

Glebe National School Special Educational Needs Policy

Support Policy for Pupils with Special /Additional Needs

Glebe NS

Roll: 178310

Introduction

Glebe National School is a co-educational mainstream primary school under the patronage of the Church of Ireland.

This Policy on SEN Provision in Glebe National School, was formulated during 2019 taking cognisance of directives contained in:

The 1998 Education Act;

The Learning-Support Guidelines (2000);

The Education for Persons with Special Educational Needs Act (EPSEN) 2004;

Recent Department of Education and Skill Circulars, especially Circular 13/17 and 02/05.

The Policy was discussed and further developed by the teaching staff of Glebe NS on 12th of June 2019.

The Policy was discussed, accepted and ratified by the Board of Management of Glebe NS on

School Profile as outlined by New Model of Allocation:

The school currently has the following provisions to cater for children with Special Education Needs (31.48 hours)

- One full time Support Teacher
- Shared Support Teacher with Gaelscoil / Robertson NS, Ballintra / Scoil an Linbh Íosa hours)
- 3 Special Needs Assistants (2 Full time,1 Infant hours).

Aims of Support Policy

The principle aim of our support policy is to optimise the teaching and learning process so as to enable pupils with additional learning needs to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school.

Through the implementation of this policy we strive to:

- To ensure that the Continuum of Support is fulfilled
- To support the inclusion of all pupils in our school
- To guard the self-esteem and self-image of the learner
- To develop positive self-esteem and positive attitudes about school and learning in pupils
- To support attainment, behavioural, social and emotional functioning
- To ensure pupils gain access to a broad and balanced curriculum
- To provide supplementary teaching and additional support in English , Mathematics and to take into consideration the holistic development of the child
- To enable pupils to monitor their own learning and become independent learners
- To involve parents in supporting their child's learning and development
- To promote collaboration among teachers in the implementation of whole-school policies on learning support for pupils
- To establish early intervention programmes designed to enhance learning and to prevent / reduce difficulties in learning
- To encourage differentiation in the classroom.

Guiding Principles of Support Policy

"The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process" (Circular 13/17: p. 16).

Our School recognises that effective learning programmes are based on the following principles:

- Quality of teaching. *"Research has consistently shown that the quality of teaching is the most critical factor in enhancing pupils' learning and educational experiences"* (2017 Guidelines: p. 27).
- Direction of resources towards pupils in greatest need
- Implementation of a staged approach to support provision at Class Support / School Support / School Support Plus
- Provision of intensive Early Intervention up to and including second class
- Parental involvement
- Collaboration between teachers
- Maintenance of Support Plans by Class Teachers and Support Teachers at Class Support / School Support / School Support Plus
- Thorough assessment procedures
- Regular contact with SEN pupils
- Manageable caseloads / timetables
- Prevention of failure
- Support from Outside Agencies
- Continuing Professional Development (CPD)

Provision of the Model of intervention appropriate for the pupil and the difficulty they are experiencing.

"There appears to be little evidence to date that in-class models of support are effective in teaching reading. Shinn et al. (1997) found that an in-class model of support was not effective in raising the achievement of failing readers. Not surprisingly, many of the highly effective intervention programmes reviewed by Brooks (2007) are delivered in one to one or small group settings" (NEPS, 2015)

http://www.education.ie/en/Education-Staff/Information/NEPSLiteracyResource/neps_literacy_good_practice_guide.pdf

(1) **Withdrawal Model:**

- 1:1 interventions (vital when e.g. difficulties are very significant; when pupil needs do not match to form a small group)
- Small group interventions
- Group support teaching

(2) **In-Class Support Model:**

- Station teaching / Team Teaching / Peer tutoring etc...
- This approach will be adopted in each classroom for a period during the school year, based on needs of the pupils in each class.

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Roles and Responsibilities

In attempting to achieve the above the BoM, Principal and staff will all take reasonable steps within the limits of resources available to fulfil the requirements outlined in this policy document.

Board of Management

Has an important role in developing, supporting and monitoring school policies on Learning Support and Special Needs by:

- (a) Ensuring adequate classroom accommodation, teaching resources and specialist requirements are provided.
- (b) Providing a secure facility for storage of records (e.g. filing cabinets)
- (c) Encouraging and facilitating the continuing professional development of staff in the area of S.E.N. for the benefit of pupils.

Principal

The Principal has overall responsibility for the school's Learning Support programme and for operation of services for children with special educational needs.

The 2017 Guidelines states the principal's leadership role is central:

- Developing inclusive whole-school policies and monitoring their implementation.
- Assigning staff strategically to teaching roles, including special education roles
- Co-ordinating teachers' work to ensure continuity of provision for all pupils
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals / agencies
- Ensuring that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area.

Class Teacher

Class Teachers have primary responsibility for the progress of all pupils in his/her class, including those selected for supplementary teaching.

Effective teaching and learning:

← The Learning Support Guidelines (2000) advocate a significant change in the role of the Class Teacher, in terms of increasing emphasis on differentiation and consultation with the Support Teacher and with Parents. Circular 13/17 reiterates that position

← The Class Teacher has primary responsibility for the progress of all pupils in her / his class, including those selected for supplementary teaching.

This can be achieved by:

- Grouping pupils for instruction
- Providing lower-achieving pupils with strategies for reading, spelling and problem solving
- Adapting learning materials for lower-achieving pupils and higher achieving pupils (through differentiation)
- Liaising closely with their parents
- Liaising with external agencies when required

← *"Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued... classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom... adapt their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern"* (2017 Guidelines: p.12).

