledge/Falmer
- Carey, David J (2005) The Essential Guide to Special Education in Ireland Primary ABC
- King, Fiona (2006) Special Education in Irish Classrooms – A Practical Guide. Primary ABC
- InTouch, June 2007. P25 Health and Education to interact (EPSSEN Act 2004 and Disability Act 2005)
- InTouch, March 2007, Implementation of EPSSEN Act '04 - the NCSE Plan p20-23
- InTouch, Nov. 2006 Autistic Spectrum Disorders (ASD) An Evaluation of Provision p26: Teaching children with ASD p. 30
- <https://circulars.gov.ie/pdf/circular/education/2014/30.pdf>
- <https://assets.gov.ie/41225/dbb957b3172c41efab580705bfaf2d90.pdf>
- <https://assets.gov.ie/40642/674c98d5e72d48b7975f60895b4e8c9a.pdf>

Appendix 1

Permission for withdrawal - please copy and paste the information below onto permission document on Aladdin

For the attention of the parents / guardians of: _____

Dear Parents / Guardians,

Following in-class assessment and/or screening tests and diagnostic assessments conducted here in school, we believe that your child would benefit from a period of supplementary teaching. This may be in the area of literacy and/or maths and/or work to extend them. It is provided by one of our Additional Education Teachers (AETs).

We are pleased to inform you that we can offer your child a place on the Additional Educational Teacher's caseload, and would like your permission for _____ to attend support for _____.

If you require any further clarification on this matter, you are more than welcome to phone the school to make an appointment with the learning support teacher to ensure you're offered uninterrupted time.


Please complete the form below and return it to the school as soon as possible.
Thanking you for your cooperation.

Yours sincerely,



_____ (AET)

Appendix 3

Scéim & Cuntas Míosúil

 Scéim & Cuntas Míosúil - Mí

 *Dáta*

 Carrigaline Educate Together N.S. 

Name	Topic/Learning objectives The child/children will be enabled to engage in activities to support the objectives outlined in the IEP.	Learner Experiences	Review
<p>REFLECTION FOR THIS MONTH:</p> <ul style="list-style-type: none"> • 			
<p>Objectives for next month:</p> <ul style="list-style-type: none"> • 			
<p>Múinteoir:</p>		<p>Dáta:</p>	
<p>Príomhoide:</p>		<p style="text-align: center;"> </p>	

Appendix 4

Diagnostic Assessments available on

Language

- New Non-Reading Intelligence Test (NNRIT)
- Non-Verbal Reasoning Test (NVRT)
- Verbal Reasoning Test (VRT)
- Test of Abstract Language Comprehension (TALC)

Literacy

- Diagnostic Reading Analysis Test
- Jackson Phonics Skills Test
- Dolch 220 words and 90 words
- Schnoell Graded Spelling
- Schonell Graded Reading Test
- Diagnostic Spelling Test
- Reading Recovery Assessment (Various)

Numeracy

- Drumcondra Test of Early Numeracy - Diagnostic
- The Trouble with Maths
- More Trouble with Maths
- Mathematics Assessment for Learning and Teaching (MALT2)
- WRAT 4

EAL

- PSAK- Primary School Assessment Kit

All areas

- WRAT 4
- WIAT-III UK-T: Wechsler Individual Achievement Test for Teachers
- Belfield Infant Assessment Profile (BIAP)
- Test 2r

Appendix 5

Student Information			
Student name:		Class:	
Class teacher:		SET teacher:	
SNA:		SNA allocation (shared/ full time?)	
SEN category:			

Personal Pupil Plan

Primary Care Needs as per Circular 0030/2014
Secondary Care Needs as per Circular 0030/2014

Description of how SNA will be deployed to assist pupil
How dependence on SNA support will be actively reduced, and where appropriately eliminated over time

Time-bound targets for the development of independence skills	
Target:	Timeframe:

Other relevant information

--

Date PPP created:	
PPP created by:	
Review date:	

Appendix 6

Continuum of Support Documents used - available on Aladdin

Classroom Support Plan/Review

Classroom Support Plan/Review School Year:_____

(Essential references: SEN- A Continuum of Support: Guidelines for Teachers, pages 11 to 19);

