



# Special Education Needs Policy

December 2021

Ennis National School

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### **The School Setting**

Ennis National School is situated in the densely populated town of Ennis. 614 children currently attend the school, 318 boys and 296 girls (2021/2022). The school is under the patronage of the Bishop of Killaloe. The Board of Management consists of the Principal, one teachers' representative, two parents' representatives, two patron's representatives and two community representatives. There are 43 teachers in the school at present, the Principal, Walking Deputy, 25 Mainstream Class Teachers, 12 Special Education Teachers, 1 EAL teacher, 2 ASD Class Teachers and 1 Reading Class Teacher. The Special Needs Assistant Allocation is 9.66 SNAs for the school year 2021/2022. The Special Education Teaching Allocation is 300 hours at the moment.

### **Beliefs and Principles**

The mission of Ennis National School is to promote the fullest possible development of every child as a whole person. To help achieve this goal, Ennis National School provides a broad education in line with the curriculum guidelines for Primary Schools, including coherent and practical planning for the inclusion of children with special needs, allowing each child to reach the highest level of academic attainment consistent with his or her abilities or talents, so that the school community is enriched by the unique gifts and talents of all its students. Ennis National School recognises that the parents/guardians are the primary educators and that it is only through co-operation between them and the school that our goal can be realised.

Ennis National School keeps with the 1998 Education Act and EPSN 2004.

#### **1998 Education Act:**

**'to make provision for the education of every person in the State, including any person with a disability or who has other special educational needs, respect diversity, spirit of partnership between schools, patrons, students, parents, teachers and other school staff, the community'**

#### **Education for People with Special Education Needs Act (EPSN 2004)**

**'A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with—**

- (a) the best interests of the child as determined in accordance with any assessment carried out under this Act, or**
- (b) the effective provision of education for children with whom the child is to be educated.**

In line with our ethos and official Department of Education and Skills (DES) recommendations, learning support strategies will actively seek to include the diverse range of cultures and abilities of its students.

### **Consultation**

This policy was formulated in consultation with the teaching staff and management of Ennis National School, the Board of Management (BOM), Special Needs Assistants (SNAs), and the National Council for Special Education.

### **Rationale**

This policy document aims to outline the school's provision of additional educational support for students with S.E.N. It outlines the philosophy that underpins this provision. The policy is written in the context of the various pieces of legislation listed below. The policy is a working document and will be reviewed regularly. The policy is a reflection of our current practice.

### **Scope of the Policy**

This policy applies to all students with S.E.N., including students with exceptional ability, who attend Ennis National School. It is also intended to serve the school community including B.O.M, the Principal, the teaching and ancillary staff and parents.

### **Legal Framework**

Ennis National School sets out to provide education for all its students, with reference to legislation regarding students with S.E.N. as listed below:

- The Education Act (1998)
- The Education Welfare Act (2000)
- The Equal Status Act (2000)
- The Education for Persons with Disabilities Bill (2003)
- The Equality Act (2004)
- The Data Protection Acts (1988, 1998 and 2003)
- The Freedom of Education Acts (1997 and 2003)
- The Education of Persons with Special Educational Needs Act (2004)

This policy is drafted in the context of:

- DES Circular Letters
- The Guidelines published by the NCSE
- The Guidelines on the Individual Education Plan Process 2006
- The Guidelines on the Continuum of Support for Primary Schools (NEPS).
- The Guidelines published by the Special Educational Needs Support Service (SESS)

### Aims of the Policy

The principal aim of Special Education Needs Support in Ennis National School is to provide a positive learning environment, which will foster the academic, social and emotional development of students with learning difficulties and to enable each to realise their individual potential.

Special Education Needs Support provision also seeks to:

- Enable pupils of all abilities to avail of and benefit from an appropriate education.
- Provide students with consistent opportunities to experience success.
- Provide supplementary teaching and additional support in literacy and numeracy.
- Involve parents in the support of their child's education.
- Promote collaboration among teachers in the implementation of a whole school policy on learning support for pupils.
- Protect and enhance the self-esteem of the learner.

The school hopes to achieve the following by updating the SEN policy:

- To guide the implementation of the revised model for allocating special education teaching supports.
- To include the most recent best practice in SEN.
- To reflect the most recent recommendations, most particularly the Continuum of Support at Primary Schools (NEPS).
- To outline our whole school approach to teaching/ learning in relation to pupils with SEN.
- To set out procedures for the enrolment of students with SEN in the school.
- To assist parents in making an informed decision in relation to the enrolment of their child in our school.
- Ensure that students with SEN are educated in an inclusive environment.
- Ensure that all members of staff are aware of the specific needs of students and of the contribution they can make in this area.
- Ensure that SEN is not viewed in isolation, but in the context of the whole school and community.
- Ensure that students with SEN are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way.
- Set high standards for students with SEN and provide them with appropriate guidance, encouraging them to achieve to their full potential.
- Develop staff expertise in supporting students with SEN.
- Encourage and foster positive partnerships with parents, in order to achieve appropriate support at home.
- To outline procedures and practices which will be followed in relation to supporting the learning of pupils with SEN.
- To establish communication structures for the involvement of all the partners in the education of pupils with SEN. (Learning Support Guidelines)

## **DEFINITIONS**

### **Special Educational Needs**

In the Education for Persons with Special Educational Needs Act (2004) the term “special educational needs” is defined as

**‘a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability or any other condition which results in a person learning differently from a person without that condition...**

(Government of Ireland, 2004b, section 1)

<http://www.oireachtas.ie/documents/bills28/acts/2004/A3004.pdf>

### **Inclusion**

For the purposes of this document, the following definition by the NCSE, has been adopted. Inclusion is defined as a process of:

**‘addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities, and**

**removing barriers to education through the accommodation and provision of appropriate structures and arrangements, to enable each learner to achieve the maximum benefit from his/ her attendance at school.**

Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Educational Needs (NCSE 2010, p.39)

[http://www.ncse.ie/uploads/1/NCSE\\_Inclusion.pdf](http://www.ncse.ie/uploads/1/NCSE_Inclusion.pdf)

### **Change in allocating special teaching supports**

The National Council for Special Education (NCSE) Report “Delivery for Pupils with Special Educational Needs (NCSE 2014)”, highlighted a number of shortcomings associated with the system for allocating special education teaching resources to schools. On this basis, the NCSE recommended a revised allocation model. Following successful piloting in forty-seven primary and post-primary schools during the 2015-2016 school year, the Department decided to introduce a revised allocation model for all mainstream schools with effect from September 2017. Circular 07/2019 advises schools of the revised allocation process for Special Education Teachers to mainstream primary schools from September 2019.

