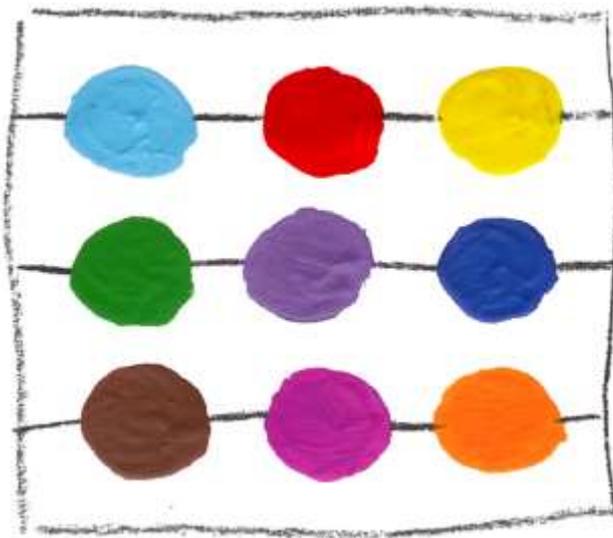


Special Educational Needs Policy



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

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Special Educational Needs Policy

Introductory Statement

This policy on Special Educational Needs (SEN) provision is a statement in relation to the provision for special educational needs in our school. This policy on Special Needs was prepared by the policy committee, made up of two parents, two Board of Management members and two teachers, in line with the *Learning Support Guidelines* (DES 2000) and Circulars SP ED 24/03, SP ED 09/04, SP ED 13/04, SP ED 01/05 and NCSE 01/05.

Rationale

The purpose of this SEN policy is:

- To endeavour to cater for the pupils enrolled with special educational needs 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 SEN provision with a view to assisting them in the provision of optimum learning opportunities for pupils with SEN
- To streamline the provision of special needs support in the school, both in-class and in withdrawal settings

The following extracts were 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*'
- Learning Support Guidelines, 2000, p. 1 refers to pupils whose achievement is at a very low level and who are at risk of not reaching adequate levels of proficiency in literacy and numeracy before leaving primary school.
- The policy will cover those children who traditionally attended learning support and those with exceptional abilities. (*See Appendix 1 of Exceptionally Able Students: Guidelines for Teachers NCCA, 2007*)

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 Skills 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 special 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 special 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 special educational needs
- To provide practical guidance for teachers and other interested parties on the provision of effective learning support to pupils with special educational needs, including exceptionally able children
- To establish communication structures for the involvement of all the partners in the education of pupils with special educational needs. (*Learning Support Guidelines*)

Format

This policy is laid out as follows:

1. Enrolment of children with identified special educational needs
2. Roles and responsibilities in respect of SEN
3. Provision for children with emerging special educational needs (The Staged Approach)
Stage 1: Procedures for the early identification, screening and addressing of the special educational needs of certain children
Stage 2: Referral to Special Educational Needs Teacher
Stage 3: Consultation or referral for assessment to outside specialist
4. Drafting and Implementing an Education Plan
5. Inclusion
6. Deployment of staff
7. Collaboration and communication
8. Resources
9. Transfer to post primary school or to another primary school
10. Record Keeping
11. Other related policies

1. Enrolment of children with identified special educational needs

(Refer to Admissions & Participation Policy and Classes for children with Autistic Spectrum Disorder Policy)

- The Board of Management (BOM) will consider the following in relation to the enrolment of a pupil with special 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 – 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 Classes for Children with Autistic Spectrum Disorder Policy)*
- Prior to the child's enrolment, the school will acquaint themselves with a child's special needs and consider whether these are categorised as High Incidence or Low Incidence 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 level of Stage 1, Stage 2 or Stage 3 of the Staged Approach as set out in Circular 02/05
- The following steps will ensure 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 units, if appropriate
 - a) Making all school employees and pupils aware of the need for inclusion (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 SNA e.g. lifting techniques

2. Roles and responsibilities in respect of SEN

Board of Management

The role of the Board of Management is to:

- Oversee the development, implementation and review of the provision of Learning Support, Resource, 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 Special Education Team (i.e. Learning Support teachers, Resource teachers, English as an Additional Language teachers and Special Education 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 special education teaching in co-operation 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 SEN
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with lowest levels of achievement
- Assume direct responsibility for co-ordination of the Special Education Team (SET) in the context of provision of services
- Liaise with the Special Education Needs Organiser (SENO) and the Department of Education & Skills (DES) in relation to provision of services such as resource and SNA hours and assistive technology, for children with low incidence needs e.g. Autistic Spectrum Disorder, Visual Impairment etc.
- Liaise with other school principals in the co-ordination of visiting Learning Support or Resource teachers
- 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 SEN
- Provide parents with concerns for their children needs with an 'Assessment of Need' form and send the completed form to the HSE