Class Teacher: {{ teacher_name }}	Class: {{ class }}	SET:					
Name:{{ first_name }} {{ last_name }}	Age:{{ age }}	Today's Date:{{ current_date_long_form }}					
Student's Strengths/Progress Made:							
Concerns/Continued Concerns:							
Possible Reasons (We think it may be happening because...):(Essential references: SEN- A Continuum of Support: Resource Pack for Teachers (pages 2 to 16); BESD: A Continuum of Support: Guidelines for Teachers (pages 64-69))							
Targets we want to achieve:							
Strategies we will use: (SEN- A Continuum of Support- Guidelines for Teachers p14; BESD: A Continuum of Support-Guidelines for Teachers (pages 110-122)							
Met and agreed upon:							
<i>Parent(s):</i>							
<i>Teacher(s):</i>							
<i>Date:</i>							
Review date and outcomes (targets met and unmet):							
Outcome of Review:							
New Classroom Support Plan to be agreed	tick	Classroom Support Plan no longer necessary	tick	School Support Plan to be initiated	tick	Request consultation with other professional e.g. NEPS psychologist or S & L Therapist	tick

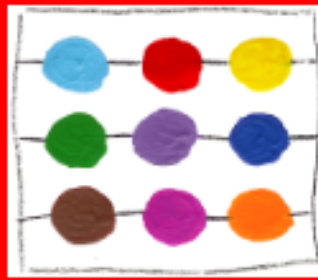


School Support Plan

School Support Plan School Year:_____

(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' pp. 22-30; 'BESD: A Continuum of Support - Guidelines for Teachers' pp.71-74)

SET:	Class: {{ class }}	Start Date:
Name:{{ first_name }} {{ last_name }}	Age:{{ age }}	Review Date:
Student's Strengths & Interests:		
Priority Concerns:		
Possible REASONS: (Essential references: 'SEN: A Continuum of Support - Resource Pack for Teachers' pp. 18-21; 'BESD: A Continuum of Support - Guidelines for Teachers' pp. 80-108)		
Targets we want to achieve:		
Strategies we will use: (SEN- A Continuum of Support- Guidelines for Teachers p23; BESD: A Continuum of Support- Guidelines for Teachers (pages 111-139)		
Staff Involved & Resources Needed:		
Met and agreed upon: <i>Parent(s):</i> <i>Teacher(s):</i> <i>Date:</i>		



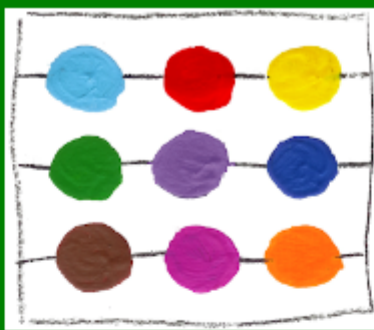
School Support Review Record

School Support Review Record

School Year: _____

(Essential References: 'SEN: A Continuum of Support - Guidelines For Teachers' p. 30; 'SESD: A Continuum of Support - Guidelines For Teachers' p. 45)

SET:	Class: {{ class }}	Present for Review:					
Name: {{ first_name }} {{ last_name }}	Age: {{ age }}	Review Date:					
What has been most successful and why?							
What has been least successful and why?							
What are the student's current needs?							
Actions recommended - what, how, who, when?							
Student's comment:							
Parent/Guardian's comment:							
Signed:							
Parent(s): -----							
Teacher(s): -----							
Outcome of Review:							
New Classroom Support Plan to be agreed	tick	Revert to Classroom Support Process	tick	School Support Plus Process to be initiated	tick	Request consultation with other professional e.g. NEPS psychologist or S & L Therapist	tick
School Support Plan no longer necessary	tick	Class Support no longer necessary	tick				



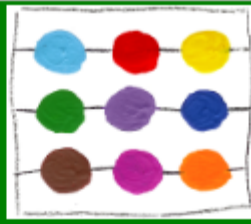
School Support Plus

School Support Plus

School Year:_____

(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' pp. 32-46; 'BESD: A Continuum of Support - Guidelines for Teachers' pp.50-62, pp.75-77)

SET:	Class: {{ class }}	Start Date:
Name:{{ first_name }} {{ last_name }}	Age:{{ age }}	Review Date:
Priorities/ Long Term Goals:		
Short-term targets and strategies:		
Target 1:	Strategies:	
Target 2:	Strategies:	
Target 3:	Strategies:	
Target 4:	Strategies:	
Met and agreed upon:		
<i>Parent(s):</i>		
<i>Teacher(s):</i>		
<i>Date:</i>		