**Special Education Circular 007/2019 provides full details on the revised Special Education Teaching Allocation.**

<https://circulars.gov.ie/pdf/circular/education/2019/07.pdf>

### **The main features of the revised model for allocating special education teaching supports**

Under the revised model, the Department provides special education teaching supports directly to schools based on their educational profiles (including a baseline component). A key principle underpinning this revised model is that all pupils, irrespective of special educational needs, are welcomed and enabled to enrol in their local schools. In addition, a



fundamental objective is that special education teaching resources are utilised in the optimum manner to improve learning experiences and educational outcomes for pupils with special educational needs.

### **Implementation of the Revised Allocation Model**

The following principles are used by Ennis National School to guide the implementation of the revised model for allocating special education teaching supports. They form a whole-school approach to provision for pupils with special educational needs in our school.

### **Principles to guide the Implementation Process**

- Resources provided to support pupils with special educational needs are used to facilitate the development of inclusive schools.
- Supports provided to pupils with special educational needs are based on identified needs and are informed by reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines.
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs.
- Special education teaching supports provided to schools are used solely for the support of pupils with identified special educational needs, including those pupils for whom English is an Additional Language (EAL). The special education teaching supports are not used to reduce the pupil-teacher ratio in mainstream classes. Neither are they used to allow any special education teacher sole responsibility for the delivery of any curriculum subject to any particular class.
- **Pupils with the greatest levels of need have access to the greatest level of support**, and whenever possible, these pupils are supported by teachers with relevant expertise who can provide continuity of support.
- The school establishes and maintains an SEN team of teachers to meet the needs of pupils with special educational needs. All members have the necessary experience and access to continuing professional development to support the diverse needs of pupils with special educational needs.

### **A three-step process to support pupils with special educational needs.**

In Ennis National School, a three-step process is in place to guide identification, intervention and monitoring of outcomes for pupils with special educational needs.

### **Step 1 - The Continuum of Support**

Ennis National School uses the Continuum of Support framework set out by the Department of Education to assist in identifying and responding to pupils' needs. This framework recognises 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 educational needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support, and that they are informed by careful monitoring of progress.

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



Identification of educational needs is central to the new model. By using the Continuum of Support framework, the staff in Ennis National School 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, Basic Needs Checklist and Thoughts about School checklist).

The Continuum of Support enables schools to identify and respond to needs in a flexible way. This means that needs can be responded to as early as possible. **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.



#### Level 1 - Classroom Support

The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in their class.

A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.

This may be informed by:

- Parental consultation
- Teacher observation records
- Teacher-designed measures /assessments
- Basic needs checklist \*
- Learning environment checklist\*

A Classroom Support plan runs for an agreed period of time and is subject to review.

#### Level 2 - School Support

At this level a Support Plan is devised and may be informed by:

- Teacher observation records
- Teacher-designed measures / assessments
- Parent and pupil collaboration
- Learning environment checklist
- Diagnostic assessments in literacy/numeracy
- Formal observation of behaviour which may include frequency measures
- Pupil consultation - My Thoughts About School Checklist,
- Literacy and numeracy tests.

A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition.

A School Support Plan operates for an agreed period of time and is subject to review.

### **Level 3 - School Support Plus**

This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:

- Teacher observation and teacher-designed measures
- Parent and pupil collaboration
- Functional assessment
- Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc.

Data generated from this process is then used to plan an appropriate intervention and can serve as a baseline against which to map progress.

A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.

### **Educational planning**

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. In Ennis National School, the process involves the class teacher, special education teachers, parents, the pupil and relevant professionals. Interventions draw on evidence-informed practice and the professional knowledge and experience of teachers. These interventions reflect the priority learning needs of pupils, as well as building on their strengths and interests.

Support plans set out

- the agreed targets
- the resources required
- the strategies for implementation
- time-frame for review

### **Student Support File**

A Student Support File Template has been developed by the staff in Ennis National School to enable the school 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 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.

As special educational needs can vary from mild to transient to significant and enduring, educational planning 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 may take place (for example, occupational therapist, speech and language therapist and psychologist).

### **Step 2 - Meeting the 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 role of the class teacher**

Effective teaching and learning is critically important for all pupils, and especially for those with special educational needs. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued.

Mainstream class teachers have first-line responsibility for the education of all pupils in their classes. Accordingly, classroom teachers plan their lessons carefully to address the diverse needs within the classroom. They adapt their teaching approaches as the need arises for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers in Ennis National School implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs. These include:

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Heterogeneous group work
- Differentiation
- Interventions to promote social and emotional competence
- Embedding Information and Communications Technology (ICT) in teaching, learning and assessment

In Ennis National School we believe that 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 are gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the range of learning needs in any class, mainstream class teachers regularly differentiate their lessons. This is achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of pupils' interests
- Matching tasks to pupils' abilities and needs
- Adapting and utilising resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

Teachers in Ennis National School 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, at times, requires environmental adaptations to promote curricular access.

#### **The role of the Special Education Teacher (S.E.T.)**

Special education teachers in Ennis National School are familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches 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 with additional teaching delivered through in-class or withdrawal support models.

Some pupils with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions are based on careful identification of strengths and needs, including multi-disciplinary assessment, when necessary.

Special education teachers, in consultation with class teachers, plan their interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant Continuum of Support plan. Short-term planning reflects the Support Plan targets and breaks down the development of skills and content into small incremental steps to address each pupil's specific needs on a fortnightly basis. Outcomes for pupils are routinely assessed, recorded and used to review progress. These outcomes are also used to inform the targets for the next phase of intervention.