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 SEN, the class teacher should:

- Implement teaching programmes which optimise the learning of all pupils and to the greatest extent possible prevent the emergence of learning difficulties
- Implement the school policies on screening and selecting pupils for supplementary teaching in English and Maths by co-operating and assisting with, and the administration and scoring of appropriate screening measures and discuss the outcomes with the Special Education Team (SET)

- For each pupil who is in receipt of supplementary teaching, to collaborate with the Special Education 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
- For each pupil in receipt of supplementary teaching, to adjust the classroom programme in line with the agreed learning targets and activities
- 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 SET in advance of the SET's planning
- Engage in all process of the Staged Approach (*outlined in next section*), in particular in identifying pupils in need of Stage 1 and implementing specific targets therein

With regard to teaching pupils with SEN, the following general approaches and methods are recommended:

- 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 SEN 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

Learning Support Teacher (LST)

A key role of successful learning support teaching is a very high level of consultation and co-operation between the class teacher and the LST. Central to the consultation is the development, implementation and review of Individual Pupil Learning Profiles (IPLPs) and Group Education Plans (GEPs).

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

- Analyse the standardised test results of any new entrants transferring from other schools
- Order screening, standardised and diagnostic tests
- Distribute, oversee and assist in the administration of screening/standardised tests
- Organise and file the results of screening/standardised tests in the Torthaí folder
- Administer, or oversee the administration, of the diagnostic assessments
- Analyse screening, standardised test and diagnostic results
- Engage in all processes of the Staged Approach (*outlined in next section*), in particular in identifying pupils in need of Stage 2 & 3, documenting each pupil according to their stage (*see Appendix 1*) on a grid and implementing specific targets therein
- Engage with the Special Education Team to plan cohesive SEN timetables
- Co-ordinate the role and timetable of visiting LSTs

- Collaborate with the class teacher in planning schemes of work for both in-class and withdrawal groups
- Seek written permission for a child's attendance in a withdrawal circumstance (*see Appendix 2*)
- Develop an IPLP for each pupil or a GEP for small groups who are selected for supplementary teaching in consultation with the class teacher and parents, where appropriate and make these available to the Principal
- 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 on or below the 12th %ile in standardised tests and perform significantly below their expected age profile in subsequent diagnostic assessments. Those who perform below the 30th %ile 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
- Co-ordinate and assist in implementing new literacy and numeracy strategies throughout the school e.g. Building Bridges, Mata sa Rang
- Maintain and plan a progress record or equivalent for each individual or group of pupils in receipt of learning support, both on the plans and the pupil record cards
- Track the progress of pupils who have discontinued learning support, either formally or informally as appropriate
- Provide advice to the class teachers in such areas as individual pupils assessment and programme, 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 learning support room
- Attend professional development courses that help support the role of LST
- Liaise with external agencies such as psychologists to arrange assessments and special provision for pupils with special needs
- Assist the Principal in organising and filing the records for exemptions from Irish

Resource Teacher (RT)

The Resource Teacher helps to provide an education which meets the needs and abilities of children assessed as having low incidence disabilities. In addition, the RT will advise and liaise with other teachers, parents and other professionals in the pupil's interests. More specifically, the Resource Teacher has responsibility for:

- Reading reports relevant to children in the school with low incidence needs e.g. psychological, speech & language, occupational therapy etc.
- Analyse the standardised test results of children with low incidence needs
- Administer diagnostic assessments to children with low incidence needs when the need arises
- Assist in the administration of screening/standardised tests to those children with low incidence needs when the need arises
- Analyse screening, standardised test and diagnostic results in relation to the children with low incidence needs where necessary
- Organise and file the records of the children with low incidence needs
- Engage with the Special Education Team to plan cohesive SEN timetables
- Co-ordinate the role and timetable of visiting RTs