School Support Plus Review

School Support Plus Review

School Year: _____

Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' pp. 32-46; 'ESD: A Continuum of Support - Guidelines for Teachers' pp.50-62; pp.75-77)

SET:	Class: {{ class }}	Present for Review:																					
Name: {{ first_name }} {{ last_name }}	Age: {{ age }}	Review Date:																					
<p>Progress to date/Strengths:</p> <p>The nature and degree of the student's abilities, skills and talents</p>																							
<p>Areas for Improvement/presenting difficulties:</p> <p>The nature and degree of the student's special educational needs and how those needs affect his/her progress</p>																							
<p>Present level of educational performance of the student</p>	<table border="1"> <thead> <tr> <th>Test Name</th> <th>Date</th> <th>SS</th> <th>%</th> <th>STen</th> </tr> </thead> <tbody> <tr> <td>Ability</td> <td>test_results_ability_date</td> <td>test_results_ability_std</td> <td>test_results_ability_pr</td> <td>n/a</td> </tr> <tr> <td>Maths</td> <td>test_results_maths_date</td> <td>test_results_maths_std</td> <td>test_results_maths_pr</td> <td>test_results_maths_sten</td> </tr> <tr> <td>Reading</td> <td>test_results_reading_date</td> <td>test_results_reading_std</td> <td>test_results_reading_pr</td> <td>test_results_reading_sten</td> </tr> </tbody> </table>	Test Name	Date	SS	%	STen	Ability	test_results_ability_date	test_results_ability_std	test_results_ability_pr	n/a	Maths	test_results_maths_date	test_results_maths_std	test_results_maths_pr	test_results_maths_sten	Reading	test_results_reading_date	test_results_reading_std	test_results_reading_pr	test_results_reading_sten		
	Test Name	Date	SS	%	STen																		
	Ability	test_results_ability_date	test_results_ability_std	test_results_ability_pr	n/a																		
	Maths	test_results_maths_date	test_results_maths_std	test_results_maths_pr	test_results_maths_sten																		
Reading	test_results_reading_date	test_results_reading_std	test_results_reading_pr	test_results_reading_sten																			
<p>Summary of Special Educational Needs of the student</p>																							
<p>Special Educational Provision:</p> <p>The special education and related support services to be provided to the child</p>																							
<p>Further Information</p>																							
<p>Signed:</p> <p>Parent(s): _____</p> <p>Teacher(s): _____</p>																							

Appendix 7

Additional Educational Needs Team Yearly Calendar

September	Tick when complete
<p>All AETs:</p> <ul style="list-style-type: none"> ● AET team meeting to look at the AEN policy and discuss plan for the year ● Meet with class teachers to discuss pupils of concern in their class, agree on support plan targets, and the nature of supports (in class/ withdrawal/ team teaching). ● Update AEN Support Framework on Google Drive ● Complete a timetables in agreement with class teachers and AEN coordinator. Ensure no clashes between children who also go for EAL support/ ANA timetables. ● Ensure consent for support has been granted by the parents/guardians of all children on their caseload via Aladdin. ● Complete the following checklist from the NEPS Special Educational Needs A Continuum of Support Resource pack for teachers with all pupils who will receive support: <ul style="list-style-type: none"> - My Thoughts About School pupil interview (see page 11 for template). This provides important information about the pupil's level of self-esteem (for example, can they name things they are good at, do they have friends, how do they think others see them), as well as rewards that they like (which can be invaluable if a token board or behaviour plan is put in place). ● Carry out observations/ assessments/ read professional reports/ previous support plans for the children on your caseload. For templates/ checklists for recording observations about behaviour/ social skills see the NEPS Behavioural, Emotional and Social Difficulties A Continuum of Support Guidelines for Teachers book (pages 81-108). ● Create School Support plans and/or School Support Plus plans ● Meetings with parents/guardians, class teachers and AETs for children who will receive additional support (<u>excluding EAL support</u>) should be held during September and October. Agree on the targets with the parents. The child may also be involved in this if appropriate. Parents/guardians to be given a copy of the support plan. ● In-class/withdrawal support begins in September. <p>EAL teachers:</p> <ul style="list-style-type: none"> ● Carry out the 'Initial Interview' with any new pupils with EAL who have joined the school. ● Do EAL assessments with any pupils from Senior Infants - 6th who have not reached B1.3 threshold and were <u>absent</u> for testing in June of the previous school year. ● PSAK EAL placement tests to be administered to all <u>Junior Infants</u> with EAL and any new pupils with EAL who have joined older classes. EAL teachers upload all results to Aladdin and file hard copies of tests and results in the EAL filing cabinet/ student's file (as appropriate to the individual's school system for record keeping). 	