#### **Early intervention and prevention**

In view of the substantial international evidence that early-intervention and prevention programmes can lead to improved outcomes for pupils, school leaders should ensure that some teaching resources are used for this purpose. After engaging in a process of self-reflection and review, they will become aware of whole-school issues that may be addressed through early-intervention programmes, which are evidence-based and which are responsive to the local context.

Ennis National School endeavours to develop and trial new approaches and to use assessment data to evaluate the efficacy of these interventions. We believe that developing and sharing successful practice has the potential to contribute to improvements in the overall provision for pupils with special educational needs.

At times, Ennis National School may deploy additional teaching resources in junior classes to strengthen station teaching approaches which target the promotion of language, literacy and numeracy skills.

Ennis National School recognises the importance of seeking advice and training in well-validated programmes to address behavioural and emotional needs. At present, the

FRIENDS for Life Programme is being taught in Fifth Class for this school year as a means of preventing anxiety and building resilience. Other similar evidence-based programmes may be used.

### **Target-setting**

We believe that good target-setting is central to effective teaching and learning for pupils with special education needs. In Ennis National School targets are expressed in a way that is measurable and observable, and 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). The teachers endeavour to set targets which are achievable within a specified time frame and also challenge and build on existing knowledge and address pupils' holistic needs.

Best practice indicates that targets should be:

- few in number
- strengths based
- informed by priority learning needs
- directly linked to suitable interventions
- based on the evidence collected through both formal and informal assessment approaches
- developed collaboratively - teachers in Ennis National School consult with parents and pupils when setting targets and reviewing progress.

### **Step 3 - Monitoring and recording outcomes for pupils with special educational needs**

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 (teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress. This leads to the establishment of specific targets to be achieved within a defined timeframe.

Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn leads to adjustments in support plans. The Student Support File provides the teachers in Ennis National School 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.

### **Allocating special education teaching resources to effectively meet needs**

Special education teachers are deployed to address the needs of pupils with special educational needs in Ennis National School. **An important aspect of the revised allocation model is that additional teaching supports are deployed according to identified needs, rather than being based on a diagnosis of disability. This gives schools greater autonomy and flexibility in how they allocate special education teaching resources.** Schools may deploy special education teachers in a variety of ways in order to effectively meet pupils' needs (for example, in-class support, withdrawal).

When allocating teaching resources, the management and staff of Ennis National School are mindful of the benefits of early-intervention and prevention programmes and allocate



teaching resources as required, based on identified needs and school context. Ennis National School aims to strike a balance between in-class support, group and individual support. Importantly, the level and type of support reflects the specific targets of individual pupils as set out in their support plans and are also 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, thus progressing to the next level and some may require a reduced level.

When deploying teaching resources, Ennis National School recognises the essential need to maintain time for co-ordinating, planning and reviewing activities in September and February, to ensure effective and optimal use of supports. In Ennis National School the Principal and S.E.N. co-ordinator endeavour to inform the S.E.N Team and whole staff of C.P.D. opportunities, especially when a training opportunity arises relevant to pupils' needs.

### **Planning the allocation of special education teaching 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 will have access to the greatest level of support.** In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development and application to learning.

Ennis National School uses the following areas to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs:

#### **Action 1: Identification of pupils with special educational needs**

- Review existing information on pupils' needs, using school-based data, and any information from parents and external professionals.
- Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, standardised tests, diagnostic tests)
- Identify all pupils with special educational needs in the school.
- Match their needs to the appropriate level on the Continuum of Support.

#### **Action 2: Setting targets**

- Based on individual needs, set clear learning targets for each pupil at each level of the Continuum of Support.

#### **Action 3: Planning teaching methods and approaches**

- Identify the level and type of intervention required to meet targets for each pupil on the Continuum of Support.
- Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching.
- They should also be mindful that the interventions and supports that they are using are evidence-informed.

#### Action 4: Organising early- intervention and prevention programmes

Based on identified needs, choose evidence-informed early-intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.

#### Action 5: Organising and deploying special education teaching resources

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

Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place. **Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.**

#### Action 6: Tracking, recording and reviewing progress

Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:

- At Whole-school and Classroom Support level by all teachers
- At the School Support and School Support Plus levels by class teachers and special education teachers.

### A Whole-School Approach

Good practice in the identification of need, education planning, and allocation of special education teaching is supported through effective whole-school planning. This following section outlines the key elements of the inclusive whole-school approach to supporting pupils with special educational needs in Ennis National School.

#### Inclusive Education

The whole school approach of Ennis National School endeavours to foster an inclusive culture which is characterised by:

- A positive ethos and learning environment whereby all pupils, including those with special educational needs, feel welcome and experience a sense of community and belonging
- An emphasis on promoting pupils' participation and active engagement in their learning and in the life of the school
- A commitment to developing pupils' academic, social, emotional and independent living skills
- A focus on realistic aspirations and on improving outcomes for all pupils

#### Whole School Planning

When implementing the revised allocation model to address the needs of pupils with special educational needs, Ennis National School has adopted a whole-school approach to programme planning and to the implementation of early-intervention and prevention programmes. In order to achieve this, Ennis National School has



adapted their existing special educational needs policies to guide the new approach to the allocation of resources.

A whole-school approach involves collaborative action by our school community to improve pupil learning, behaviour and well-being. It encompasses a process of reflection, planning and review of policies and practices, and includes an evaluation of how pupils with special educational needs are identified by the school, the interventions that are put in place to meet their needs and how the outcomes of those interventions are measured and monitored.

The whole-school approach in Ennis National School addresses the full continuum of needs – ranging from milder and more transient needs to difficulties that are severe and enduring (for example, significant learning, sensory, physical, communication, social, emotional and behavioural difficulties). The school management of Ennis National School recognises that a minority of pupils with significant and enduring needs may require a more specialist setting (for example, ASD Class or Reading Class).