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← "Every pupil needs to be taught a broad and balanced curriculum that is appropriate to his/her developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies" (2017 Guidelines: p.13).

← "To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons.

This can be achieved by:

- Varying the level, structure, and model of instruction and pace of lessons to meet individual needs.

- Adapting lessons to take account of pupils' interests

- Matching tasks to pupils' abilities and needs

- Adapting and utilising resources, including the use of technology

- "Aspiring towards suitably challenging learning outcomes and assessing accordingly" (2017 Guidelines: p.13). "Teachers can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access" (2017 Guidelines: p.13).

← **With regard to teaching pupils with low achievement, the following general approaches and methods are recommended:**

- Modifying presentation and questioning techniques to maximise the involvement of pupils with low achievement in class activities

- Placing an emphasis on oral language development across the curriculum

- Providing pupils with extra tutoring in the key basic skills of literacy and numeracy

- Setting learning targets at an appropriate level

- Providing learning activities and materials which are suitably challenging but which also ensure success and progress

- Carrying out error analyses of a pupil's work to pinpoint specific areas of difficulty, for particular attention in subsequent lessons

- Setting up "buddy systems" in class (high achievers collaboratively working with low achievers).

Identification of Learning Difficulties:

← The Class Teacher plays an important role in the initial identification of pupils who may have general or specific learning disabilities.

← In supporting the development and implementation of the school SEN Policy, the Class Teacher will administer and score appropriate screening measures, and discuss the outcomes with the Support Teacher(s).

← The Class Teacher will liaise closely with parents and elicit relevant information from them regarding e.g. hearing /vision checks. Classroom Support / Stage 1:

← Circular 02/05 requires the implementation of a Staged Approach (Appendix 1) for the provision of additional support, as does the NEPS Continuum of Support (Appendix 2).

← Stage 1 of the Staged Approach and NEPS Classroom Support requires Class Teachers to support their pupils' learning, in the first instance.

← Stage 1 / Classroom Support will continue when School Support / School Support Plus is being phased out or discontinued, to meet the pupil's changing needs.

Support Plans

← The Staged Approach requires Class Teachers to construct a simple, individual plan of support, to implement the plan and review its success regularly, before referring the child for Stage 2

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interventions. The Class Teacher will open a Support Plan for the pupil at Stage 1 / Classroom Support level of interventions, including targets, interventions and progress.

← Circular 02/05 states that, “Interventions with pupils at stages 2 and 3 should include a classroom support plan to ensure that the pupils’ needs are met for the whole school day” (p. 7).

-The Class Teacher will collaborate to complete and update the Support Plan at School Support and School Support Plus.

← Log actions in the Support Plan.

← For each pupil who is in receipt of supplementary teaching at School Support / School Support Plus, the Class Teacher will collaborate with the Support Teacher in the development of a Support Plan by identifying appropriate learning targets and by organising classroom activities to achieve those targets.

← For each pupil who is in receipt of supplementary teaching, the Class Teacher will adjust the class programme in line with the agreed learning targets and activities in the pupil’s Support Plan and maintain a record of the pupil’s progress towards achieving those learning targets.

-A key role of successful support is a high level of consultation and co-operation between the Class Teacher and the Support Teacher.

Central to this consultation is the development, implementation and review of Support Plans. This consultation will be achieved through formal timetabling at least once per instructional term and through informal consultation as the need arises.

Communicating with Parents:

← It is accepted practice for Class Teachers to consult with the parents of all pupils in the class from time to time. However, for parents of pupils who are in receipt of supplementary teaching, additional time should be devoted to consultation and collaborative planning.

← In the case of each pupil who has been identified as experiencing low achievement and / or a learning difficulty following administration of an appropriate screening measure, the Class Teacher will:

- Make parents aware of concerns about their child’s progress.
- Outline the support that is available to pupils who experience low achievement and/or learning difficulties (Classroom Support / School Support or School Support Plus).
- Inform parents that a meeting with the Support Teacher(s) and / or the Class Teacher will follow diagnostic assessments.
- Attend, if possible, the meeting between the pupil’s parents and the Support Teacher(s).
- Collaborate with parents and Support Teachers on the formation of a Support Plan.
- Indicate to parents how the pupil’s class programme will be modified in order to achieve the agreed learning targets in the pupil’s Support Plan, if this is deemed necessary.

Role of the Special Education Teacher (Support Teacher)

The Support Teacher provides supplementary teaching to pupils who experience low achievement and/or learning difficulties. She/he supports the Class Teacher and parents in providing for children with learning difficulties in Literacy and Numeracy. They carry out diagnostic testing, as appropriate. They liaise regularly with the Principal Teacher, parents, class teachers and other professionals (e.g. psychologists, speech/language therapists.)

"It is envisaged that schools will establish and maintain skilled special education support teams to guide provision" (2017 Guidelines: p. 27).

Support Teacher activities should include both teaching and non-teaching duties.

According to the Learning-Support Guidelines (2000): “The particular balance that the Learning-Support Teacher achieves between supplementary teaching and consultative activities will depend on the specific circumstances of the school” (p. 32).