<ul style="list-style-type: none"> ● Complete EAL plans for all new pupils who will receive EAL support and upload to Aladdin. ● EAL support teaching should begin once these assessments have been completed. <p>AENC:</p> <ul style="list-style-type: none"> ● Organise initial meeting with all AETs. ● Organise weekly collaborative planning meetings for all AETs. ● Check the NCSE website for the calendar/ guidelines on when forms are to be submitted this year and amend the reminders in this calendar as appropriate. ● Ensure the school's AEN Support File on Google Drive is up to date (remove pupils who have left school, add pupils who have joined/ moved level on the continuum). ● Meet with all support teachers regarding caseloads, support calendar, planning etc. ● Liaise with ANA co-ordinator regarding ANAs timetables, roles, responsibilities, record of care needs being assisted with, personal pupil plans etc. ● Consult with staff regarding resources needed. ● Check status of Assistive technology orders. ● Consult with the school psychologist regarding children to be tested or reviewed by NEPS. 	
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October	Tick when complete
<p>All AETs:</p> <ul style="list-style-type: none"> ● Continue meetings parents/guardians. ● All School Support plans and School Support Plus plans to be completed by the October midterm break. ● Provide in-class and withdrawal support <p>EAL teachers:</p> <ul style="list-style-type: none"> ● Provide in-class and withdrawal support <p>AENC:</p> <ul style="list-style-type: none"> ● Compile a 'support wish list' for resources and begin updating inventory of resources for AEN teaching on Google Drive. ● Liaise with class teachers on pupils of concern in their class and advise them on appropriate referral pathways to outside agencies. ● Organise AET team meeting/s as required. ● Check status of assistive technology orders. 	

November	Tick when complete
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<p>All AETs:</p> <ul style="list-style-type: none"> ● Provide in-class and withdrawal support. ● If parents/guardians of children who receive additional support have already been met in September, they do not need to have another meeting at the annual parent teacher meetings (assuming parent-teacher meetings are held in November). <p>EAL teachers:</p> <ul style="list-style-type: none"> ● Provide in-class and withdrawal support <p>AENC:</p> <ul style="list-style-type: none"> ● Plan for incoming Junior Infants for the next school year (check if any children have AEN and ask parents to send a copy of reports to the school). ● Order Belfield Infant Assessment booklets if required (from Folens) ● Check status of Assistive technology orders 	
--	--

December	Tick when complete
<p>All support teachers:</p> <ul style="list-style-type: none"> ● Provide in-class and withdrawal support ● Diagnostic testing (if required)/ assessments/ observation by AETs to review success of support intervention. ● Consider dates for SSP review meetings with parents for January/February. <p>EAL teachers:</p> <ul style="list-style-type: none"> ● PSAK EAL assessments for pupils from SI – 6th in the school with EAL who have not yet reached level B1.3 (depending on school policy) <p>AENC:</p> <ul style="list-style-type: none"> ● Organise AET team meeting ● Check status of assistive technology orders 	

January	Tick when complete
<p>All support teachers:</p> <ul style="list-style-type: none"> ● Provide in-class and withdrawal support. ● Review School Support Plan and/or School Support Plus Plan term 1 targets and hold collaborative meetings with class teachers, parents/guardians and where appropriate, the student. Set short term targets for term 2 & 3. ● Update timetable if required. <p>EAL teachers:</p> <ul style="list-style-type: none"> ● Provide in-class and withdrawal support. ● Update timetable if changes to caseload based on testing done in December. 	

<p>AENC:</p> <ul style="list-style-type: none"> ● Ensure reminder letter is sent to all parents/guardians of pupils enrolled for next school year with regard to letting us know if their child has AEN and will need ANA access so that we can plan for putting appropriate supports in place before they start. ● Organise AET team meeting to discuss SS and SSP plan reviews. ● Check status of assistive technology orders. 	
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February	Tick when complete
<p>All support teachers:</p> <ul style="list-style-type: none"> ● Provide in-class and withdrawal support. ● SSP Plan review meetings to be completed by the February mid-term break. <p>EAL teachers:</p> <ul style="list-style-type: none"> ● Provide in-class and withdrawal support. <p>AENC:</p> <ul style="list-style-type: none"> ● Organise AET team meeting to discuss SS and SSP plan reviews. ● Oversee transition planning for any pupils with AEN who will be starting in the school in September (Contact pre-school/ previous school/ arrange for child to visit the school/ teacher to visit pre-school/ send home a social story or photos of the school/ teachers etc.). Refer to the NCSE guidelines. ● Check status of assistive technology orders. 	