To assist in reflecting on our provision for pupils with special educational needs Ennis National School uses the publication 'A Quality Framework for Primary Schools (DES, 2016)' to help examine the school's provision for pupils with special educational needs. The domains and statements of practice are utilised to enable the teachers and school leaders in our school to review their practices, to identify what they are doing well, and to recognise aspects of the school's work that could be further developed to improve learning experiences and outcomes for these pupils.

### **Role of School Principal**

The Learning Support Guidelines (2000, p.39) outlined the Principal teacher's overall responsibility for the education of children with special educational needs. Under the new allocation model the Principal's leadership role is central and includes the following:

- 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 relevant school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area.

As a result of the school's size and context, some of the Principal's actions above are delegated to a member of staff (Special Needs Co-ordinator). The Principal retains overall responsibility for the school's provision for pupils with special educational needs.

### **Role of Special Needs Co-Coordinator (SENCO)**

In conjunction with the Principal the SENCO in Ennis National School:

- Assumes responsibility for the implementation and review of school policies on SEN
- Manages a tracking system at whole-school level to identify and monitor the progress of children with learning difficulties and of high achieving children (SATs)
- Maintains the listing and safe storage of psychological reports on children with special needs and also arranges for the confidential disposal of records when the need arises
- Co-ordinates the case-loads and timetables of SETs, class teachers and SNAs
- Consults with class teacher and SET teacher to discuss support plans for individuals and the whole class and discuss any recommendations
- Co-ordinates the implementation of whole school procedures for the selection of pupils for supplementary teaching in line with school policies and the continuum of support practice.
- Advises parents on procedures for availing of special needs services
- Prepares and applies for supports for children with SEN – access to SNA support, Assistive Technology, specialised equipment and furniture and Irish exemptions
- Completes NCSE forms and applications such as School Care Needs Profile, School Leavers and Confirmation, school transport, BCN1 and SNA appeals when required
- Liaises with parents of children with special needs and with external personnel – psychologists, therapists, SENCO etc and arranges and accommodates meetings when required
- Maintains established links with feeder secondary schools and arranges meetings, handovers and follow up to facilitate the transition of some SEN pupils
- Continues to coordinate and extend the use of Aladdin to allow shared access to class support records, student support plans and collaborative progress reviews
- Promotes professional development opportunities in relation to SEN within the Special Education Team, with class teachers and SNAs
- Endeavours to remain informed of current best practice within the Special Needs area.

### **Role of Assistant Special Needs Co-ordinator**

- In the absence of the SENCO, the assistant SENCO will assume the role and responsibilities.
- In addition, the assistant SENCO will assist the SENCO with the daily routine administration of the SEN department.

### **Parental Engagement**

The staff and management of Ennis National School recognise that good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs.

Parents are consulted:

- in relation to their children's needs and strengths
- on the supports and strategies being considered to support their children
- during review of progress

### **Pupil Engagement**

Pupil participation is supported through teaching that is responsive to the personal needs of the learner, and is further enhanced by structuring and pacing learning experiences that are challenging, engaging and enjoyable.

### **Engagement with 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 such as Clare Crusaders Clinic. Ennis National School has 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. We believe that 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. Ennis National School is familiar with the range of health services in our locality, including referral pathways. We believe that co-ordination is enhanced when the staff of Ennis National School liaise with and contribute to health-led assessment and delivery of interventions. Our school facilitates meetings between parents and various support services. The staff in Ennis National School endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support.

### **Transitions**

Good planning and support for transition helps to ensure the successful transfer of pupils from primary school to post-primary school and between special and mainstream settings. Effective transition support and planning can enhance the educational experience of the child and help reduce potential anxiety, particularly for the S.E.N. pupils. Links are already established with 'transition' schools in the area for our pupils. Arrival meetings with these schools have helped ease the anxiety levels for the children in our school.

- Visit to secondary school is organised for SEN pupils
- Introduce pupils to SEN team in post-primary school
- Parents supply post-primary schools with copies of reports. In the case where parents have not supplied post-primary school with reports, written permission to forward reports from primary school is sought
- Meeting of SEN co-ordinators from primary and relevant secondary schools where information is shared orally.

The SENO is informed of the children with low incidence hours who are due to transfer to post-primary school

### Continuing Professional Development (C.P.D.)

Ennis National School has established and intends to maintain skilled special education support teams to guide provision. Since all teachers have responsibility for teaching pupils with special educational needs, the management of Ennis National School encourages all staff members to engage in appropriate CPD to develop the capacity of our school to meet the educational needs of all pupils.

### Admission Policy for Pupils with SEN

Ennis National School aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. It also recognises that a small minority of pupils with significant and enduring needs may require a more specialist setting (for example, special class or special school placement). The Education for Persons with Disabilities Act 2004 states that 'A child is entitled to attend the school which is most suited to his or her overall needs'. No child will be refused admission to Ennis National School solely on the grounds that s/he has SEN except where the provision required is incompatible with that available in our school.

The Admission Policy for pupils with SEN is as follows:

- On application for enrolment in Ennis National School of children with special needs the Board of Management will request a copy of the child's medical and/or psychological report or where such a report is not available, will suggest that a report be made available in the near future. The purpose of this assessment report is to assist the school in establishing the education and care needs of the child relevant to his/her disability and special needs and to profile the support services required.
- Following receipt of the report the Principal and the SENCO will assess how the school could meet the needs specified in the report.
- Where the Principal advises the BOM that further resources are required, it will, prior to enrolment request the Department of Education and Skills (DES) or National Council for Special Education (NCSE see Circular 01/05)) to provide the resources required to meet the needs of the child as outlined in the psychological or medical report. These resources may include for example access to or the provision of any of a combination of the following: visiting teacher service, resource teacher for special needs, SNA, specialised equipment or furniture, transport services or other. It will be necessary for the BOM of Ennis National School to identify health and safety issues arising from the enrolment of a special needs child, for example, access, toilets, supervision and administering of medicine.
- The school will meet with the parents/guardians of the child and with the SENCO to discuss the child's needs and the school's suitability or capability in meeting those needs. Where necessary, a full case conference involving all parties will be held, which may include parents, Principal, class teacher, SET, special class teacher, SENCO or psychologist, as appropriate.
- It may, in certain circumstances, be necessary for the Board of Management to defer admission of a child pending the completion of an assessment report and/or provision of the necessary resources by the Department of Education and Skills. (EPSEN Act 2004)
- SEN children will be fully integrated unless it is inconsistent with the best interests of the child with effective educational provision for other children. (EPSEN 2004)
- Ennis National School endeavours to promote equality and social inclusion for all.