- Collaborate with the class teacher in planning schemes of work for both in-class and withdrawal support
- Developing an individual education plan (IEP) for each pupil in consultation with other partners in education including parents
- Assessing the child's needs and progress of children with low incidence needs
- Setting specific, time related targets for each child and agreeing these with the class teacher and parents and making these available to the Principal
- Teaching of specific children with low incidence needs, either in a separate room or within the mainstream classroom
- Engage in co-teaching in forms best suited to maximising the support for all children, in particular a specific target child
- Co-ordinate and assist in implementing specific strategies/programmes throughout the school e.g. Handwriting Without Tears, Smart Moves, Socially Speaking etc.
- Provide advice to the class teachers in such areas as behaviour, emotional regulation, organisation, classroom management strategies, differentiation, adapting the curriculum, teaching strategies, textbooks, ICT and other related matters
- Meeting and advising parents and/or class teachers
- Meeting with other relevant professionals, in the child's interest e.g. psychologist, speech and language therapists, visiting resource teachers...etc.
- Engage in all processes of the Staged Approach (*outlined in next section*), in particular in identifying pupils in need of Stage 2 & 3 and implementing specific targets therein
- Contribute at school level to decision making regarding the purchase of resource books, equipment and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the resource room
- Attend professional development courses that help support the role of RT
- Liaise with external agencies such as psychologists to arrange assessments and special provision for pupils with special needs
- Assist the Principal in organising and filing the records for children with low incidence 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:

- Developing Group Education Plans (GEPs) for small groups in consultation with other partners in education
- Assessing the children's needs and progress in relation to their English language learning, using the PSAK and/or other formative and summative assessments
- Setting specific, time-related targets for each child, agreeing these with the class teacher and making them available to the Principal and other SEN teachers
- Direct teaching of the child(ren), either in a separate room or within the mainstream classroom
- Co-teaching when the child(ren) concerned will derive benefit from it
- 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
- Track the progress of pupils who have discontinued language support through the use of standardised tests. (Children are referred back to EAL teacher by LST)

Special Education Class Teacher (SECT)

The Special Education Class Teacher helps to provide an education which meets the needs and abilities of children assessed as having a diagnosis of an Autistic Spectrum Disorder (i.e. Childhood Autistic Spectrum Disorder, Asperger's Syndrome, mild Autism, Pervasive Developmental Disorder Not Otherwise Specified). The SECT teaches children with exceptional and average IQ along with children with mild to moderate learning difficulties. In addition, the SECT will advise and liaise with other teachers, parents and other professionals in the pupil's interests. More specifically, the Special Education Class Teacher has responsibility for:

- Being the main point of contact for the child's parents/guardians
- Involving parents in the educational process, eg. Individual Education Plans (IEPS), Home-School Communication Diaries, etc...
- Preparing a new pupils IEP 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 IEP each term and organising venue, date and time to consult with parents, mainstream class teacher and SNAs
- Planning and implementing educational provision for children enrolled in the multi-class. IEPs being used as long-term planning and fortnightly plans for short-term planning to enable progression over time
- Co-ordinating the supporting work of the Special Needs Assistants (SNAs) on an ongoing basis
- 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 child with ASD may need to be successful in the mainstream classroom, where appropriate
- Upholding the Code of Behaviour of the school, where appropriate
- Ensure that all multi-class staff have received the appropriate training in conjunction with the Safeguarding Staff Safeguarding Children Policy

Please refer to Classes for Children with Austistic Spectrum Disorder Policy

Parents

The role of parents in supporting SEN Teacher(s), who work with their children, is essential to the success of the SEN provision. Specifically, parents contribute through:

- Regular communication with the class teacher and the relevant SEN 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

Special Needs Assistant

SNA support is provided specifically to assist recognised primary, post primary and special schools to cater for the care needs of pupils with disabilities 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 SNA are primarily for care needs as outlined in Circular 0030/2014:

Primary Care Needs that are consistent with the Department of Education and Skills (DES) circulars are as follows:

- **Assistance with feeding:** where a child with special needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time
- **Administration of medicine:** where a child requires adult assistance to administer medicine and where the extent of assistance required would overly disrupt normal teaching time
- **Assistance with toileting and general hygiene: (including catheterisation)** where a child with special needs cannot independently self-toilet, and until such time as they are able to do so
- **Assistance with mobility and orientation:** on an ongoing basis including assisting a child or children to access the school, the classroom, with accessing school transport (where provided, school Bus Escorts should, in the first instance, assist a child to access school transport), or helping a child to avoid hazards in or surrounding the school. (Every effort must be made by the school to provide opportunities for independence e.g. the removal of hazards.)
- **Assisting teachers to provide supervision in the class, playground and school grounds:** at recreation, assembly, and dispersal times including assistance with arriving and departing from school for pupils with special needs where the school has made a robust case that existing teaching resources cannot facilitate such supervision
- **Non-nursing care needs associated with specific medical conditions:** such as frequent epileptic seizures or for pupils who have fragile health.
- **Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential:** This may be for safety or personal care reasons, or where a child may be required to leave the class for medical reasons or due to distress on a frequent basis.
- **Assistance with moving and lifting of children, operation of hoists and equipment.**
- **Assistance with severe communication difficulties** including enabling curriculum access for pupils with physical disabilities or sensory needs (See also section 9) and those with significant, and identified social and emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc.