March	Tick when complete
<p>All support teachers:</p> <ul style="list-style-type: none"> ● Provide in-class and withdrawal support. <p>EAL teachers:</p> <ul style="list-style-type: none"> ● Provide in-class and withdrawal support <p>AENC:</p> <ul style="list-style-type: none"> ● Ensure diagnostic assessments are available/order answer booklets etc if required. ● Check status of assistive technology orders 	

April	Tick when complete
<p>All support teachers:</p> <ul style="list-style-type: none"> ● Provide in-class and withdrawal support. <p>EAL teachers:</p>	

<ul style="list-style-type: none"> ● Provide in-class and withdrawal support <p>AENC:</p> <ul style="list-style-type: none"> ● Remind class teachers about standardised testing in May at staff meeting/Aladdin notice. ● Check status of assistive technology orders. 	
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May	Tick when complete
<p>Senior Infant learning support teachers:</p> <ul style="list-style-type: none"> ● Drumcondra Early Numeracy and MIST tests to take place in Senior Infants. Class and SI AET to correct, upload results to Aladdin. ● Begin diagnostic testing based on standardised test results – Drumcondra Test of Early Numeracy (diagnostic), Jackson Phonics, Test 2r. Ensure permission is sought from parents/guardians via Aladdin prior to diagnostic testing. ● Liaise with class teachers re: report cards. <p>All Support Teachers:</p> <ul style="list-style-type: none"> ● Assist in class with the administration of the Drumcondra Maths, Reading and Spelling tests and their correction. ● Begin diagnostic testing based on standardised test results – WIAT, WRAT4, MALT, Diagnostic Spelling Test, NNRIT...etc. Ensure permission is sought from parents/guardians via Aladdin prior to diagnostic testing. ● Fill in a comment on the report cards for pupils on caseload. <p>Selected support teachers:</p> <ul style="list-style-type: none"> ● Test pupils of concern in Junior Infants with the Belfield Infant Assessment Profile (B.I.A.P.) ● Standardised testing to take place in 1st to 6th class. AETs are to help classes during the tests. ● Some pupils with extreme difficulties in concentration may benefit from sitting the test with the AET in a small group/individually in the AEN room. ● Class teachers and AETs collaboratively correct and upload results to Aladdin. ● If any children are absent for the tests, support teachers will need to administer tests upon their return. ● Help with the new Junior Infant open day. <p>EAL teachers:</p> <ul style="list-style-type: none"> ● Provide in-class and withdrawal support. ● Help with the new Junior Infant open day. <p>AENC:</p> <ul style="list-style-type: none"> ● Organise AET team meeting to discuss Standardised Testing results and diagnostic testing. ● Oversee the distribution and administration of Standardised Tests & Diagnostic Tests. 	

<ul style="list-style-type: none"> ● Review and analyse whole-school test results. ● Send information sheet about Standardised Tests to parents via Aladdin Notice. ● Upload Standardised Test results on OLCS. ● Meet with AET team to plan how support will work in June (school tours/ sports day/ testing/ review meetings etc.). 	
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June	Tick when complete
<p>All support teachers:</p> <ul style="list-style-type: none"> ● Reduced in-class/withdrawal support. ● AETs to help with school tours for the classes they are assigned to. ● Review Support plans: Assess pupils to determine if they have achieved their targets and then fill in information on their support plan review section. ● The above assessments/ observations can take place during the children's normal timetabled slots. ● Social stories – Once class teacher and support teacher allocations are known, support teachers may need to write a social story on changing class for any children who will find this transition challenging. <p>EAL teachers:</p> <ul style="list-style-type: none"> ● Reduced in-class/withdrawal support. ● PSAK EAL assessments for all EAL pupils who have not yet reached B1.3 level will be undertaken. EAL teachers to upload all results to Aladdin. <p>AENC:</p> <ul style="list-style-type: none"> ● Make a list of children who will receive support next year taking into account standardised test results and feedback from teachers. Update the Continuum of Support document accordingly. ● Remind staff to return any AEN resources they may have in their possession. 	