## **Communication**

### **Communication with Class Teachers**

- The SENCO and the SEN teacher will be in regular informal liaison with the class teacher.

### **Communication with Parents**

- Parent meetings will be held once a year and when it is necessary after that to meet with parents of children on the SEN register
- If a parent or teacher has any concerns, an appointment can be made.
- Communication will be between Parents and Class Teacher / SEN Teacher / Principal. The SNA must refer all matters on curriculum, classroom management, discipline etc. to the classroom teacher. SNA and teacher should be alert to Parents seeking educational type information on a casual basis. All such information should only be given out by the teacher. Communication between the SNA and parent during the morning and afternoon handover should be brief in nature and only relating to the wellbeing of the pupil. SNAs will refer Parents to the Class Teacher if Parents attempt to communicate with them regarding children for an extended length of time.

### **Communication with BOM**

- The BOM will be kept informed of the SEN provision on a regular basis by the Principal.

### **Whole-School Collaboration**

- SEN issues will appear on the agenda of staff meetings and Post Holders meetings when necessary. The SENCO will co-ordinate this process.

### **Communication with Outside Agencies**

- Liaison with outside agencies will be maintained by the Principal, SENCO and the SET.

### **Communication with Principal**

- The Principal will be in regular contact with the SENCO and all members of SEN staff.

## **Record-Keeping**

A full record of psychological reports, other reports and records of meetings are kept in the individual student's file in a central, secure location (in a locked press or cabinet) in the school. All information is managed in accordance with the directives of both the Freedom of Information and Data Protection Acts.

## **Exemptions from Irish**

The School Management of Ennis National School is required to observe the following prescribed procedures in relation to granting pupils exemptions from Irish:

- A written application for exemption will be made by a parent or guardian to the Principal of the school. This application will specify the grounds on which the exemption is sought. It will be accompanied by documentary evidence of age and previous schooling as appropriate to the grounds cited.
- The school authorities will satisfy themselves as to the documentary evidence submitted.
- The school authorities will prepare a full report on the student in consultation with relevant teachers.



- Where exemption is being sought in accordance to Circular 0052/2019, sub – paragraph 2.2 (i) (ii) (iii), the parent or guardian will be required to furnish reports from a qualified psychologist and appropriate medical specialist as appropriate.
- A decision to grant exemption will be conveyed to the parent or guardian by way of a written certificate, signed by the school principal, that the exemption has been given in accordance with this Circular. The certificate will also cite the name, address and type of school, the student's name and date of birth, the sub-paragraph under which the exemption is being granted and the specific grounds for exemption. Where the exemption is being granted under sub-paragraph 1(c) of Circular 12/96, the name and address of the qualified psychologist and the date of the psychologist's report and the name of the medical specialist and date of report, if applicable, will be included.
- The application, school report, psychologist's report, report of medical specialist, copy of certificate of exemption and other relevant documents will be retained by the school and will be made available for inspection by authorised officers of the Department.
- A copy of the exemption certificate will be given to the parent or guardian of the pupil being exempted
- A copy of the exemption certification should be sent to the relevant second level school when the pupil in question has completed her/his primary education.

### **Diagnostic Testing**

Standard consent forms are signed by parents on enrolment registration form. The SET teacher administers and interprets these tests. If this diagnostic testing suggests that supplementary teaching would be beneficial, the test results and the benefits of learning support in addressing their child's learning needs will be explained to the parents.

Ennis National School acknowledges that it is the parent's right to refuse diagnostic testing for their child. In consultation with the Principal, all the information (previous teacher, present teacher, observations, results of screening tests) will be presented to parents so that in the child's best interest an informed decision can be made. If the parents still refuse they will be requested to furnish the school with a letter of refusal.

List of diagnostic tests available in the school;

<b>Intelligence</b> New N.R.I.T. N.V.R.T. CAT-4
<b>Literacy</b> YARC (York Assessment for Reading and Comprehension) N.A.R.A. (Neale Analysis of Reading Ability) DIBELS (Dynamic Indicators of Basic Early Literacy Skills) WIAT-II (Wechsler Individual Achievement Test) SWST (Single Word Spelling Test) B.A.S. Spelling Test PM Benchmarking Assessment Test 2 R Dyslexia Screening Assessment Dyslexia Screener (GL Assessment) CHIPPS Phonics Test

STAR Reading Tests (Accelerated Reader)
<b>Maths</b> MaLT Mathletics Assessment Dyscalculia Screener (GL Assessment)
<b>Speech and Language</b> B.P.V.S. (British Picture Vocabulary Scale) Renfrew Action Picture Test Renfrew Word Finding Test PSAK: EAL Assessment Tests
<b>Irlen Screening</b> We are in regular contact with a former staff member who is trained to screen pupils who we suspect may present with Irlen Syndrome. This teacher carries out these assessments on request.

If in the case of children, who having gone through School Support or School Support Plus, continue to present with significant difficulties, further action may be required. The SET (in consultation with class teacher) will advise parents that the child would benefit from a referral for a specialist assessment eg. NEPS/Speech & Language Services/ CAMHS/CEIS/O.T./ Community Psychology, etc.

Relevant referral forms are filled in consultation with parents and class teacher.

### **EAL Pupils**

Aim: To integrate the child as quickly as possible into all mainstream learning and activities of the school and to facilitate socialisation with peers.

### **Criteria for EAL Selection**

EAL children are entitled to two years language support. Their placement is determined by assessment (Primary School Assessment Kit).

### **Procedure**

Parents of EAL children are invited (verbal explanation as necessary) in writing, to avail of assessment for supplementary teaching in September. On return of this permission form, assessments will be conducted. Parents are then informed of the availability and content of supplementary teaching. In the case of parents not understanding English they will be invited to bring along a family member/friend to translate.

### **Diagnostic Testing for EAL**

Teacher can select from the following Diagnostic Assessments:



- Primary School Assessment Placement Test
- Renfrew Action Picture Test
- Renfrew Word Finding Test
- British Picture Vocabulary Scale (BPVS III)
- Pupil Language Profile.

We currently have access to a Speech & Language therapist for half day each week. This service is provided by Clare Crusaders. Screening and Programme advice are provided as requested.

### **Mata sa Rang**

Mata sa Rang is a classroom-based early intervention programme aimed at raising children's competency in the various aspects of the number strand. It offers a unique approach to extending children's number knowledge, understanding and strategies. The programme provides a framework for individual, group or class based instruction, which is suitable not only for pupils who are experiencing difficulties but also for average and more able children. By using the strategies of Mata sa Rang, children learn through the use of concrete materials and simple games. They are encouraged to think hard, discuss and solve problems. A number of teachers in the school have received training in the Mata sa Rang programme and use elements of it in their classrooms.

### **Reading Recovery**

Reading Recovery is a specialised early intervention. It consists of an intensive, individual instruction designed to support children who have particular difficulties in reading and writing.

In Ennis National School, the programme is delivered by two Special Education Teachers who have completed the Reading Recovery Teacher Training Programme and are engaged in continuous professional development provided by PDST.

Generally, children between the ages of five years, nine months and six years, six months are considered for places on the programme. Candidates must have completed at least three terms of Primary School. Children who meet the criteria are selected based on assessment. Where a selection decision is causing difficulty, advice may be sought from a Reading Recovery Teacher Leader (PDST).

The Reading Recovery Programme last for 12-20 weeks. The intervention is different for each child – through assessment and observation, the teacher ascertains strengths and weaknesses and tailors an individual programme for each child. It is a rolling intervention; when a pupil leaves Reading Recovery, another enters to receive support.

## **Reading Class Admission Guidelines**

### **Background:**

The Reading Class at Ennis NS is a specialist class for pupils with severe Specific Learning Differences / Dyslexia.

Pupils in 5th or 6th class, who have the above profile, may apply for a place.

The pupil – teacher ratio is 9 : 1.

Placement is for either one or two years only.

Pupils will be taught using methodology and resources appropriate to children with dyslexia.

Each pupil will be assisted to make as much progress as possible as an individual, given the degree of his/her learning difficulties.

Pupils are integrated into a mainstream 5th or 6th class for part of every day and participate in all school-wide activities (sports, plays, etc).

We operate a secure, accepting classroom environment where children can learn at their own pace without fear of inappropriate demands or criticism.

We aim to assist pupils to come to terms with their dyslexia at a personal level.

### **Entry Criteria:**

General cognitive ability (IQ) must be average or above-average, as assessed by a psychologist.

The child must have a formal written diagnosis of Specific Learning Difficulty / Dyslexia from a Psychologist.

His/her scores must be on the 1st or 2nd percentile in reading, spelling or reading comprehension.

If there are other overlapping disabilities (such as ADD, Dyspraxia, Speech and Language Disorder), a child may, in certain cases, be accepted with slightly higher percentile ranks. However, the primary presenting difficulty must be dyslexia.

S/he must be in, or about to enter, 5th or 6th class.

Performance should be at a very low level compared to most students of their age-group.

### **Application Procedure**

To apply for a place in the Ennis NS Reading Class, a child's parent/ guardian should write to the principal requesting a placement for their child.

A copy of the child's Psychological Report should be enclosed with the above letter.

The closing date for receipt of applications is March 31st each year.

Applicants, their parents and/or teachers, are welcome to visit the Reading Class if they so wish. Please contact the school to arrange a suitable time.

Schools from which external applicants have applied will be asked to complete a report form on the student.

### **Selection Procedure**

The Reading Class Admissions Committee will meet after March 31st to process the applications. This committee consists of the principal, the Reading Class teacher and the head of the Special Needs department in the school.

In the event of children presenting with similar scores, a random lottery system may be used to select successful applicants.

Successful candidates will be offered a place in writing and will have ten days to accept or reject the offer.

A place which is not accepted will then be offered to the next applicant in order on the list. In the event that insufficient candidates meeting the above criteria present in a given year, the remaining place becomes a 'concessionary place' and may be offered to applicants slightly above the 2nd percentile requirement.

### **Important Note**

Due to the two-year placement system in operation, the Reading Class is always a mixture of 5th and 6th class pupils. The number of places which become available in any given year depends on the number of 6th class students transferring to secondary school.

### **Exceptionally Able Children**

Gifted Children demonstrate intellect which often set them apart from their peers.

#### **Characteristics of talented children:**

- Keen powers of observation.
- Learn or read very early.
- Reads widely and rapidly.
- Well developed vocabulary.
- Absorbs information rapidly.
- Very good memory.
- Very good powers of reasoning and powers of observation..
- Have intense interest.
- Possess unusual imagination.
- Have a great interest in 'big' question eg. the nature of the universe /environmental issues.
- Very sensitive.

### **Criteria**

Exceptionally able students demonstrate high levels of performance in the academic area. Criteria for identification of gifted pupils would be based on scoring in the 97th Percentile or more in standardized tests in Numeracy (Sigma-T test) and in English (Drumcondra Reading).

These children have enormous learning potential and stand apart from their peers in three key areas:

- Rate of learning
- Ease with which they learn
- Style of learning

Everyone in school has a responsibility to recognise and value student's abilities.

Teachers are made aware that the NCCA Guidelines for Exceptionally Able Students is available in our school.

Resources: [www.otb.ie](http://www.otb.ie) (Outside the box) Website: [www.giftedkids.ie](http://www.giftedkids.ie)

Teachers will seek to provide differentiated/additional activities where possible.