SNAs may also perform secondary care associated tasks, but only once the SNA has been allocated on the basis of a requirement to provide for primary care needs. Samples of secondary care needs are as follows: (*see Circular 0030/2014 Section 4: Care Needs*)

- Preparation and tidying of workspaces and classrooms or assisting a child who is not physically able to perform such tasks to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another. To assist with cleaning of materials.
- Assistance with the development of Personal Pupil Plans for children with special educational needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans.

- Assist teachers and/or Principal in maintaining a journal or care monitoring system for pupils including details of attendance and care needs. Assist in preparation of school files and materials relating to care and assistance required in class by students with special needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with class teachers and other teachers such as the resource teacher and school principal, attending meetings with parents, SENO, NEPS Psychologists, or school staff meetings with the agreement and guidance of class teacher/principal
- Assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of qualified personnel, including class teachers or support teachers.
- Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff.

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

Staff are required to complete School Care Needs Profile Form A for each child in receipt of SNA support and School Care Needs Profile Form B for new applications for SNA support (*see Appendix 4 & 5*)

3. Provision for children with emerging special educational needs - The Staged Approach

(*Refer to Circular 02/05 and Special Educational Needs, A Continuum of Support - Guidelines for Teachers, NEPS, 2007*)

Stage 1: Procedures for the early identification, screening and addressing of the special educational needs of certain children

The success of the classroom support plan should be reviewed regularly, with appropriate parental involvement. .

The class teacher will:

- Identify concerns regarding the academic, physical, social, behavioural or emotional development of a child using teacher observation, screening checklists (e.g. Dyslexia, ADHD, ADD, Dyspraxia, ASD, Behavioural), infant profiling (e.g. MIST), results of standardised tests (e.g. DPRT) etc....
- Draw up a short simple plan for extra help to be implemented within the normal classroom setting, in the relevant areas of learning and/or behavioural management, using the Stage 1 template (*see Appendix 5*) provided in their SEN folder within the normal classroom setting in the relevant areas of learning and/or behaviour management with appropriate parental involvement
- Review the plan and liaise with parents on a regular basis dependent on the need – minimum 1 month, maximum 1 school term
- If concern remains after the review(s) and/or adaptations to the plan, the SEN team in the school may be consulted about the desirability of intervention at stage II

The LST / RT will:

- Support the class teacher at Stage 1 through informal meetings

Stage 2: Referral to Special Educational Support Teacher

If intervention is considered necessary at stage II, then the pupil should be referred to the learning support/resource teacher, with parents' permission, for further diagnostic testing. In the event of a parent's reluctance or refusal to consent to further testing, the school makes every effort to inform the parents of the concerns of the school, as well as the benefits of supplementary teaching to the child. However, the school recognises that it is a parent's inalienable right to refuse the offer of this extra support. Parents are required to put this refusal in writing stating that they have been made aware of the concerns, offered further testing/support and their wish for their child not to receive this.

If the class teacher's Stage 1 plan does not achieve the desired outcome, then the class teacher will:

- Contact the parents of the child to explain how Learning Support can address their child's needs. This may be done by phone, at a meeting, or by letter/email
- In consultation with the parents, refer the child to the LST/RT, for further diagnostic testing (for list of diagnostic assessments see *Appendix 6*. If this diagnostic testing indicates that supplementary teaching would be beneficial, then this will be arranged in accordance with the selection criteria for Learning Support.
- Request written parental consent for the child to receive Learning Support using the school's standard consent form (see *Appendix 2*)
- Collaborate with the LST/RT and parents in drawing up the IPLP
- Implement the IPLP with supplementary activities in the class and at home
- Review the success of the IPLP with the LST/RT and parents
- Implement Stage 3 if the significant concerns remain after a period of at least one school term

If the class teacher's plan fails to achieve the desired outcome, then the LST/RT will:

- Carry out diagnostic testing on the child to indicate whether supplementary teaching would be beneficial
- Collaborate with the class teacher and parents in drawing up a simple plan for extra help using the Stage 2 template (see *Appendix 7*)
- Collaborate with the class teacher and parents in drawing up the IPLP/GEP (see *Appendix 8 & 9*)
- Implement the IPLP through supplementary teaching
- Review the success of the IPLP with the class teacher and parents on a regular basis. If it is deemed that supplementary teaching is to be reduced or discontinued, it is necessary to record this in the child's profile.
- In conjunction with the class teacher and parents implement Stage 3 if the significant concerns remain after a period of at least one school term.

