



St. Patrick's NS Strangsmills

Special Educational/ Additional Needs Policy

Revised: 2024

www.strangsmillsns.ie

Introductory Statement

Following the allocation of the latest SEN hours, St. Patrick's NS has the allocation of 77.5 hours of support teaching to meet the needs of the children in the school.

Our SEN policy was coordinated by the Special Education Team, Principal and SEN co-ordinators in consultation with the teaching staff during 2020 and reviewed in 2024. This policy is reviewed in accordance with circular 0013/2017.

School Information

St Patrick's NS Strangsmills is a co-educational primary school which nurtures a positive and co-operative educational environment. From September 2024, we will have three full time SET Teachers and 2.5 hours of a shared SET Teacher.

We currently have 2.83 SNA's catering for the care needs of pupils in our school.

Rationale

The purpose of this policy is to:

- provide practical guidance to staff, parents and other interested parties about our SEN procedures and practices.
- outline the framework for addressing additional needs in our school.
- comply with legislation (Education Act 1998, Equal Status Act, 2000)
- fulfil DES circular 0013/17 -Circular to the Management Authorities of all Mainstream Primary Schools; Special Education Teaching Allocation, and new 2017 Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools.

Our school is dedicated to the implementation of an effective system for meeting the needs of all our pupils in accordance with our mission statement, the resources provided by the DES and the Board of Management.

We believe that all our children have a right to an education, which is appropriate to their individual needs. We strive to ensure that all our children feel that they are a valued part of our school community. We are fully committed to the principle of inclusion. This policy aims to enable children with Special Education Needs (SEN) and children whose first language is not English, to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying the environment, activities or by providing support that will help the child to participate in them.

Aims of the Policy

This policy aims to outline our procedures and practices of how we:

- identify additional needs that our pupils may have
- allocate resources to effectively meet the needs of children with additional needs
- divide the roles and responsibilities among our school community in relation to pupils with additional needs
- track, monitor, review and report on the progress of children with additional needs
- communicate information between the SET team, principal, staff and parents/guardians

Roles and Responsibilities

Board of Management:

The BOM oversees the development, implementation and review of school policy on SEN. They also ensure that adequate classroom accommodation, secure storage space and effective teaching resources are provided.

Principal:

As outlined in the DES circular 0013/17, the principal has overall responsibility for SEN procedures and practices in the school. The new allocation model states the principal's leadership role is central and includes the following;

The school principal should

- Implement and monitor the school's Additional Needs policy on an on-going basis.
- Assign staff strategically to relevant roles including Class Teachers, special education teachers and Special Needs Assistants.
- Co-ordinate teachers' work to ensure continuity of provision for all pupils
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area
- assign responsibility for coordinating additional support to an identified teacher (i.e. SENCO)
- communicate with the SENO (Special Education Needs Organiser)
- oversee a whole school assessment and screening programme
- allocate time within the school timetable for the SET team to plan and consult with teachers and parents
- inform staff about external agencies and provide information on continuing professional development in the area of SET
- meet with incoming parents regarding any concerns about their child and update them regarding their progress

SEN Co-ordinator: (Deputy Principal supported by APII postholder)

The APII will communicate with the deputy principal in relation to SEN matters on an on-going basis.

Deputy principal will:

- oversee planning and documentation in relation to classroom, school and school support plus plans
- when requested, advise parents on procedures for availing of special needs services and update them regarding their progress
- support the class teacher in the writing of classroom support plans if requested
- where requested by the class teacher, meet parents to discuss moving a child from classroom support to school support or when referring to an outside agency
- Co-ordinating compilation of Personal Pupil Plans (PPPs)
- Co-ordinate applications for additional supports including assistive technology

Assistant principal will:

- co-ordinate bi-monthly SET team planning meetings
- liaise with the SET team and class teachers to prioritise children for psychological assessments (NEPS)
- select children for diagnostic assessment, where parental permission has been sought and granted
- liaise with SEN Team to identify, support and monitor children with additional needs
- collaborate with the SET team in creating timetables for additional support
- co-ordinate the whole-school standardised testing and recording of results at each class level (Drumcondra maths and English, NRIT, Ballard Westwood)
- Organising resources in relation to SEN
- oversee the maintenance of lists of pupils who are receiving additional support

SEN Team

SEN Teachers will be assigned from the SET team to class levels or stage depending on staffing numbers. They should

- familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of need
- assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention
- collaboratively develop school support or school support/ plus plans for each pupil selected for school support teaching with class teachers and other staff
- meet with class Teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support/ Plus and who require an Individual school support plus plan (SSP)
- collaborate with class teachers and relevant staff to develop a Plan for each pupil in receipt of School Support Plus
- regularly meet with class teachers, relevant staff to review SSP plans
- meet twice a year with class teachers, relevant staff and parents to review SSP plans
- update and maintain planning and progress records for each individual or group of pupils in receipt of school support
- provide supplementary teaching for literacy, numeracy, social skills, fine and gross motor skills, sensory and emotional regulation skills on a withdrawal and in-class support basis
- co-ordinate the screening of pupils including screening for additional support, using the results of standardised tests
- administer and interpret diagnostic tests and inform class teachers and parents of the outcomes
- meet with parents regarding any concerns about their child and update them regarding their progress
- co-ordinate class groups and offer advice and support to class teachers regarding pupils on their caseload
- discuss the needs and progress of children on their caseload at planning meetings
- provide necessary information to a SEN pupil's receiving school once a transfer letter has been received
- complete regular CPD related to the needs of the children on their caseload

Special Needs Assistants:

The duties of the SNA carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/class teachers, the SNA will meet the care needs of the SEN pupils to which they have been assigned. (Circular 0030/2014).