### Complaints

If parents have a complaint about the Special Education provision made in Ennis National School, then they should in the first instance make an appointment to speak to the SEN co-ordinator and then the Principal.

The complaint will be investigated and dealt with as early as possible. If the matter is not resolved to the parents' satisfaction, then the matter proceeds to the BOM.

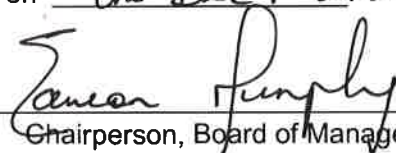
### Priority areas for Development

- Extension of Friends for Life programme to additional classes in 2022/23. Additional staff members to receive CPD in relation to the programme.
- Extend use of Aladdin for access to student IEPs, Student Support Plans and Learning Targets.
- Ongoing professional development opportunities for staff in the area of special education, Behaviour CPD from SESS Team and Wellness CPD from PDST Team.
- Raising teacher awareness of, and expertise in, differentiated teaching methodologies.

### Policy Ratification

The policy was ratified by the Board of Management of Ennis National School at its meeting held on 6th Dec. 2021

Signed: \_\_\_\_\_

  
Chairperson, Board of Management

# **Appendix**

1. Permission for Diagnostic Testing
2. Pupil Profile Identifying Information
3. Learning Support/Resource Teaching Parent Form
4. Student Support File
5. Personal Pupil Plan

## Permission for Diagnostic Testing

Dear Parents,

To enable better understanding of your child's learning and to identify areas of difficulty in Literacy/Numeracy, the school Learning Support team will, with your permission, carry out diagnostic tests.

If you wish your child to avail of this, please complete the permission form below and return it to the school.

Yours Sincerely,

\_\_\_\_\_  
Brian Troy. Principal

\_\_\_\_\_  
Name of child \_\_\_\_\_

Class \_\_\_\_\_

Date of birth \_\_\_\_\_

I give permission for my child to partake in diagnostic testing.

Yes \_\_\_\_\_ No \_\_\_\_\_

Signature of Parent/ Guardian \_\_\_\_\_

Date \_\_\_\_\_

**Pupil Profile**  
**Identifying Information**

*Private & Confidential & Without Prejudice*

*Form A; Parent*

Name of Child:	Date of Birth:
Address:	Contact Number/s: Home:
	Work:
PPS Number:	
Parents/Guardian: Mother:	Family size: Boys: Girls:
Father:	Position in family:
Name of Guardian (if different):	
School Address:	Class teacher:
School Telephone No.:	
Class:	Attendance:
Pre-school attended:	
Previous schools attended:	
Classes Repeated:	
Motor Development: (e.g play, games, etc)	
Relationship with Adults:	
Relationship with Peers:	
Do you think your child is confident and happy within him/herself?	
Concentration: (when watching TV, Books, story telling, homework etc)	



### **Confidential Background Information**

Have you ever had any concerns regarding your child's early development?	
What concerns have you regarding your child at present?	
Has your child ever been referred to an agency providing Psychological/Psychiatric Services? (eg Child Guidance Clinic/HSE Speech & Language, Eye/Ear Specialist, etc) If yes please state the name of the services and dates attended.	
Is there any other significant information which you as parents feel should be included e.g. problems at home re behaviour management, emotional trauma (such as bereavements) etc.?	
What are your child's special talents, hobbies, interests and achievements?	
Dislikes/Fears	
My child likes these school subjects most of all:	
Helping and watching my child learning at home I think the three greatest difficulties my child has are:	1.  2.  3.

### **Parent/Guardian**

I give permission for my child to attend supplementary learning classes during the present school year and to join occasional field trips.

Signed: \_\_\_\_\_  
(Parent/Guardian)

Date; \_\_\_\_\_

## Learning Support /Resource Teaching Ennis National School

Please complete this form about your child, and send it back to school as soon as possible. This will help me to get to know your child. Go raibh maith agat!

Name of Pupil: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Name of Parent/s \_\_\_\_\_ Phone: \_\_\_\_\_  
(Guardian)

My child's best qualities are:

---

---

---

My child likes to:

---

---

---

My child's interests/hobbies are:

---

---

---

My child likes these school subjects (most of all):

---

---

---

Helping and watching my child learning at home, I think the three greatest difficulties my child has are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

My child needs most help with:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Anything else we should know about your child to help make this school year as successful as possible:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*For Parent/guardian:*

*I give permission for my child to attend supplementary learning classes during this school year \_\_\_\_\_*

Signed:

\_\_\_\_\_ Date: \_\_\_\_\_  
(Parent/Guardian)

\_\_\_\_\_ Date: \_\_\_\_\_

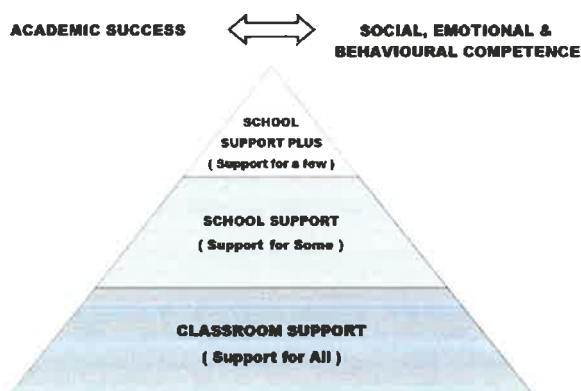


## • Ennis National School

### STUDENT SUPPORT FILE

Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

### A Continuum of Support



*Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.*

### Student Support File- Log of Actions:

[illegible]