In the case of pupils with emotional or behavioural difficulties, it is recognised that, with serious difficulties, more urgent action may be needed. In these cases the pupil's needs should, with parents' permission, be discussed with the relevant NEPS psychologist and/or the case should be referred to the clinical services of the Health Services Executive. This may lead to a more detailed behavioural management programme to be implemented at home and in class, or to referral for further specialist assessment (stage III).

The instructional term for SEN begins on week 3 of the school year and continues until June – dates vary according to the type of SEN Teacher i.e. Learning Support, Resource, EAL (*see Appendix 11*)

Stage 3: Consultation or referral for assessment to outside specialist (*Refer to Special Educational Needs A Continuum of Support – Guidelines for Teachers, NEPS, 2007*)

Stage 3 is implemented in respect of the pupils with learning difficulties and mild/moderate behavioural problems that have failed to make progress after receiving support at stages 1 and 2.

- In collaboration with parents and following their support, the school will formally request, in writing, a consultation and where appropriate, an assessment of need from a specialist outside the school e.g. psychologist, occupational therapist, psychiatrist etc...
- Assessments are facilitated in the school if necessary. The most appropriate setting is determined following discussion with the parents, staff and specialists
- If parents have assessments carried out privately, their recommendations are given equal priority in relation to assessments commissioned by the school
- The Class Teacher and Learning Support Teacher, Resource Teacher (if Resource hours are sanctioned), Principal, parents, and relevant professionals will collaborate and draw up an Individual Education Profile (IEP), or a Group Education Plan (GEP), as appropriate
- The LST and RT will conduct an annual audit of pupils with SEN at the end of May/June. This will be monitored and reviewed regularly

Procedures for liaison with Outside Agencies:

- The School Principal and/or LS/RT 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 LS/RT of any correspondence or information received from outside agencies, parents etc.
- All documentation is to be collected and stored in the child's file. Copies of these documents are held by the Principal and the LS/RT

4. Drafting and implementing an Individual Education Plan for pupils at Stage 3 (*see Chapters 2 and 3, Guidelines on the Individual Education Plan Process, NCSE*)

The purpose of an Individual Education Plan (IEP) is to address the pupils' full range of needs within a specific time frame.

The following information will be included in an IEP (*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, SNA 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 10 below*)

- A detailed review will take place at the end of each term, as set out in the child's IEP. The RT or SECT 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 SECT or the RT will complete a review of the child's IEP (*see Appendix 11*). 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 teacher's time

IEP Meetings

- The SECT, RT and the class teacher have responsibility for co-ordination of the IEP
- The SECT, RT, class teacher, parents and other relevant parties (e.g. psychologist, OT, SALT etc.) participate in the preparation of the education plan
- Participation is facilitated through formal face-to-face meetings in the school *See pages 24 – 25 of Guidelines on the Individual Education Plan Process, NCSE*. Meetings will include the SECT or the RT and parents and class teacher (if possible). The SECT and RT 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. The class teacher will receive a copy of the plan and keep it in their SEN folder. A copy of the plan is available to the parents upon request

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

The Principal, the SECT, the RT and the parents are responsible for ongoing consultations with psychologists, SENO, and other interested parties.

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

Please refer to the Classes for Children with Autistic Spectrum Disorder Policy for children in multiclass.

5. 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 resource teaching
- Social games etc.

Integration is based on the child's abilities. The level of integration which will best suit the child will be decided upon during IEP 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 Classes for Children with Autistic Spectrum Disorder Policy for children in multiclass.

6. 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 SEN requirements of the school, the Principal takes into account the experience/expertise of teachers and SNAs, along with any relevant circulars/guidelines.

7. 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:

- Children who score below the 12th percentile on a screening test are referred to the LST for diagnostic assessment and/or provision of supplementary teaching. Other children who score below the 35th percentile or those who score exceptionally high across the standardised tests may also receive Learning Support based on the needs within the general allocation. Parental permission must be obtained before supplementary teaching begins (*see Appendix 2*)
- Regular communication between the SET and the class teacher, through the completion of fortnightly plans (*see Appendix 3*) and/or monthly plans and the participation in formal and informal meetings
- Regular communication between the LS/RT, class teacher and parents through the use of home/school communication books when required
- 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

8. Resources

- An inventory of resources is available to all teachers in the school. This is updated annually
- The LST/RT/EALT/SECT and Principal are responsible for sourcing and acquiring additional resources
- All teachers have access to resources

9. 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, SET 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
- In-class lessons based on the transition to the new school e.g. SPHE
- One-on-one teaching with the SET based on the transition
- Visits to the new school with the parents and/or SET
- 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 Classes for Children with Autistic Spectrum Disorder Policy for children in multiclass.