The SNA should

- support the needs of pupils in effectively accessing the curriculum
- contribute to the development of PPPs
- contribute to the quality of care and welfare of the pupils
- support learning and teaching in the classroom
- complete training courses/workshops relevant to the needs of the children they support
- attend planning meetings and/or meetings with relevant professionals, when necessary
- ensure the safety of the SEN pupils in the schoolyard, and be present for the duration of the yard breaks along with the teachers on duty
- maintain a record of support provided to their SEN pupil
- accompany SEN pupils on regulation breaks
- implement strategies to support target areas from the PPP/SS/SSP plan as directed by class teacher

Parents/Guardians:

Collaboration and sharing of relevant information between home and school are essential elements of our SEN policy. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning.

Parent/Guardian should:

- share any information, records or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage
- support the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning
- attend meetings arranged by the class teacher or SET team
- support the targets outlined in their child's support plans and engage in all suggested home-based activities
- inform the post-primary school of their child's needs, at the transition stage

Pupils:

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

- be given the opportunity to contribute to the setting of the medium and short-term learning targets in an age appropriate way
- become familiar with the targets that have been set for them
- 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
- contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

Class Teacher:

Class teachers have primary responsibility for the teaching and learning of **all** pupils in his/her class, including those selected for additional support. They should

- implement teaching programmes which optimise the learning of all pupils
- create a positive learning environment within the classroom
- differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class
- administer and correct standardised tests of achievement in literacy and numeracy, following the school's guidelines and upload results to Aladdin
- discuss outcomes of standardised testing with SEN Team to assist in the selection of children for supplementary teaching
- meet with parents regarding any concerns about their child and update them regarding their progress
- devise PPPs in collaboration with the relevant SNA, SET and share online access with the relevant SET
- gather information and assess children presenting with needs to inform teaching and learning using the Continuum of Support
- open a Pupil Support File once additional needs have been identified and require classroom support
- develop classroom support plans for children in receipt of Classroom Support and share with the deputy Principal
- collaborate with staff to develop Individual School Support Plans for each pupil in receipt of School Support /School Support Plus
- meet with Special Education Teachers, parents/guardians and other staff members to identify targets for each pupil in receipt of School Support and School Support Plus and who require an Individual plan
- regularly meet with Special Education Teachers, relevant staff to review plans
- meet regularly with Special Education Teachers, relevant staff and parents to review plans
- where applicable, collaborate with the SET team regarding teaching aims and activities for team teaching/station teaching
- adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session
- co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN within the class(es) to which they are assigned
- liaise with and seek advice from their SEN Team

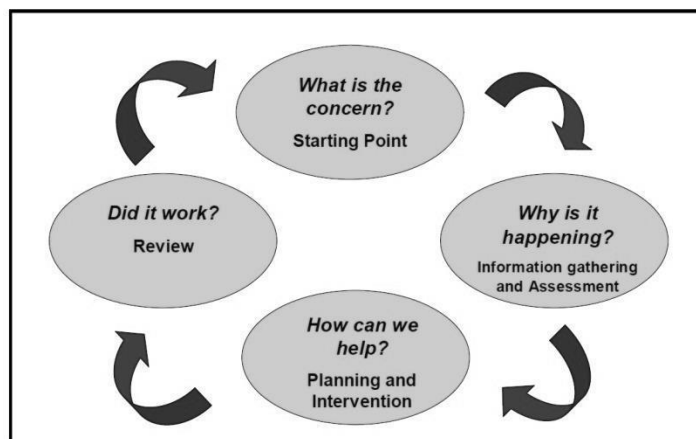
Identifying Pupils with Additional Needs

Continuum of Support

We use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

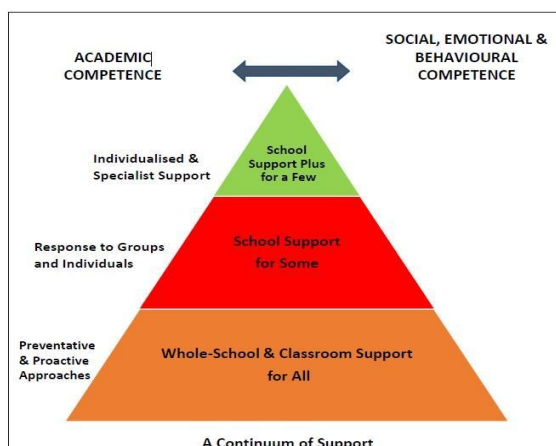
The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

This problem-solving process is illustrated as follows:



Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way.

The Continuum of Support suggests the following levels of support:



STAGE 1 CLASSROOM SUPPORT

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are **additional to or different** from those required by other pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

STAGE 2 SCHOOL SUPPORT

In some cases, interventions at classroom support level are not enough to fully meet the pupil's special educational needs. School Support may, therefore, be required. The class teacher needs to involve the Special Education Teacher Team (SET Team) in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan.

STAGE 3 SCHOOL SUPPORT PLUS

If a pupil's special educational needs are **severe and/or persistent**, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will continue to be an important element of his/her individual education plan.

The flow diagrams below outline how we gather information to identify needs and support children with additional needs. A more comprehensive explanation of each stage can be in the Continuum of Support – Guidelines for teachers