## Support Checklist

<b>Name:</b>	<b>Age:</b>	<b>Class:</b>
<b>General Information</b>	<b>Date Checked:</b>	<b>Comments</b>
• Parents/ Guardians Consulted		
• Information from previous school/preschool gathered		
• Hearing		
• Vision		
• Medical Needs		
• Basic Needs Checklist completed		
• Assessment of learning-screening		Test information/STEN
• Observation of learning style/approach to learning		Visual Auditory Verbal/Linguistic Physical/Kinesthetic Logical/Mathematical Interpersonal/Social Intrapersonal/Solitary
• Observation of behaviour		In class:  Transitions:  On yard:
• Interview with pupil		
• Classroom work differentiated?		(delete as appropriate what does not apply )  <ul style="list-style-type: none"> <li>• Curriculum Content <ul style="list-style-type: none"> <li>○ Increase/decrease content</li> </ul> </li> <li>• Activities <ul style="list-style-type: none"> <li>○ Work tasks simplified</li> <li>○ Time allocation altered to complete task</li> </ul> </li> <li>• Resources <ul style="list-style-type: none"> <li>○ learning aids</li> <li>○ concrete, visual, audio</li> </ul> </li> <li>• Products</li> </ul>

		<ul style="list-style-type: none"> <li>○ Differentiated response methods e.g. art, mind-map, oral retelling</li> <li>• Environment</li> <li>○ Seating conducive to learning (see below)</li> <li>• Teaching Strategies: <ul style="list-style-type: none"> <li>○ Adapt teaching style</li> <li>○ Brain breaks/concentration/movement breaks</li> <li>○ Providing opportunities for personal successes</li> </ul> </li> <li>• Pace <ul style="list-style-type: none"> <li>○ Extra support one to one</li> <li>○ Vary teaching rate or learning rate</li> </ul> </li> <li>• Assistance <ul style="list-style-type: none"> <li>○ Extra support in small group</li> <li>○ Extra support one to one</li> <li>○ Peer support</li> <li>○ Repeated verbal instruction/prompts</li> </ul> </li> <li>• Testing <ul style="list-style-type: none"> <li>○ Modified tests to ability</li> </ul> </li> <li>• Class Groupings <ul style="list-style-type: none"> <li>○ Pair children in mixed/same ability pairs</li> <li>○ Small groups depending on activity</li> </ul> </li> <li>• Homework <ul style="list-style-type: none"> <li>○ Vary homework if necessary</li> </ul> </li> <li>• Behaviour chart</li> <li>• Reward system</li> <li>• Visual timetable</li> <li>• Other:</li> </ul>
• Learning environment adapted?		<ul style="list-style-type: none"> <li>• Seating – Facing board – neighbouring pupil compatibility – height for writing – away from distractions –seat cushion</li> <li>• Temperature/ Noise level</li> <li>• Layout of furniture</li> <li>• Ease of movement in room</li> <li>• Appropriate resources/equipment available</li> <li>• Visual cues for behaviour – rules/strategies</li> <li>• Visual timetable</li> <li>• Feelings thermometer displayed</li> </ul>
• Yard/school environments adapted?		<ul style="list-style-type: none"> <li>• Yard behaviour /consequences plan with all staff on yard</li> <li>• Activities on yard/halla differentiated</li> <li>• Reward system for good behaviour</li> </ul>



		<ul style="list-style-type: none"> <li>Buddy system</li> </ul>
• Informal or formal consultation/advice with outside professionals?		
• Advice given by learning support/resource teacher or other school staff?		
• Other interventions put in place in school?		
<b>Action needed</b>		
<i>Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20</i>		

## SUPPORT PLAN\*

*School Support Plus (Support for A Few)*

### To be completed by the teacher(s).

For help, see SEN: A Continuum of Support - Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers pp.71-74; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp. 51, 53, 54, 57.

Student's name		Age	
Lead Teacher:		Class/Year:	
Start Date of Plan			
Review Date of Plan			

Student's strengths and interests:
Priority concerns: <ul style="list-style-type: none"> <li>Academic</li> <li>Behavioural</li> <li>Social and Emotional</li> <li>Physical – fine/gross motor skills</li> <li>Speech and Language</li> </ul>
Possible reasons for concerns: <ul style="list-style-type: none"> <li>Parental concern</li> </ul>

- External report
- Teacher concern
- Class assessments
- In class progress/difficulties

- 

Targets for the student:

- 
- 
- 
- (home target- agreed with parent)

<https://www.bridges4kids.org/IEP/iep.goal.bank.pdf>

Strategies to help the student achieve the targets see above

Staff involved and resources needed

Class teacher and SET

Signature of parent(s)/ guardian(s)

Signature of teacher

\*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.

**SUPPORT REVIEW RECORD\***

*School Support Plus (Support for A Few)*

**To be completed by the teacher(s) as a review of the plan and as a guide for future actions.**

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers*; *A Continuum of Support for Post-Primary Schools, Resource pack for Teachers*; *Student Support Teams in Post-Primary Schools*

Student's name	Saoirse O'Dwyer	Class/Year	6th Class c, Ms. Roseingrave
Names of those present at review			Date of Review

What areas of the plan have been most successful and why?	
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?	
Have the student's needs changed since the start of the plan, and if so how?	
Recommended future actions – what, how, who, when?	
Any comments from the student?	
Any comments from the parent(s)/guardian(s) comment?	
Signature of parent(s)/ guardian(s)	
Signature of teacher	

Outcome of review (tick as appropriate)			
tick	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	tick	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
tick	Continue at Current Level of Support	tick	Request consultation with other professionals

\*A consultation with a NEPS psychologist/ other professionals may contribute to this review.

## Personal Pupil Plan (PPP)

<b>Personal Pupil Plan for _____</b>		SNA support is vital in all of the areas ticked
<b>1. Primary Care Needs SNA Tasks (as per Circular 30/2014):</b>		√
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.		
<b>2. Secondary Care Associated Tasks (SNA Tasks) (as per Circular 30/2014):</b>		
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.	
<b><u>3. Other Vital SNA Tasks:</u></b>	
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	
Careful supervision of the child to prevent the child from climbing / squeezing into tight spaces etc...	
Supervising the child who is a flight risk	
Accompanying the child to and from Learning Support / Resource	
Removing the child from whole school activities, if the child becomes distressed / overwhelmed	
Removing the child from the classroom when meltdowns occur	
Assisting the class teacher to raise the alarm if dangerous situations occur (children cannot be left alone)	
Assisting the class teacher to comfort other children who are injured / frightened by explosive behaviour	