10. Record Keeping

- The SET will maintain the following documentation in files:
 - IPLP/IEP/GEPs
 - Short term planning
 - Other records e.g. correspondence
 - Samples of work
- The class teacher, SEN team 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
- The records are stored in the SET 1 room in filing cabinets which are locked. The LS/RT and the Principal have copies of the keys for this filing cabinet.
- These records are retained indefinitely
- The records are updated on a regular basis e.g. when an IEP has been reviewed, when the school receives correspondence from outside parties etc. The SET, 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 on a need-to-know basis (*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)

11. Other related policies

Aspects of this policy impact upon all other policies in the school as SEN 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 SEN being identified and assessed
- The implementation of the Staged Approach to SEN
- The provision of extra support/supplementary teaching where appropriate
- Increased communication and collaboration
- The positive progress of pupils with SEN
- 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
- DES
- Psychologists, Therapists etc.
- Teaching staff
- Principal
- SNAs
- 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 at the end of the school year from May/June 2014 onwards.

Ratification & Communication

The plan was circulated to the members of the Board of Management prior to the meeting in November 2016. It was formally ratified on _____.

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 by appointment in the office.

Signed: _____
CHAIRPERSON of the BOM

Date: _____

Reference Section

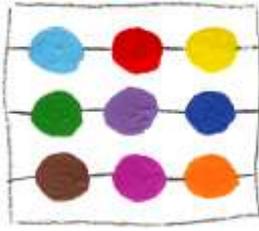
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- King, Fiona (2006) Special Education in Irish Classrooms – A Practical Guide. Primary ABC
- InTouch, June 2007. P25 Health and Education to interact (EPSEN Act 2004 and Disability Act 2005)
- InTouch, March 2007, Implementation of EPSEN Act '04 - the NCSE Plan p20-23
- InTouch, Nov. 2006 Autistic Spectrum Disorders (ASD) An Evaluation of Provision p26: Teaching children with ASD p. 30

Appendix 1

Pupils in need of additional support and stage of intervention

	Pupils with learning needs at stage II (literacy and numeracy needs)	Pupils with learning needs at stage II (other special educational needs)	Pupils with learning needs at stage III (pupils with high incidence disabilities)	Pupils with learning needs at stage III (pupils with low incidence disabilities)
Junior Infants				
Senior Infants				
First Class				
Second Class				
Third Class				
Fourth Class				
Fifth Class				
Sixth Class				

Appendix 2



**CARRIGALINE
EDUCATE
TOGETHER
N.S.**

Roll No.: 20310D

Address: Kilnagleary
Carrigaline
Co. Cork
Tel: 021 4375616 / 087 7453659
Email: info@carrigalineeducatetogether.ie
Website: www.carrigalineeducatetogether.ie

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 learning-support teachers.

We are pleased to inform you that we can offer your child a place on the learning-support teacher's caseload, and would like your permission for _____ to attend learning-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 co-operation.

Yours sincerely,

_____ (Principal Teacher)

Date: _____.

I/we **give** permission for our child, _____, to attend the learning-support teacher.

Signed _____
(Parent/Guardian)

Date: _____.

Signed _____
(Parent/Guardian)

Date: _____.

OR

I/we **do not give** permission for our child, _____, to attend the learning-support teacher.

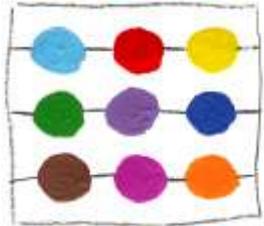
Signed _____
(Parent/Guardian)

Date: _____.

Signed _____
(Parent/Guardian)

Date: _____.

Appendix 3



**CARRIGALINE
EDUCATE
TOGETHER
N.S.**

Roll No.: 20310D

Fortnightly Plan	
Teacher	
Date	

Group	Topic/Learning objectives The child/children will be enabled to engage in activities to support the objectives outlined in the GEP.	Suggested strategies / activities to support the learning objectives	Resources / Written Work	Review
e.g. RIV Lit. & Num.				
Co-teaching				
e.g. RIII-IV Spelling				

Appendix 4

SCHOOL CARE NEEDS PROFILE FORM - A (to be completed for existing pupils accessing SNA support)

County:	School:	Roll No:	Principal's Signature:	Date:
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No of SNAs Allocated to School:	No of Pupils currently accessing SNA support:
--	--

Name of pupil assisted	Class level/year	School based interventions availed of by this pupil	
-------------------------------	-------------------------	--	--

Current care needs of pupil as per Cir. 07/02 and/or 02/05

For example, please give the following details: assistance required by this pupil daily, give or attach details of the programme in place to assist the pupil develop self-care skills and the names of professionals involved in monitoring and reviewing this plan.