https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf

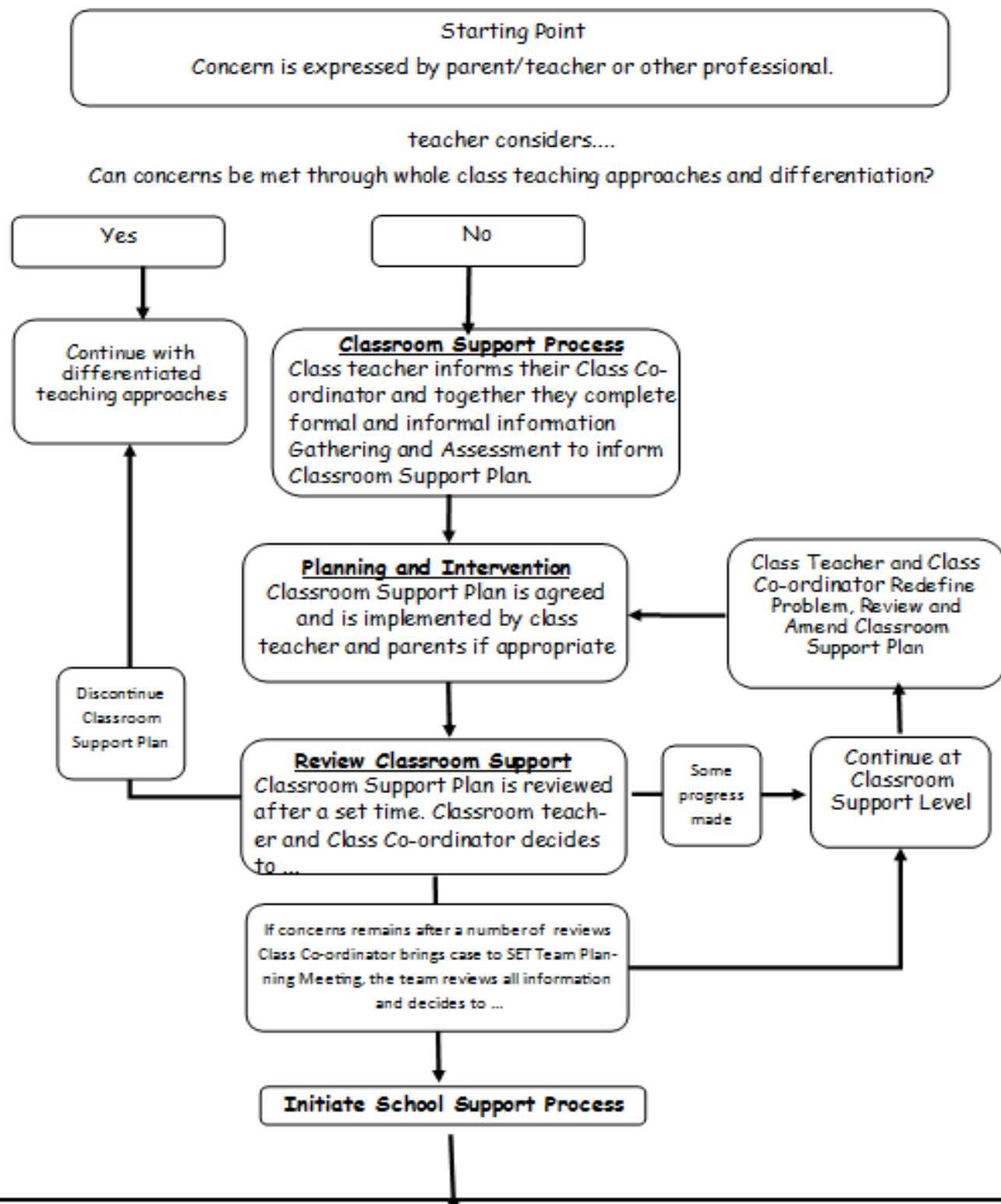
Parental permissions are required for children to receive School Support/School Support Plus.

These will be retained on file. Refusal of additional support will also be kept on file.

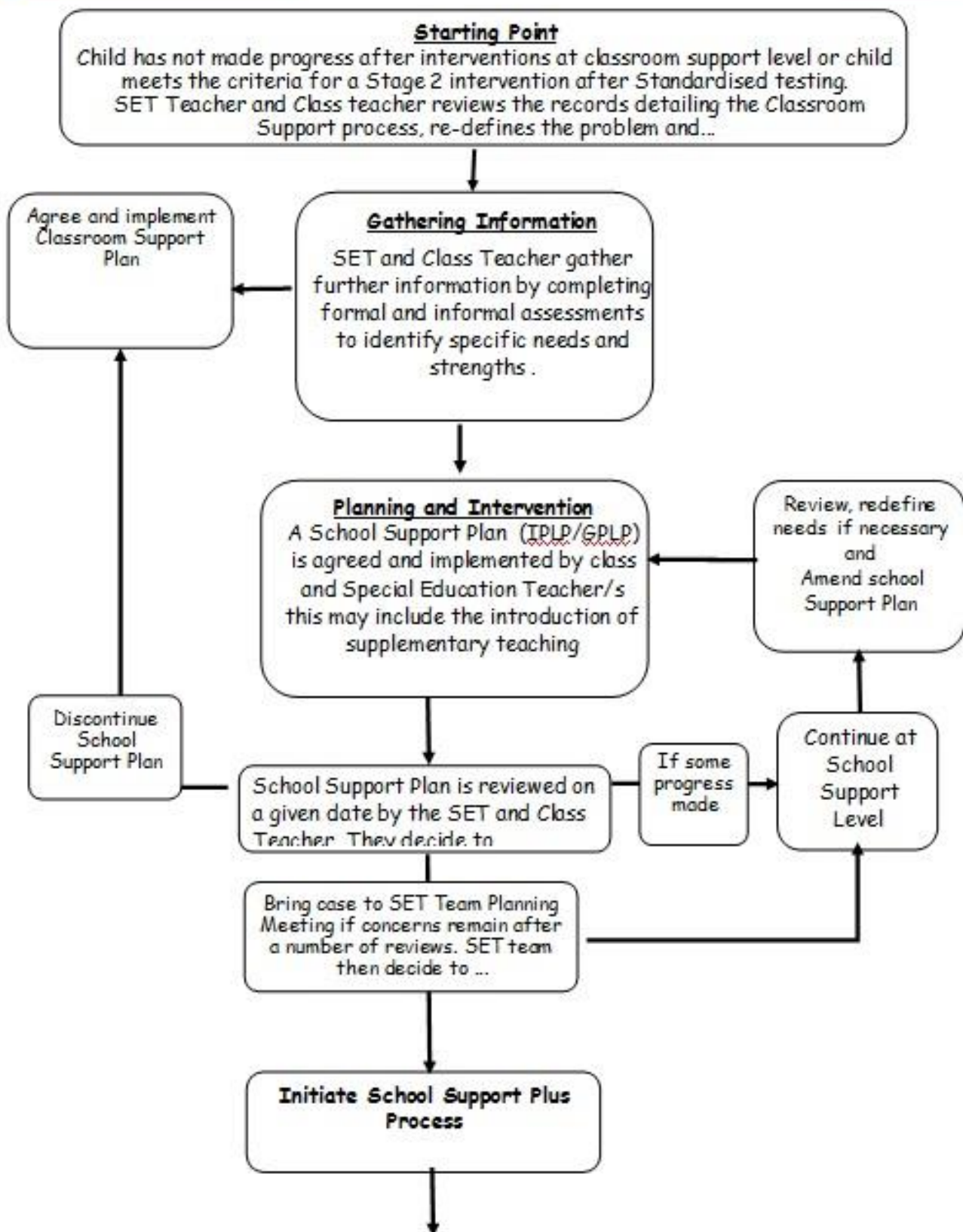
While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school. However it may also apply for some pupils following an event which impacts significantly on them in school.