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The Support Teacher's activities should include, where possible:

- ← Providing supplementary teaching commensurate with the child's particular and individual needs.
- ← Researching the pupil's learning difficulty / SEN, to become au fait with this impediment to learning.
- ← Being *"familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs"* (2017 Guidelines p.13).
- ← Implement suitable recommendations from outside agencies, wherever possible, and liaise with outside agencies pertinent to the children on their caseload.
- ← Developing a Support Plan for each pupil who is selected for supplementary teaching, in consultation with Class Teachers and parents. *"Special education teachers, in consultation with class teachers, should plan their interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant Continuum of Support plan"* (2017 Guidelines p.14).
- ← Maintaining a Forward Planner and Progress Record, or equivalent, for each individual or group of pupils in receipt of support.
- ← Maintaining a Forward Planner and Progress Record (together with the Class Teacher) for In-Class support.
- ← Providing supplementary teaching in English and / or Mathematics to pupils who experience low achievement and / or learning difficulties at School Support / School Support Plus (as per Selection Criteria).
- ← Delivering intensive early intervention programmes, caseload and selection criteria permitting
- ← Assisting the implementation of whole-school procedures for the selection of pupils for supplementary teaching.
- ← Contributing to the development of policy on SEN at the whole school level
- ← Providing advice to the Class Teacher (if requested) about pupils who are experiencing learning difficulties in such areas as:
 - Individual pupil assessment
 - Programme planning
 - Curriculum differentiation
 - Approaches to language development
 - Approaches to reading
 - Approaches to spelling
 - Approaches to writing
 - Approaches to Mathematics
 - Behaviour difficulties
- ← Meeting with Class Teachers of each pupil who is in receipt of School Support / School Support Plus, to discuss targets and ways in which attainment of the targets can be supported throughout the school day.
- ← Meeting with parents/guardians of each pupil who is in receipt of support, if possible, to discuss targets and ways in which attainment of the targets can be supported at home.
- ← Meeting/discussing with parents of each pupil who is in receipt of support at the end of each instructional term, if possible:
 - To review the pupil's attainment of agreed targets
 - To discuss the next instructional term
 - To revise the pupil's Support Plan.
- ← Contributing at the school level to decision making regarding the purchase of learning resources, books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the Support Teacher's room.

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← Liaising with external agencies such as speech and language therapists and completed forms required by outside agencies in consultation with the Class Teacher and Principal.

← Implementing school policies on preventing learning difficulties, screening pupils for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching, where it is deemed necessary.

In addition to providing supplementary teaching to pupils, the Support Teacher is involved in administering a range of formal and informal assessments and in maintaining records of the outcomes of those assessments:

The Support Teachers shall:

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

- Monitor the ongoing progress of each pupil in receipt of supplementary teaching in relation to the attainment of agreed learning targets and short-term objectives that arise from them, and record the observations in the Forward Planner and Progress Record, or equivalent.

- Review the progress of each pupil at the end of an instructional term and record it on the pupil's Support Plan.

- Log actions in the Support Plan.

□ *"Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching,*

early intervention and small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported at classroom level, or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models" (2017 Guidelines: p. 13).

Special Needs Assistants

The purpose of the SNA scheme is to provide for the significant additional care needs, which some pupils with special educational needs may have.

□ **1. Primary Care Needs SNA Tasks:**

An SNA's role is to carry out duties based on the Primary Care Needs of the pupil.

(Taken verbatim from Circular 30/2014). These may include:

- Assistance with feeding: Where a pupil with special needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time.

- Administration of medicine: Where a pupil 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: 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 pupil or pupils to access the school, the classroom, with accessing school transport (where provided, school Bus Escorts should, in the first instance, assist a pupil to access school transport), or to help a pupil 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.

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- 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 pupil may be required to leave the class for medical reasons or due to distress on a frequent basis.
- Assistance with moving and lifting of pupils, operation of hoists and equipment.
- Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs 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...

The tasks noted above are the primary care support tasks for which access to SNA support is provided.

Secondary Care Associated Tasks (SNA Tasks):

The following tasks are the type of secondary care associated tasks which SNAs will often perform, but only once they have been allocated on the basis of the primary care support tasks listed above. The indicative list of secondary associated tasks listed below is not definitive and is reflective of the tasks detailed in Circulars 08/02 and 71/2011

The associated support tasks which may be carried out include:

- Preparation and tidying of workspaces and classrooms or assisting a pupil 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 pupils 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 and 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.

Role of Parents

“Parents, through their unique knowledge of their own child, have much to contribute to their child’s learning programmes” (Learning-Support Guidelines, p.52). “Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs” (2017 Guidelines: p. 23).

The role of parents supporting the special education policy is vital to its success.

Specifically, parents contribute through:

- Regular communication with the Class Teacher and Support Teacher
- Creating a home environment where literacy can thrive
- Fostering positive attitudes about school and learning
- Participation in shared reading with their child
- Writing lists, greeting cards and thank you cards
- Using ICT meaningfully to support learning in English and Mathematics
- Encouraging the child to visit the library

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- Provide a variety of experiences for their children to broaden their range of vocabulary and interests
- Develop the child's oral language and social math

Role of Pupils

"The involvement of pupils in the development, implementation and review of their own learning programmes is an important principle underlining effective supplementary teaching" (Learning-Support Guidelines, p.54).

"Good engagement and participation in their own education has many associated benefits for pupils. This is particularly important for pupils with special educational needs and can help enhance their academic and social and emotional outcomes" (2017 Guidelines: p. 24).

Pupils who are in receipt of supplementary teaching should, as appropriate:

- Outline his / her interests, aspirations, strengths.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.
- Contribute to the Support Plan.
- Become familiar with the medium and short-term learning targets that have been set for them and they should be given the opportunity to contribute to the setting of such targets.
- Contribute to the selection of texts and other learning materials that are relevant to the attainment of their learning targets.
- Develop *ownership* of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning.

Role of External Bodies and Agencies

"Support and guidance is available to teachers from external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the NCSE Support Service, the Inspectorate, and allied health professionals. It is important that schools have established procedures / protocols for liaising with these services and bodies in order to optimise the quality of provision for pupils with special educational needs at the individual, group or whole-school level. This is especially important for those pupils with more significant and enduring needs who benefit from a multi-disciplinary approach to identification of need and the development of interventions."

The needs of many pupils span both health and education services. Health services (HSE and HSE-funded services) will continue to play an important role in early identification, assessment and diagnosis, intervention and review for pupils with special educational needs. It is important that schools are familiar with the range of health services in their locality, including referral pathways. Co-ordination is enhanced when schools liaise with and contribute to health-led assessment and delivery of interventions and when they facilitate meetings between parents and various support services. Schools should endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support" (2017 Guidelines: p. 25).

Prevention Strategies

As a means of preventing the occurrence of learning difficulties as far as possible, the following strategies are being implemented:

- The development and implementation of agreed whole school approaches to language development, e.g. phonological awareness, and to the teaching of other aspects of English

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- The development and implementation of agreed whole school approaches to the teaching of aspects of Maths, e.g. our whole school approach to the Language of Tables and Subtraction
- Promotion of parental understanding and involvement through the provision of the Tips for Parents booklet, the arrangement of formal and informal Parent-Teacher Meetings
- Implementation of Shared Reading Programme where appropriate
- A staged approach to intervention as recommended in the NEPS Guidelines A Continuum of Support
- Class based early intervention by the Support Teacher from Infants to Second Class, resulting in the provision of additional support. In JI this will be primarily focused at identification of pupils who may be in need of additional support.
- Ongoing observation and assessment of pupils by the Class Teacher.

Early Intervention

Close collaboration and consultation between the Class Teachers and the Support Teachers, should identify pupils who may be in need of early intervention. Teacher observation and professional opinion will be given due consideration in the selection of pupils for early intervention programmes at Classroom Support / School Support level.

- Intensive early intervention programmes in the early primary classes can be an effective response to

meeting the needs of children with low achievement. Such programmes will:

- Be set within a specific time frame (10-12 weeks)
- Be based on a shared expectation of success by everyone involved
- Include a strong focus on oral language, laying the foundation for meaningful reading activities and further development of language and comprehension skills
- Emphasise the development of phonemic awareness
- Develop phonic skills, once phonological awareness has been developed well
- Develop word identification skills
- Engage the pupils in frequent supervised oral and silent reading of texts at appropriate levels of difficulty and monitor their comprehension
- Stress the interconnected nature of listening, speaking, reading and writing
- Focus on language development in mathematics, and in the development of mathematical procedures and concepts. Allow for practical, hands on experience with a range of concrete materials to aid understanding of mathematical concepts.

- *"The use of early-intervention and prevention programmes helps mitigate the development of*

learning, social and emotional difficulties. A Balanced Approach to Literacy Development is an example of a resource for early-intervention and prevention of literacy difficulties" (2017 Guidelines, p.14-15).

Policy regarding Permissions.

Written permission is sought from parents/guardians on the enrolment form for pupils to receive School Support/ School Support Plus. Parents will be informed if their child is selected for support. Permission will be sought to carry out specific diagnostic assessments (Dyslexia Screening Test). This will be sought by the Support Teacher prior to carrying out the assessment.

Selection Criteria

Selection Criteria for Providing Pupils with Additional Teaching Support:

Circular 13/2017 states - *"Pupils under the new allocation model will be identified by schools for additional teaching support in accordance with the Continuum of Support Guidelines, and the*

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Guidelines which accompany this Circular" (p. 13). Pages 15 and 16 of the Circular go into the following detail -

"The Guidelines which accompany this circular set out the manner in which schools should identify pupils for additional teaching support in schools. In summary, in identifying pupils for support, schools should take into account the following:

- *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 a resource or learning support teacher 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. Schools should 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 Special 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.*
- *Schools should also 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 additional English Additional language Support.*

The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process" (pages 15 and 16).

Support may be provided to pupils at Classroom Support / School Support / School Support Plus level of the NEPS' Continuum of Support Process (DES, 2010).

1. Class Teacher (NEPS Classroom Support):

Pupils deemed to need additional support with their learning (literacy & numeracy) and / or specific needs (oral language, social interaction, behaviour, emotional development and application to learning) will be supported in the classroom by the Class Teacher.

2. Support Teacher (NEPS School Support and School Support Plus):

The Support Teacher may provide additional support for the following pupils, through withdrawal (1:1 or in a group) or in-class support (e.g. station teaching / team teaching / in-class support / peer tutoring, single class teaching in multigrade class), depending on the child's needs.

The following selection criterion encompasses current DES Circulars, Guidelines and general good practice. The school will select pupils in accordance with these criteria, starting at point (1) and continuing on through the selection criteria until caseloads / timetables are full.

"Those with the highest level of need should have the greatest level of support" (2017 Guidelines: p. 19).

1. Pupils diagnosed as having "Low Incidence Learning Disabilities".
2. Pupils scoring at/below the 12th percentile on standardised assessments in literacy (to allow for a margin of error).
3. Pupils diagnosed as having "High Incidence Learning Disabilities".

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4. Pupils who have English as an Additional Language (EAL) i.e. (a) pupils who arrive at our school without any English (b) pupils who have lived in Ireland less than two years, and whose English needs further support. (c) pupils who need extra support as English is not the language spoken in the home.
5. Pupils scoring at/below the 12th percentile on standardised assessments in Mathematics (to allow for a margin of error).
6. Pupils experiencing serious difficulties with oral language/ social interaction/ behaviour/ emotional development/ application to learning, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support.
7. Early intervention in literacy - Infant and First class pupils who continue to experience difficulties in early literacy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support.
8. Early intervention in Mathematics - Infant and First class pupils who continue to experience difficulties in early numeracy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support.
9. Pupils scoring at or below STEN 4 on standardised assessments in literacy, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support.
10. Pupils scoring at or below STEN 4 on standardised assessments in mathematics, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support.
11. Gifted Pupils (those scoring at or above the 98th%ile in both English and Mathematics on Standardised Assessments for 3 years and/or have been diagnosed by a NEPS Educational Psychologist as having a "superior IQ"). Interventions will be made in the first instance by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support.

In our school we endeavour to follow the staged approach as set out in the Continuum of Support. Class Teachers will in most cases open the Support File and put in place a Classroom Plan. However, we do acknowledge there may be circumstances where a pupil will begin at School Support level but will continue to be supported at Classroom level.

Allocating Additional Teaching Supports (All from Guidelines)

In Allocating Supports the 3 Steps from the 2017 Guidelines will inform practice in our school:

Step 1: Identify Needs

"The Continuum of Support is a problem-solving model of assessment and intervention that enables schools to gather and analyse data" (2017 Guidelines: p.6).

*"Identification of educational needs is central to the new model. Using the Continuum of Support framework, schools can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. The framework emphasises the importance of looking at a pupil's needs in context, and provides useful resources to support this (for example, Learning Environment Checklist, Teacher Checklist for Whole-class Structures and Supports)...Of course, the principle that **pupils with the greatest level of need have access to the greatest levels of support** is of primary importance. This approach is also supported by information and engagement with external professionals, as required" (2017 Guidelines: p.7).*

(Appendix 4: Table 1 from the 2017 Guidelines: Identification of Educational Needs through the Continuum of Support Process).

"For pupils with significant, enduring and complex needs, collaboration with external professionals, including multi-disciplinary teams, is advised (for example, occupational therapist, speech and language therapist and psychologist)" (2017 Guidelines: p.11-12).

Planning: *"A Student Support File has been developed to enable schools to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates teachers in documenting progress and needs over time and assists them in providing an appropriate level of support to pupils, in line with their level of need. Following a period of intervention and review of progress, a decision is*

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made as to the appropriate level of support required by the pupil. This may result in a decision to discontinue support, to continue the same level of support, or move to a higher or lower level of support" (2017 Guidelines: p.10).

The 2017 Guidelines provide a template to support Teachers in maintaining a list of pupils who are in receipt of interventions through the Continuum of Support Framework (Appendix 5).

Step 2: Meeting Needs -

"Having identified a pupil's needs and the educational planning required to meet those needs, this second step emphasises the importance of effective teaching and learning strategies. The benefits of early-intervention and prevention programmes are highlighted. Guidance is also provided on target-setting" (2017 Guidelines: p.10).

□ Target Setting:

"Good target-setting is central to effective teaching and learning for pupils with special education needs. There are four guiding principles when devising targets for pupils. Targets should be:

- *Linked to assessment*
- *Strengths-based*
- *Linked to interventions*
- *Developed collaboratively*

Best practice indicates that targets should be few in number; they should be informed by priority learning needs and directly linked to suitable interventions. Targets should be based on the evidence collected through both formal and informal assessment approaches. Schools should consult with parents when setting targets and reviewing progress. The views of pupils should also be included in this process, through their direct involvement in the discussion or by gathering their views in advance of the review process. This collaboration will help ensure that targets are relevant, meaningful, realistic, and that they draw on the strengths and interests of pupils.

Targets should be expressed in a way that is measurable and observable, and should reflect the specific special educational needs of individual pupils (for example, focus on social and emotional difficulties if that is a primary area of concern). While targets should be achievable within a specified time frame, they should also challenge and build on existing knowledge and address pupils' holistic needs" (2017 Guidelines: p. 16).

(Appendix 7: Appendix 1 of the 2017 Guidelines: Target setting as part of the problem-solving framework).

Step 3: Monitor and Record Progress -

"It is important that school leaders oversee a whole-school approach to monitoring and recording of progress. Pupils' progress in relation to achieving their targets should be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress. This should lead to the establishment of specific targets to be achieved within a defined timeframe as outlined below.

Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn should lead to adjustments in support plans. The Student Support File provides schools with a useful resource to support and record this process. It includes a Support Review Record to guide teachers when monitoring progress and reviewing outcomes with parents and pupils. Such monitoring of progress, and subsequent adaptation of support plans, are key drivers of effective practice.

In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review could include measures of attainment, communication,

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independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for pupils with special educational needs" (2017 Guidelines: p. 17).

Staff Meetings

SEN provision in our school will be included on the agenda for staff meetings at least once per instructional term. Any shared Support Teachers attend staff meetings at their base schools.

Continuing and Discontinuing Supplementary Teaching

- An instructional term is generally taken to mean 6-12 weeks of instruction.
- If possible, a meeting will be held at the end of each instructional term with the parents in cases where supplementary teaching is to be continued, to discuss the revised learning targets and activities in the pupil's Support Plan.
- Supplementary teaching will normally be discontinued where the targets have been met and the pupil (on assessment) is performing above the percentile laid down in the selection criteria for receiving support. Teacher observation is also significant in deciding whether or not to continue with support teaching.
- The school may decide to discontinue supplementary teaching with some pupils (who have made satisfactory progress) in order for the Support Teacher to provide early intervention / prevention for Senior Infants, after for example the analysis of the MIST screening test results in February (pupils who have not responded to Stage One interventions by the class teacher, under the Staged Approach).
- Due consideration will be given to the overall needs of the school and all of its pupils.

Monitoring Progress

Monitoring the academic progress of the pupils in this school will be accomplished by:

- Implementing Step 3 of the 2017 Guidelines, as previously mentioned in this policy.
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of the pupils in the infant classes to facilitate early identification of possible learning difficulties by the Class Teacher.
- Formal and informal testing and observation of work by the Class Teacher.
- Implementing the school policies on screening and the selection of pupils for supplementary teaching in English and / or in Mathematics by administering and scoring appropriate measures.
- Standardised assessments administered by the Class Teacher.
- Diagnostic testing administered by the Support Teacher.
- Record keeping (Children have a file where records, test results and assessments are kept, in a secure filing cabinet and on Aladdin-our administrative management system).
- Support Plans - opened, maintained and updated by Class Teachers at Classroom Support level.
- Support Plans - opened, maintained and updated by both Class Teachers and Support Teachers at School Support / School Support Plus level.
- Non-academic progress of pupils in this school can be reviewed informally, for example under the headings of improvements in the pupil's self-esteem; school attendance; attitude to learning; attitude to school and general behaviour.

Liaising with Parents

Effective communication with parents is critically important to the success of a support programme.

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Communication with Parents.

- Teachers will take every opportunity to make parents familiar with the purpose and procedures of the school's support team.
- Parents will be encouraged to support their child's learning through activities recommended by class teachers and support teachers.

Principal Teacher Liaising with Parents.

While the Support Teacher will consult with parents and outside agencies on an ongoing basis, the Principal Teacher can facilitate the involvement of parents in the support process by:

- Overseeing the development of links between teachers and service providers e.g. Speech and Language Therapists etc....

Class Teacher Liaising with Parents.

- Once a pupil has come to the attention of the school because of low achievement it will be possible for the Class Teacher (in the context of ongoing contact with the parents) to make them aware of the situation and to ascertain parental views about the child's performance at school.
- Discuss with the parents of each pupil who has been selected for diagnostic assessment (if such a meeting is requested at this point by the parents).
- Indicate that a meeting with the Class Teacher and / or the Support Teacher and parents will take place following diagnostic assessment.
- If the pupil is selected for Classroom Support, the Class Teacher will:
 - Discuss priority learning needs and learning targets for the child's Support Plan with parents.
 - Discuss ways in which attainment of the agreed targets can be supported at home.
 - Communicate regularly with parents of pupils who are receiving supplementary teaching at Classroom Support.
 - Consult with parents when Classroom Support is to be discontinued (or escalated) and identify ways in which the pupil's learning can continue to be supported at school and at home.

The Support Teacher Liaising with Parents.

In addition to providing general information to parents about the support provision that is available in the school, the Support Teacher should:

- After diagnostic assessments have been completed, meet with each pupil's parents if possible to discuss the outcomes of the assessments.
- If the pupil is selected for School Support / School Support Plus, the Support Teacher will:
 - Seek written parental permission for their child to receive supplementary teaching at School Support/ School Support Plus
 - Discuss priority learning needs and possible learning targets for the child's Support Plan with the parents.
 - Discuss ways in which attainment of the agreed targets can be supported at home.
 - Communicate on an ongoing basis with the parents of each pupil who is in receipt of supplementary teaching at School Support / School Support Plus, so that progress can be positively affirmed and any

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difficulties in implementing the pupil's learning programme at school or at home can either be anticipated and avoided or addressed without delay.

- Consult with the parents of each pupil who is in receipt of supplementary teaching at School Support / School Support Plus level at the end of the instructional term to review the pupil's attainment of agreed learning targets, to discuss the level of supplementary teaching (if any) that will be provided in the next instructional term and to revise the pupil's Support Plan, if necessary.
- Consult with parents when supplementary teaching is to be discontinued at School Support / School Support Plus, and identify ways in which the pupil's learning can continue to be supported at school and at home.
- Demonstrate techniques and strategies to parents that will enable them to help with their child's development in such areas as oral language, reading, writing, spelling and mathematics, as appropriate.
- Where relevant, collaborate with other teachers to advise parents on ways in which they can support their children's learning at home.

Timetabling

- The provision of Support is in addition to the regular class teaching in English and Maths
- Effort is made to ensure that pupils do not miss out on the same curricular subject area each time they attend Learning Support. A flexible approach to timetabling is adopted by the Class Teacher, though class disruption must be minimised.
- The provision of Learning Support may include withdrawal of pupils from their classroom and/or in-class tuition
- In class support, if appropriate, will be jointly designed and monitored by the Class Teacher and the Learning Support Teacher.

Provision of Resources

- Resources for the provision of Learning Support include a variety of textbooks, library books and ancillary materials and oral language development materials.
- A variety of testing materials are also in use which include standardised, diagnostic, screening, reading experience, and reading attainment, phonological awareness and Maths attainment.
- Learning Support resources will be primarily be used in the Learning Support Room. These resources may be made available to Class Teachers following consultation with the Learning Support Teacher.

Monitoring and Reviewing this Policy.

This SEN Policy is an ongoing and developmental process. Staff and Board of Management will engage in the developmental process, and the policy will be reviewed as necessary.

Staff Consultation
Parental Consultation
Ratified by BoM

12/06/2019

Inclusion Policy

Guiding Principles

All children have a right to an education, which is appropriate to them as individuals. As far as possible therefore, it is our aim to minimise the difficulties that children may experience. We aim to achieve this by adopting principles that are essential to developing a more inclusive curriculum.

Inclusion

We are fully committed to the principle of inclusion and the continued development of good practice which makes it happen. This is an on-going process.

We aim to give every child the opportunity to experience success in learning.

We take into account the different backgrounds, experiences, interests and strengths that influence the way in which children learn when we plan our approaches to teaching and learning.

We recognise that a minority of children will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

However, the attention of parents of children with a disability and/or other special educational needs is also drawn to the following points:

- Glebe National School is a mainstream school with higher pupil/teacher ratios and dual classes.
- In general, the teachers in our school are trained and qualified to teach in mainstream education. They do not, in general, have any Special Education Needs Teacher Training, experience, or qualifications, although we are committed to continued professional development when it is available to us
- While pupils with special needs can be included into a mainstream class, and may be supported by a Special Needs Assistant and Resource teaching, as allowed by the DES, this is not the same as the intensive one to one teaching s/he would enjoy in a special school.
- A mainstream school has very limited, if any, access to ancillary services such as speech therapy, occupational therapy, physiotherapy and support from psychological services in school or additional financial support
- The school does not currently have facilities specially adapted for pupils with physical disability, although the school is fully committed to the provision of these, should any pupil need same, and subject to funding by the DES
- A child with special needs included in a mainstream class will experience the normal day to day happenings, determined by the reality of school life, and the existing customs and practices. The Class Teacher, Resource Teacher (if any) and Special Needs Assistant (if any) will periodically be

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required to participate in professional development courses. Substitution cover may not be provided by the DES and alternative arrangements will be made if possible.

Notwithstanding the above points, the school is committed to providing the best possible educational service to pupils with special educational needs. To ensure this, we require a close level of co-operation between parents and school personnel assigned to support the child:

- To enable us to provide the best services for the pupil, and to access any additional support/s that may be available, we require parents to supply the school with copies of the most recent psychological and medical reports prior to enrolment. These will be treated in the utmost confidence at all times
- Copies of all relevant assessments and reports should be supplied to the school as these become available, on an on-going basis
- An assurance from parents that they understand that our responsibility as a school is primarily to all the children in our care.

Monitoring and Reviewing of Policy

Monitoring of the Learning Support, Resource Teaching and Inclusion policy is an on-going procedure

All partners in Education will be advised of any changes to procedures or policy should they arise.

Ratification

This policy will be accepted as school policy and implemented once it has been ratified by the current BoM.

The principal will be responsible for monitoring its implementation through staff meetings and feedback from parents.

A copy of the policy will be sent to all families with an e-mail address and hard copies available on request.

Implementation Date:

List of Appendices.

Appendix 1.

The Staged Approach to Assessment, Identification and Programme Planning (Appendix 3 of Circular 02/05).

Appendix 2.

The 2017 Guidelines presentation of the NEPS Continuum of Support levels of support.

Appendix 3.

Personal Pupil Plan (PPP) template.

Appendix 4.

Table 1: from the 2017 Guidelines. Identification of Educational Needs through the Continuum of Support Process.

Appendix 5.

Template: Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework.

Appendix 6.

Appendix 1 from the 2017 Guidelines: Target-setting as part of the problem-solving framework.

Appendix 7.

Table 2: from the 2017 Guidelines Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs.

Appendix 1.

The Staged Approach to Assessment, Identification and Programme Planning (Appendix 3 of DES Sp Ed Circular 02/05).

Stage I

A class teacher or parent may have concerns about the academic, physical, social, behavioural or emotional development of certain pupils. The teacher should then administer screening measures, which may include screening checklists and profiles for pupils in senior infants and first class, standardised, norm-referenced tests for older pupils and behavioural checklists where appropriate.

The class teacher should then 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. The success of the classroom support plan should be reviewed regularly, with appropriate parental involvement. If concern remains after a number of reviews and adaptations to the plan, the special education support team or the learning support/resource teacher in the school may be consulted about the desirability of intervention at stage II.

Stage II

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 case of pupils with learning difficulties, if the classroom support plan fails to achieve the desired outcome the pupil should be referred to the learning support teacher/resource teacher, with parents' permission, for further diagnostic testing. If this diagnostic assessment suggests that supplementary teaching would be beneficial, this should be arranged. The parents and the class teacher should be involved with the learning-support/resource teacher in drawing up the learning programme, which would include appropriate interventions for implementation in the home, in the classroom, and during supplementary teaching.

The learning support/resource teacher and the class teacher should review regularly, in consultation with the parents, the rate of progress of each pupil receiving supplementary teaching. If significant concerns remain after a number of reviews and adaptations to the learning programme, then it may be necessary to provide interventions at stage III.

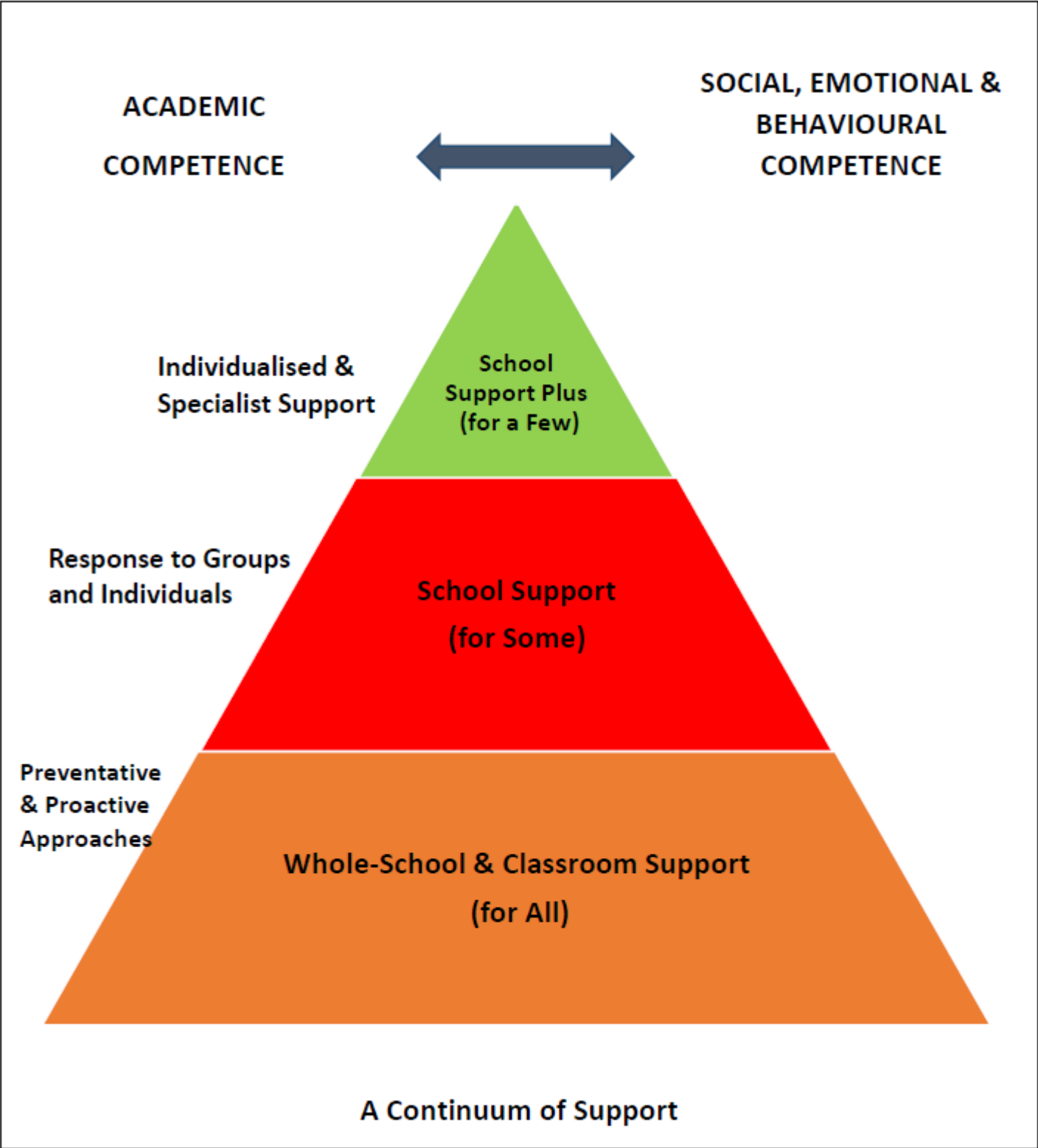
In the case of pupils with emotional or behavioural difficulties, it is recognised that, with serious difficulties, more urgent action may be needed. In these cases the pupil's needs should, with parents' permission, be discussed with the relevant NEPS psychologist and/or the case should be referred 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).

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The 2017 Guidelines (p. 8) present the NEPS Continuum of Support as follows -

The Continuum of Support suggests the following levels of support:

The 2017 Guidelines (p. 11-12) describe the NEPS' three tiers of support as follows - "*As special educational needs can vary from mild to transient to significant and enduring, educational planning should reflect the level of need of the individual pupil. In this regard, the Student Support File facilitates a graduated response across the different levels of the Continuum: Classroom Support, School Support and School Support Plus. For pupils with significant, enduring and complex needs, collaboration with external professionals, including multi-disciplinary teams, is advised (for example, occupational therapist, speech and language therapist and psychologist)*".



Sample Personal Pupil Plan (PPP)

Personal Pupil Plan for _____ SNA support is vital in all of the areas ticked	
1. Primary Care Needs SNA Tasks (as per Circular 30/2014):	√
Assistance with feeding: Where a pupil with special needs requires adult assistance & where the extent of assistance required would overly disrupt normal teaching time.	
Administration of medicine: Where a pupil requires adult assistance to administer medicine & where the extent of assistance required would overly disrupt normal teaching time.	
Assistance with toileting & general hygiene: Where a child with special needs cannot independently self-toilet, & until such time as they are able to do so.	
Assistance with mobility & orientation: On an ongoing basis including assisting a pupil or pupils to access the school, the classroom, with accessing school transport (where provided, school Bus Escorts should, in the first instance, assist a pupil to access school transport), or to help a pupil 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 & school grounds: At recreation, assembly, & dispersal times including assistance with arriving & 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 pupil may be required to leave the class for medical reasons or due to distress on a frequent basis.	
Assistance with moving & lifting of pupils, operation of hoists & equipment.	
Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs & those with significant, & identified social & 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.	
2. Secondary Care Associated Tasks (SNA Tasks) (as per Circular 30/2014):	
Preparation & tidying of workspaces & classrooms or assisting a pupil who is not physically able to perform such tasks to prepare & 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 pupils with special educational needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned & the review of such plans.	
Assist teachers & / or Principal in maintaining a journal & care monitoring system for pupils including details of attendance & care needs. Assist in preparation of school files & materials relating to care & assistance required in class by students with special needs.	
Planning for activities & classes where there may be additional care requirements associated with particular activities, liaising with Class Teachers & other Teachers such as the Resource Teacher & School Principal, attending meetings with Parents, SENO, NEPS Psychologists, or school staff meetings with the agreement & 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.	
3. Other Vital SNA Tasks:	
Preventing the child from harming self	
Preventing the child from harming other children	
Preventing the child from harming staff	
Preventing the child from destroying property	