Name of pupil assisted:	Class level/year:	School based interventions availed of by this pupil:	
--------------------------------	--------------------------	---	--

Current care needs of pupil as per Cir. 07/02 and/or 02/05

For example, please give the following details: assistance required by this pupil daily, give or attach details of the programme in place to assist the pupil develop self-care skills and the names of professionals involved in monitoring and reviewing this plan.

Please make further copies if necessary

Appendix 7

Diagnostic Assessments available on

Language

- Non-verbal Reasoning Intelligence Test (NRIT)

Literacy

- Neale Analysis of Reading Ability II (NARA-II)
- Dyslexia Early Screening Test
- Jackson Phonics Skills Test
- Dolch 220 words and 90 words
- Schnoell Graded Spelling

Numeracy

- Drumcondra Early Numeracy Diagnostic

All areas

- WRAT 4

Appendix 9

Individual Pupil Profile Plan

Name:	Class:
Class Teacher:	Learning Support Teacher:
Commencement date of supplementary teaching:	Review date: w/b

Assessment	Date	Result

Assessment before Supplementary Teaching		

Learning Strengths	
•	•

Priority Learning Needs
•

Learning Targets:	Date achieved/progress
<p><u>Literacy or Numeracy?</u> <i>That the child will be enabled to:-</i> Reading, Spelling, Writing, Number or Fractions etc. 1.</p>	
<p><u>Examples of some additional activities to support all learning</u> Visual/Auditory Memory/Discrimination 1.</p>	

Learning Support Activities – Classroom Teacher
The class teacher will: 1.

Resources	
Literacy or Numeracy – Primary resources •	Supplementary resources •

<p>Supplementary resources</p> <p><u>Games</u></p> <ul style="list-style-type: none"> • <p><u>ICT</u></p> <ul style="list-style-type: none"> • 	<p><u>Readers & Copies</u></p> <ul style="list-style-type: none"> • <p><u>Miscellaneous</u></p> <ul style="list-style-type: none"> • <p><i>This is not exhaustive list</i></p>
---	--

Day	Mon	Tues	Wed	Thurs	Fri
Time					
Location					

Appendix 10

Group Education Plan

Name:	Class:
Class Teacher:	Learning Support Teacher:
Commencement date of supplementary teaching:	Review date: w/b

Assessment	Date	Result

Assessment before Supplementary Teaching		

Learning Strengths	
•	•

Priority Learning Needs
•

Learning Targets:	Date achieved/progress
<p><u>Literacy or Numeracy?</u> <i>That the children will be enabled to:-</i> Reading, Spelling, Writing, Number or Fractions etc. 1.</p>	

<p><u>Examples of some additional activities to support all learning</u> Visual/Auditory Memory/Discrimination 1.</p>

Learning Support Activities – Classroom Teacher
The class teacher will: 1.

Resources	
Literacy or Numeracy – Primary resources •	Supplementary resources •

<p>Supplementary resources</p> <p><u>Games</u></p> <ul style="list-style-type: none"> • <p><u>ICT</u></p> <ul style="list-style-type: none"> • 	<p><u>Readers & Copies</u></p> <ul style="list-style-type: none"> • <p><u>Miscellaneous</u></p> <ul style="list-style-type: none"> • <p><i>This is not exhaustive list</i></p>
---	--

Day	Mon	Tues	Wed	Thurs	Fri
Time					
Location					

Appendix 11

SEN Team's Yearly Timetable

Week Number	Learning Support	Resource	EAL
TERM ONE			
1-2	<ul style="list-style-type: none"> • Finish any diagnostic tests left • Collaborating with SEN team • Timetabling • Devise IPLPs and GEPs (based on results of the diagnostic assessments) • Meetings with class teachers regarding co-teaching and any relevant GEPs • Inform all teachers about the Staged Approach 	<ul style="list-style-type: none"> • Collaborating with SEN team • Timetabling • Read reports and analyse • Devise IEPs and GEPs (based on results of the diagnostic assessments and psychological assessments and reports) • Meetings with class teachers regarding co-teaching and any relevant IEPs • IEP meetings with all relevant parties • Inform all teachers about the Staged Approach 	<ul style="list-style-type: none"> • Collaborating with SEN team • Timetabling • Devise GEPs (based on results of the diagnostic assessments) • In-class with Junior Infants target school language and assessing need using Primary School Assessment Kit (PSAK) assessments (Silent phase checklist/initial interview assessment) • Placement tests (PSAK) for new children • Meetings with class teachers regarding co-teaching and any relevant GEPs
3-14	<ul style="list-style-type: none"> • Withdrawal & in-class support 	<ul style="list-style-type: none"> • Withdrawal & in-class support 	<ul style="list-style-type: none"> • Withdrawal & in-class support