CLASSROOM SUPPORT PROCESS

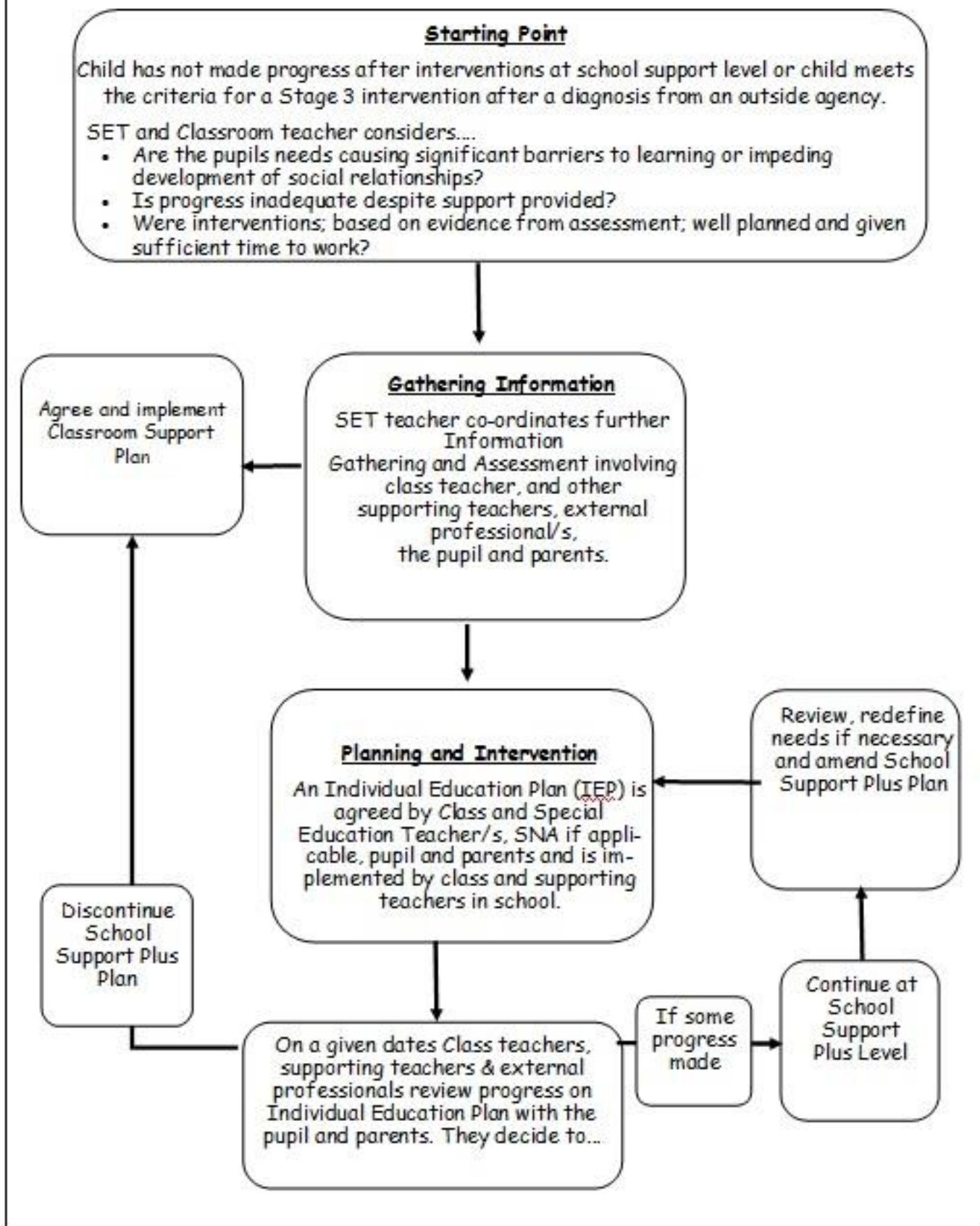
STAGE 1



* adapted from NEPS Continuum of Support. For more detailed steps see page 12 - 15 of the continuum of support - Guidelines for teachers



* adapted from NEPS Continuum of Support. For more detailed steps see page 22 - 25 of the continuum of support - Guidelines for teachers



* adapted from NEPS Continuum of Support. For more detailed steps see page 32 - 35 of the continuum of support - Guidelines for teachers

Information Gathering and Assessment

Assessment is part of what a class teacher does on a daily basis for all children. Some methods include self-assessment, questioning, teacher observation, portfolios of work and teacher-designed tasks and tests. The information gathered enables the teacher to plan learning experiences based on the appropriate learning outcomes from the curriculum.

In order to identify pupils who may require supplementary teaching, screening; including standardised testing and T2R, is carried out in all classes annually and further diagnostic testing may need to take place. The information gathered from these formal assessments is then used to inform decisions for support and pupil's support plans.

Assessment and Screening Tests:

In our school we carry out the following assessment procedures:

Class	Assessments/Screening Tests used
Junior Infants	Teacher Observation, Checklists, PM Benchmarking (on selected pupils), BIAP (on selected students)
Senior Infants	Teacher Observation, Checklists, PM Benchmarking, BIAP Retest, Test 2R (on selected pupils), Drumcondra Early literacy and Numeracy
First Class	Teacher Observation, Checklists, PM Benchmarking, Ballard Westwood, Drumcondra Primary Reading Test/ Drumcondra Primary Mathematics test/Spelling
Second Class	Teacher Observation, Checklists, PM Benchmarking, Ballard Westwood, Drumcondra Primary Reading Test/ Drumcondra Primary Mathematics Test/Spelling, NNRIT
Third Class	Teacher Observation, Checklists, PM Benchmarking, Ballard Westwood, Drumcondra Primary Reading Test/ Drumcondra Primary Mathematics Test/Spelling, NVRT
Fourth Class	Teacher Observation, Checklists, PM Benchmarking, Ballard Westwood, Drumcondra Primary Reading Test/ Drumcondra Primary Mathematics Test/Spelling, NNRIT
Fifth Class	Teacher Observation, Checklists, PM Benchmarking, Ballard Westwood, Drumcondra Primary Reading Test/ Drumcondra Primary Mathematics Test/Spelling
Sixth Class	Teacher Observation, Checklists, PM Benchmarking, Ballard Westwood, Drumcondra Primary Reading Test/ Drumcondra Primary Mathematics Test/Spelling

As a school we can also carry out the above assessments in the following situations

- if there are new pupils to the school or
- if some pupils who were not in attendance at time testing
- if we require further information (NNRIT)
- when applications for Irish exemptions are received

We continually review the assessment and screening tests that we use in order to balance the needs of our pupils and the need to provide information for appropriate support. Therefore we might deviate from the above list prior to the review date.

Sometimes children may be included for support based on a teacher's experience and insight or where there are exceptional circumstances such as difficult home circumstances, ongoing poor performance not flagged in standardised tests, difficulties with processing etc.

Inventory of Test Materials

List of Screening/Diagnostic methods which may be used by our school:

- Belfield Infant Assessment Profile (BIAP)
- Test 2R
- Drumcondra Primary Reading Test
- Drumcondra Primary Mathematics Test
- Drumcondra Spelling
- NNRIT
- NVRT
- Dyslexia and Dyscalculia Screening Test and Portfolio
- Dolch Word Assessments
- My thoughts about school
- Word Reading Age Assessments (BAS, Burt, Schonell)
- Yarc (Word Reading, Fluency and Comprehension)
- Two Peas Phonological Awareness Assessment
- Letter Assessments(names/sounds/formation)
- Phonics Assessments (CVCs/CHIPPS/Jackson Phonics)
- Quick Phonics Screener
- Core phonics screener
- LETRS Spelling Screeners
- Spelling Assessments (Schonell/Drumcondra*)
- Maths (Ballard Westwood/Termly Tests from Maths Programmes)
- Towre 2
- Language and Communication Checklists
- Fundamental Moves Checklist (Move Often, Move well)
- Smart Moves Motor Skills Development
- Social Skills Checklist

- NEPS Checklists (General)
- PM Reading Assessment Resource (Benchmarking)
- WRAT 4
- WIAT III
- ABLLS
- Reading Recovery tests

Prevention and Early Intervention Strategies

Early Intervention Strategies

Our strategies for preventing learning difficulties include:

- The development of agreed approaches to the teaching of literacy and numeracy in order to ensure progression and continuity from class to class
- Provision of additional support in language development and any relevant early literacy and mathematical skills to pupils who need it
- Provision of additional support in language development and acquisition to EAL students
- Reading Recovery in Senior Infants and First class using PM Reading Programme
- Ongoing structured observation and assessment of language/literacy and numeracy skills in the infant classes to facilitate early identification of possible learning difficulties
- Close collaboration and consultation between the Infant teacher and SET Team
- Promotion of Literacy e.g. print rich environment, DEAR (Drop everything and Read), collaborative teaching and learning within the mainstream class in the form of station teaching, parallel teaching
- Promotion of Numeracy e.g. Hands on approach, Mata sa Rang, collaborative teaching and learning within the mainstream class in the form of station teaching and parallel teaching, collaborative problem solving activities
- Promotion of visual, auditory, attention and concentration skills among students.
- Parental Involvement in promoting literacy and numeracy e.g. shared readers, book club
- In class support for oral language development in literacy and Numeracy station teaching
- Differentiation- adapting the learning environment
- Team teaching / in Class support with SET Team
- Learning through play
- Differentiated Response to results of BIAP/ Test 2R (Stations, Team Teaching, Withdrawals of individuals or groups etc)

Reading recovery:

We have one teacher trained in Reading recovery in our school. Reading Recovery© is a school-based, short term, early literacy intervention. It is designed for children in senior infants and first class (aged between five years nine months and six years six months) identified as the lowest literacy achievers following one year at school. It is an evidence-based intervention that has been, and continues to be, thoroughly researched and is accredited by University College London (UCL).

Children are taught individually by a specially trained teacher for 30 minutes daily, for 12-20 weeks. This individually designed series of lessons is responsive to the strengths and needs of each child. Close observation informs skilled teacher decision-making. The goal is for children to become effective and efficient literacy learners able to work within an average range of classroom performance.

Meeting the Needs and Allocating Resources

Once pupils needs have been identified, Special Education Teachers (SETs) are deployed to address these needs as required. We deploy SETs in a variety of ways in order to effectively meet pupils' needs. We aim to strike a balance between in-class support, group and individual support while ensuring that the needs of children with additional needs are met inclusively.

Importantly, the level and type of support reflect the specific targets of individual pupils as set out in their support plans and are informed by careful monitoring and review of progress. In this way, following a period of intervention, some pupils may no longer require additional teaching supports; some may require the same level, while others may require more intensive supports.

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with **the highest level of need should have access to the greatest level of support**. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, mixed grouping, team-teaching, small group or individual teaching. In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, social and personal development, motor skills, sensory processing and emotional regulation needs, organisational skills, transition to Post Primary preparation and application to learning.

At the end of each half term the SEN Teacher meets class teachers and review children's needs, the resources in place and progress made using the Continuum of Support problem-solving model of assessment and stage approach flow charts. The SEN teacher then bring this information to the end of half term SET team planning meetings. As a SET team, we review all support and allocate resources for the subsequent term.

We cross-reference the needs of pupils at School Support and School Support Plus levels and consider common needs that can be met by grouping, to ensure effective and efficient teaching and learning approaches.

SELECTION PROCESS FOR ALLOCATING ADDITIONAL TEACHING SUPPORT

Stage 3 School Support Plus	<ol style="list-style-type: none"> 1. Children with identified complex needs by an external professional such as a <ul style="list-style-type: none"> • Physical Disability • Hearing Impairment • Visual Impairment • Emotional Disturbance • Moderate General Learning Disability • Severe/Profound General Learning Disability • Autistic Spectrum • Assessed Syndrome • Specific Speech and Language Delay 	School support plus plans	Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal Personnel SET teacher Class Teacher Outside Agencies
Stage 2 School Support	<ol style="list-style-type: none"> 2. Prevention and Early Intervention Programs (Reading Recovery, Guided Reading, Infant Activities and Station teaching) 3. Children in JI & SI whom English is an additional language or children whom English is an additional language newly arrived in Ireland in 1st – 6th 4. Children on or under the 12th Percentile in Literacy and Numeracy Standardised Tests 5. Children with an identified need assessed by external professionals who are not on or below the 12th percentile in Literacy or Numeracy such as <ol style="list-style-type: none"> 1. Borderline Mild General Learning Difference 2. Mild General Learning Difference 3. Specific Learning Difference 4. Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder 5. Dyspraxia/Developmental Coordination Difference 6. Children who have not made adequate progress after interventions at Stage 1 7. Children in 1st – 6th who have not made adequate progress after EAL interventions 	School support plans	Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal Personnel SET teacher Class Teacher

Timetabling

When drawing up timetables it is important to remember that:

- timetables should be continually reviewed
- children should not miss the same subject each time they are withdrawn
- If a pupil is unavailable for their supplementary session due to special circumstances, the Special Education Teacher will attempt to reschedule the session with the co-operation of another teacher.
- Interruptions to classes/classrooms should be kept to a minimum.

Tracking, recording and reviewing progress

Provision for pupils with special educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process.

Student Support File

We use a Student Support File to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates us in documenting progress and needs over time and assists us in providing an appropriate level of support to pupils, in line with their level of need. Our Student Support File is based on the NEPS template and is stored in a secure filing cabinet/on-line. A signed copy is stored securely by SET. All support files should include:

- Cover sheet with pupil's details
- A timeline of actions
- Record of support received
- Standardised/ Diagnostic test scores
- Support plans (See below)
- Checklists

A class teacher should open a Student Support File once a child is placed on Stage 1 – Classroom Support on the continuum. This is stored in the filing cabinet in the classroom and online in a folder on drive. All classroom support plans should be shared with the Deputy Principal to ensure retention of the document when there is a changeover of staff or substitute teachers in a classroom.

If, after a number of reviews, the child's case is moved to School Support, this information is then transferred to a SET. It is the responsibility of the class teacher and the allocated SET to access and update the information in the Student Support File. The same system is in place for children on School Support Plus stage.

Support Plans

We use three different support plans for the three stages of support on the Continuum of Support.

Stage 1 – Classroom Support

A Support Plan at stage 1 is a **Classroom Support Plan**. This is a simple plan which is drawn up by the Class Teacher which outlines the pupil's additional educational needs and the actions, including individualised teaching and management approaches, which will be taken to meet the pupil's needs. The plan may also include home-based actions to be taken by the pupil's parents to support their

child's development. The Classroom Support Plan should include a review date. This could be at the end of a school term.

Stage 2 – School Support

A School Support Plan at stage 2 is a plan drawn up by the class teacher and SET teacher. It will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan should, for the most part, be implemented within the normal classroom setting and complimented by focused school-based intervention programmes. Depending on the nature of the needs and on the school context, additional teaching might be within a small group or individual or a combination of both either in class or on a withdrawal basis. Home-based actions may also be included. After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken.

Stage 3 – School Support Plus

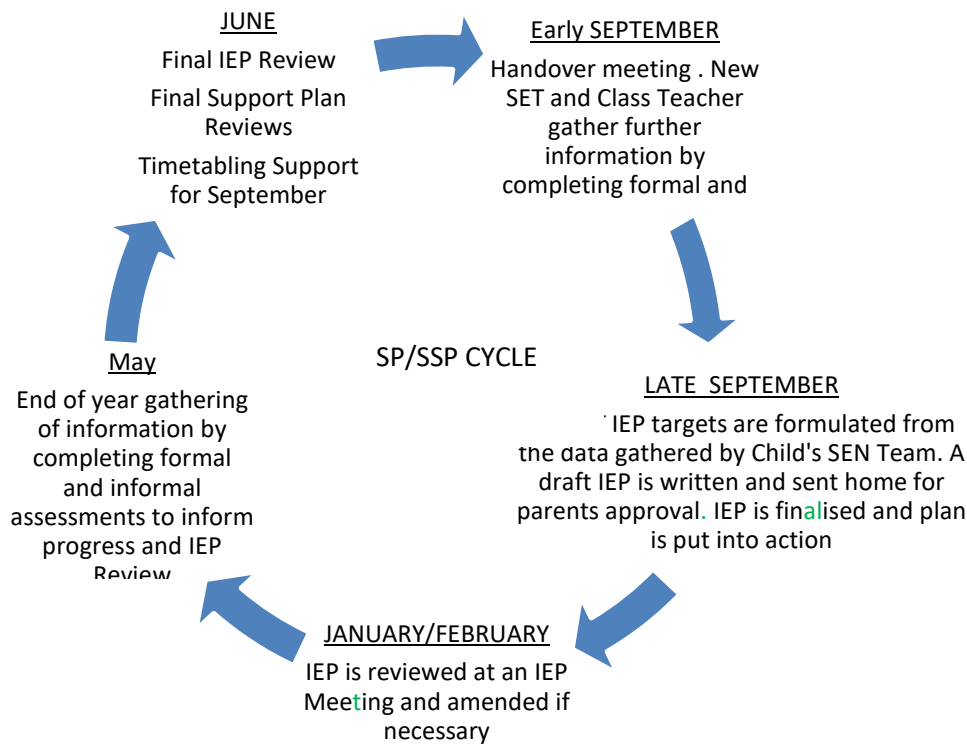
A Support Plan at stage 3 is a School Support Plus (SSP+) plan. This plan is drawn up by the class teacher and Special Education Teachers, in consultation with the child's parents/guardians, professionals external to the school and (if appropriate) the child based on the information gathered. It will set out;

- The nature and degree of the pupil's abilities, skills and talents
- The nature and degree of the pupil's special needs and how those needs affect his/her educational development
- The present level of educational performance of the pupil
- The needs of the pupil
- The education and related support services to be provided to the pupil to enable the pupil to benefit from including:
 - Strategies for supporting the pupil's progress and inclusion in the classroom setting
 - Individual and/or small group/special class interventions/programmes
 - Specific methodologies/programmes to be implemented
 - Specific equipment/materials and/or IT supports, if required to support learning and access to the curriculum
 - Support required from a Special Needs Assistant (SNA) included in the PPP
 - The goals which the pupil is to achieve over a period not exceeding 6 months
 - The pupil's priority needs, long and short-term targets to be achieved, the monitoring and review arrangements to be put in place

Staff CPD:

One member of staff is trained in Reading Recovery through UCL. Another staff member has completed the Graduate Diploma in Inclusive and Special Education in DCU as provided by the Department of Education and a member of the management team is also completing a Graduate Diploma in Special Educational Needs.

Staff are encouraged and facilitated in engaging in CPD in relation to SEN and release time is provided as necessary to complete training with the NCSE and other national organisations. SNAs and teachers are also required to complete five hours of personal CPD each year using Croke Park hours.



SEN Records

Individual SEN Files

All pupils' SEN files are stored in a filing cabinet. It is the responsibility of SETs to update and manage the files of the children on school support and school support plus that they support. It is the responsibility of the Class Teacher to update and manage the SEN files of children on classroom support. These are stored in the Classroom filing cabinet. The following should be stored

- Student Support Plan and Review
- Psychological Report
- Copy of referrals made to outside agencies
- Copy of reports from outside agencies
- Record of SEN meetings with parents, outside agencies etc (on log of actions in Aladdin)
- Record of SEN correspondence between parents, outside agencies and school staff
- Copies of Classroom based assessments
- Copies of Standardised and Diagnostic Tests

Whole Class SEN Files

Whole class SEN records are stored online. It is the responsibility of the SENCO to monitor these. The following should be stored in these folders:

- Whole class test results (Standardised tests, NVRT, NNRIT, Test 2R) – on Aladdin
- SEN children in receipt of interventions record sheets – on Google drive

Communication between SET Team/Principal/Class Teachers

SET timetables have been organised so that 1.30-2.40 each Friday is our designated co-ordination time. This allows SET teams to organise SEN Team meetings and SEN consultation/planning/review meetings, when necessary. This also facilitates regular SET team planning meetings with one of the SENCOs.

Health and Safety Issues

Every staff member and pupil is entitled to a safe, secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each pupil with SEN. When a place is offered to a child with SEN, every effort will be made to ensure that the supports to which the child is entitled are in place as soon as possible. Staff members will be informed of any potential risks and, where necessary, individual plans will be drawn up and implemented.

Supervision/Child Protection

- Where pupils receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both they and the pupil are visible through the glass panel in the door.
- Where pupils are withdrawn for support, the SET teacher should ensure the safe collection and return of children to their classrooms.
- Where a child has access to an SNA, the SNA may withdraw the child from the class if a plan is in place with the class teacher.
- A copy of the timetable will be on display in the relevant SET room, given to the class teacher and to the Principal and SENCO.

Irish exemptions:

In certain **exceptional** circumstances, a student may be granted an exemption from studying Irish. School management holds the authority to grant an exemption.

‘The decision to exempt a pupil from the study of Irish has very significant implications for his/her future learning and potential employment opportunities. Pupils should therefore be given every reasonable opportunity to participate in the learning of Irish for as long as possible in keeping with the integrated approach to language learning in the *Primary Language Curriculum* and also acknowledging that pupils at a young age adapt and improve over time. Normally, it is in the interests of the child to continue to study Irish at least to fifth or sixth class level before any decision is made to grant an exemption, so that he/she will have maximum opportunity to participate in the learning of Irish.’ (Circular 0054/2022)

Refer to the Department of Education circular for further information.

<https://www.gov.ie/en/circular/28b2b-exemptions-from-the-study-of-irish-primary/>

Ratification and Communication

This revised policy was ratified by the Board of Management in April 2024.

Implementation and Review

This policy will be implemented from May 2024. It will be reviewed in the school year 2027/2028 by the Special Education Team and all staff at St. Patrick’s NS.

Signed: _____
(Chairperson)

Date: _____

Appendix A

Calendar Outlining Specialised Duties of SET Team per School Term

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> ● Online permission Slips sent to parents ● Finish administration of Assessments on individual Children ● Early September caseload limited to “School Support plus “ students ● Consultation/ Collaboration with class Teachers ● Compiling/ updating Individual Support Plans for children on caseload ● Support Plan Meetings (Class Teacher and Parents) ● Revising Timetables ● PM Benchmarking (as required) ● Collaborative SET Meeting with SENCO ● Co-teaching/In class/ Withdrawal support as appropriate to the 	<ul style="list-style-type: none"> ● Administration of BIAP (on selected Junior Infants in April Term 2 or term 3) ● Administration of Test 2R (on selected Senior Infants) ● Administration of NNRIT (Second Class/ Fourth Class) ● Review of School Support Plans ● Review Meetings with parents ● Support Plan Meetings of new students (Class Teacher and Parents) ● Consultation/ collaboration with Class teacher ● Updating support plans ● Compiling new Support plans where applicable ● Administration of NVRT (3rd class) ● PM Benchmarking (as required) ● Collaborative SET Meeting with SENCO 	<ul style="list-style-type: none"> ● Consultation/Collaboration with Class Teachers ● Completing School Reports ● Gathering information from class teachers for next year ● Standardised testing completed with SET and CT both present for tests (literacy/Numeracy/spelling) ● Analysing results of standardised tests ● Diagnostic testing on pupils of concern from early literacy and numeracy testing ● Selection of children for Support for the following year ● Collaboration with SENCO/ Principal in allocating times to these students/groups ● Collaboratively preparing timetables for following school year ● PM Benchmarking (as required) ● Interventions completed where possible with pupils for Assessments completed in Term 2

<p>individual student/ groups needs</p> <ul style="list-style-type: none"> ● Support plans uploaded to drive ● Record relevant notes in “Log of Actions” Section of Support Plan (Aladdin) ● Involved in putting together PPP documents as part of a SSP where necessary ● Attendance at PPP meetings where necessary 	<ul style="list-style-type: none"> ● Co-Teaching/In class/ Withdrawal support as appropriate to the individual student/ groups needs ● New Support plans uploaded to drive ● Older Support Plans reviewed and updated on drive ● Record relevant notes in “Log of Actions” Section of Support Plan (Aladdin) 	<p>(Test 2R)</p> <ul style="list-style-type: none"> ● Collaborative SET Meeting with SENCO ● Co- Teaching/In class/ Withdrawal support as appropriate to the individual student/ groups needs ● Support plans reviewed and updated on drive ● Record relevant notes in “Log of Actions” Section of Support Plan (Aladdin) ● Administration of assessments on children to attend support teaching the following year ● Compile a list of children displaying a need for a NEPS assessment in conjunction with the class teacher
---	--	--

Appendix B

Assessment Calendar

Class	Term 1	Term 2	Term 3
Junior Infants	Teacher Observation Class Teacher Assessments* Checklists SET Teacher Assessments	Teacher Observation Class Teacher Assessments* Checklists BIAP (on selected students) PM Benchmarking** SET Teacher Assessments	Teacher Observation Class Teacher Assessments* Checklists PM Benchmarking** BIAP Intervention** SET Teacher Assessments
Senior Infants	Teacher Observation Class Teacher Assessments* Checklists PM Benchmarking** BIAP Intervention SET Teacher Assessments	Teacher Observation Class Teacher Assessments* Checklists Test 2R (on selected pupils) SET Teacher Assessments	Teacher Observation Class Teacher Assessments* Checklists Test 2R Intervention SET Teacher Assessments Drumcondra early literacy and numeracy
First Class	Teacher Observation Class Teacher Assessments* Checklists PM Benchmarking** Ballard Westwood SET Teacher Assessments	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood PM Benchmarking** SET Teacher Assessments	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood Drumcondra Primary Reading Test/Primary Mathematics Test/Spelling SET Teacher Assessments
Second Class	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood PM Benchmarking**	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood NNRIT	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood Drumcondra Primary Reading

	SET Teacher Assessments	SET Teacher Assessments	Test/Primary Mathematics Test/Spelling SET Teacher Assessments
Third Class	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood SET Teacher Assessments	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood NVRT SET Teacher Assessments	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood Drumcondra Primary Reading Test/Primary Mathematics Test/Spelling SET Teacher Assessments
Fourth Class	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood SET Teacher Assessments	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood NNRIT SET Teacher Assessments	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood Drumcondra Primary Reading Test/Primary Mathematics Test/Spelling SET Teacher Assessments
Fifth Class	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood SET Teacher Assessments	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood SET Teacher Assessments	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood Drumcondra Primary Reading Test/Primary Mathematics Test/Spelling SET Teacher Assessments
Sixth Class	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood SET Teacher Assessments	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood SET Teacher Assessments	Teacher Observation Class Teacher Assessments* Checklists Ballard Westwood Drumcondra Primary Reading Test/Primary Mathematics Test/Spelling SET Teacher Assessments

***Class Teacher Assessments** may include Teacher Designated tasks and Tests, Work Samples, Curriculum Profiles, Running Records, Portfolios, Criterion referenced tests and English SIP Box. These are undertaken throughout the school year.

SET Teacher Assessments: will include Summative and Formative Forms of Assessment

****PM benchmarking** – will not be completed on every child each year but on selected students as required