15	<ul style="list-style-type: none"> • Diagnostic tests <ul style="list-style-type: none"> ○ NARA II ○ Schnoell Spelling ○ Maths (if possible) 	<ul style="list-style-type: none"> • IEP reviews • Reduced time for withdrawal if necessary • IEP meetings with all relevant parties • No in-class co-teaching 	
TERM TWO			
1	<ul style="list-style-type: none"> • Timetabling amendments if necessary • Devise IPLPs and GEPs (based on results of the diagnostic assessments) • Reduced withdrawal and in-class support 	<ul style="list-style-type: none"> • Withdrawal & in-class support 	<ul style="list-style-type: none"> • New GEPs • Withdrawal & in-class support
2-11	<ul style="list-style-type: none"> • Withdrawal & in-class support • Order Standardised Tests at beginning of March 	<ul style="list-style-type: none"> • Withdrawal & in-class support 	<ul style="list-style-type: none"> • Withdrawal & in-class support
12	<ul style="list-style-type: none"> • Withdrawal & in-class support 	<ul style="list-style-type: none"> • Withdrawal & in-class support • IEP review for specific children, if deemed essential 	<ul style="list-style-type: none"> • Withdrawal & in-class support
TERM THREE			
1	<ul style="list-style-type: none"> • Withdrawal & in-class support 	<ul style="list-style-type: none"> • Withdrawal & in-class support 	<ul style="list-style-type: none"> • Primary School Assessment Kit (PSAK) –

2	<ul style="list-style-type: none"> • Withdrawal & in-class support • MIST 		Set 2/Set 3 for all children
3-6	<ul style="list-style-type: none"> • Withdrawal & in-class support 		<ul style="list-style-type: none"> • New GEPs • Withdrawal & in-class support
7	<ul style="list-style-type: none"> • Drumcondras • Visiting teachers keep withdrawing & in-class support 		
8-9	<ul style="list-style-type: none"> • Re-sitting for people absent • Visiting teachers keep withdrawing & in-class support 		
10-11	<ul style="list-style-type: none"> • Diagnostic testing <ul style="list-style-type: none"> ○ Jackson Phonics ○ Dolch 220 HF words & 90 nouns ○ Maths – Drumcondra Early Diagnostic & WRAT 	<ul style="list-style-type: none"> • IEP reviews • Reduced withdrawal and in-class support 	

Appendix 12

Individual Education Plan Cover Sheet

Name	
Address	
D.O.B	
Parents	
Siblings	
Class	
Class Teacher	
Resource Teacher	

Class	Jnr. Inf.	Snr. Inf	1 st	2 nd	3 rd	4 th	5 th	6 th
Year								
Teacher								

Assessment Before Resource Teaching		
Assessment	Date	Result

Date of IEP meeting	
Personnel present	
Commencement date of implementation of IEP	
Review Date	

Learning Strengths
•

Priority Learning Needs
1.

Learning Targets & Strategies:		Date achieved/ progress
1. Priority Learning Needs e.g. Social Skills		
<u>Learning Targets:</u> 1.	<u>Strategies & Resources:</u> 1.	
2. Priority Learning Needs e.g. Recognition and self-management		
<u>Learning Targets:</u> 1.	<u>Strategies & Resources:</u> 1.	
3. Priority Learning Needs e.g. Organisational Skills etc.		
<u>Learning Targets:</u> 1.	<u>Strategies & Resources:</u> 1.	

(more may be added if required)

Learning Support/Resource Teacher Support
•

Class Teacher Support/Other Supports
•

Home Support
•
•

Appendix 13

Individual Education Plan Review Sheet

Name:

Class:

D.O.B:

Date of review:

Summary of Special Educational Needs:
(The Special Needs of the child)

Progress to Date/Strengths:
(The nature of the child's abilities, skills and talents)

Areas for Improvement/Presenting Difficulties:
(The nature and the degree of the child's special educational needs
and how those needs affect his/her progress)

(The present level of educational performance of the child)

Special Educational Provision:
(The special education and related support services to be provided to
the child)

Further Information: