



Special Educational Needs Policy

Introductory Statement

Glanduff NS has a Principal, 5 mainstream class teachers and 2 Special Education Support teachers. The school currently has 3 Special Needs Assistants (SNAs).

The purpose of this policy document is to provide information to school personnel and parents on how we organise provision for teaching and support of children with special educational needs.

Aims of SEN Policy

The purpose of this policy is to:

- provide practical guidance to staff, parents and other interested parties about our SEN procedures and practices.

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 these needs
- divide the roles and responsibilities among our school community in relation to pupils with additional needs
- track, record, sharing and review of the progress of children with additional needs

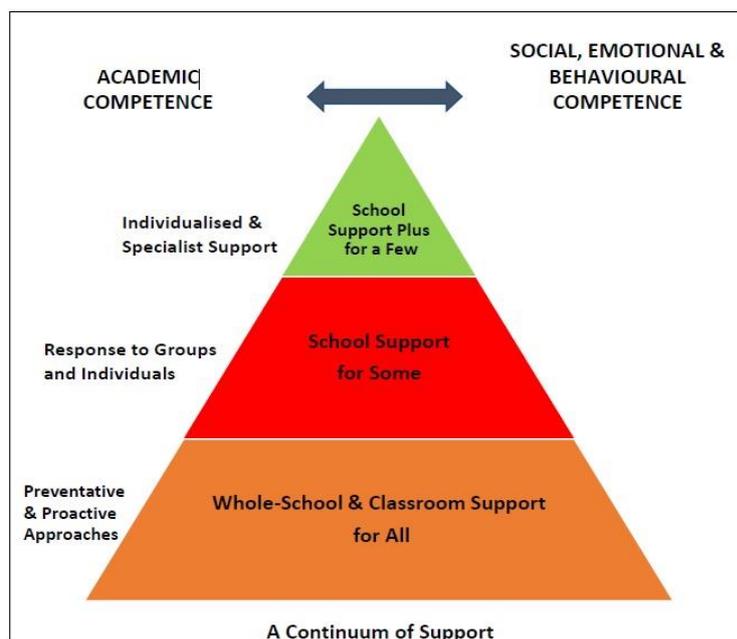
Guiding Principles of SEN Support

- All children have a right to an education, which is appropriate to them as individuals. We want all of our children to feel that they are a valued part of our school community.
- Resources provided to support pupils with special educational needs will be used to facilitate the development of a truly inclusive school. This will be achieved by careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child to participate in them.
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs. We aim to promote collaboration among teachers in the implementation of whole-school policies on learning support for our pupils.
- Supports provided to pupils with special educational needs will be based on identified needs and be informed by regular reviews of progress (in consultation with parents and

pupils) as outlined in the Continuum of Support Guidelines. Support will be offered taking into account the allocation available to the school and the appropriateness of the support in meeting the needs of the child.

- Pupils with the greatest levels of need will have access to the greatest level of support, and whenever possible, these pupils will be supported by teachers with relevant expertise who can provide continuity of support.
- Provision of the model(s) of intervention appropriate for the child, including the withdrawal model, in-class support model, individual or group work, etc.
- 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. Implementation of a staged approach to support provision at Class Support/School Support/School Support Plus levels. (see below)

The Continuum of Support suggests the following levels of support:



The flow

outline how we gather information to identify needs and support children with additional needs. A more comprehensive explanation of each stage can be found in the Continuum of Support – Guidelines for teachers 12 - 35

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

diagrams

Stage 1 Classroom Support

Stage 2 School Support

Stage 3 School Support Plus

Roles and responsibilities

The effective implementation of a school policy on special educational needs and learning is a collaborative responsibility that is shared by the different school partners - the Board of Management, Principal, SEN co-ordinator, class teachers, SET team, parents, pupils and external professionals.

Board of Management

The Board of Management will:

- be informed of the reviewed SEN policy and any updates to it.
- ratify the SEN policy.
- ensure that satisfactory classroom accommodation and teaching resources are available.
- provide secure facilities for the storage of records relating to children in receipt of SEN support.

Principal Teacher

The Principal Teacher will have overall responsibility for the school's provision for children with SEN. The Principal keeps a record of referrals made to NEPS and other outside services.

SEN Co-ordinator (Post-holder in the school):

In consultation with principal, the SEN co-ordinator (SENCO) endeavours to :

- liaise with external agencies about the provision for pupils with additional needs
- liaise with the NEPS psychologist, the SET team and class teachers to prioritise children for psychological assessments (NEPS)
- liaise with SEN Class Co-ordinators to identify, support and monitor children with additional needs
- co-ordinate regular SET team planning meetings to ensure effective communication and support for children with additional needs
- collaborate with the SET team in creating timetables for additional support
- meet with parents regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their progress
- co-ordinate the whole-school standardised testing at each class level
- co-ordinate the screening of pupils for additional support, using the results of standardised tests
- select children for external diagnostic assessment, where parental permission has been sought and granted
- oversee the tracking system of test results on password-protected Aladdin software to monitor the progress of pupils
- maintain lists of pupils who are receiving additional support

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 and, to the greatest extent possible, prevent the emergence of learning difficulties
- 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 standardised tests of achievement in literacy and numeracy, following the school's guidelines
- discuss outcomes of standardised testing with liaison SET Class Co-ordinators 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

- gather information and assess children presenting with needs to inform teaching and learning using the Continuum of Support
- maintain a list of children not included/included in the continuum of support and review this each term
- open a Support File once additional needs have been identified which require classroom support
- develop classroom support plans for children in receipt of Classroom Support
- collaborate with SET and parents to develop appropriate support plans
- collaborate with SET to regularly review support plans
- 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 the SET team.

Special Education Teacher (SET)

The central role of the SET will be to

- a) support the class teacher in optimising teaching and learning opportunities and
- b) provide specialised teaching to those children with identified special educational needs.

The SET's responsibilities will consist of both teaching and non-teaching duties.

These will include:

- Providing supplementary teaching commensurate with the child's particular and individual needs. Researching the child's learning difficulty/SEN, to become familiar with their needs and their preferred learning methods.
- Being familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs (Guidelines 2017 p.13).
- Developing a Support Plan for each child who is selected for supplementary teaching, in consultation with class teachers and parents.
- Maintaining a records, or equivalent, for each individual or group of children withdrawn for support teaching. Maintaining a record (together with the class teacher) for in-class support.
- Administering a range of formal and informal assessments and maintaining records of the outcomes of those assessments.

SNA

The role of an SNA will be to carry out duties based on the care needs of the child. The tasks associated with these duties can be of a primary or secondary nature. (Circular 0030/2014)

Parents/Guardians

The central role of parents/guardians of children with SEN is the same as all parents/guardians, i.e to support the work of the school and to optimise teaching and learning opportunities for their child at home.

Pupil

The role of the child with SEN will be that of active participant in their own learning; the extent and nature of this will depend on their strengths and needs.

External Professionals

Our school liaises with external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the National Council for Special Education (NCSE) Support Service, the HSE (Health Service Executive), Early Intervention Teams, School Age Teams, Tusla, Visiting Teachers for children with hearing loss, and the Inspectorate.

Prevention and Early Intervention Strategies

- Differentiation of the curriculum by the mainstream class teacher to cater for individual strengths and needs.
- Development and implementation of agreed approaches to the teaching of English and Mathematics to ensure progression and continuity from class to class, including the Aistear programme and Ready Set Maths in the Infant classes, Mental Maths, Guided Reading using the PM Readers from Junior Infants to 2nd class, DEAR (Drop Everything and Read) from 3rd to 6th class.
- Development of phonological awareness, rhyming skills and oral language skills, before formal reading of words and books.
- The use of concrete materials as much as possible and as appropriate.
- Ongoing observation and assessment of the language, literacy and numeracy skills with children in the Infant classes to facilitate early identification of possible learning difficulties.
- Class-based early intervention by the class teacher focusing on the provision of additional individualised support, as and when required.
- Provision of additional support in language development/early literacy/early mathematical skills to children who need it.
- Support for children experiencing social/emotional difficulties and problems with concentration.
- Promotion of parental involvement - arrangement of formal and informal parent/teacher meetings.

Early Intervention Strategies

- Early intervention programmes may be provided by the class teacher and/or the SET in accordance with the Staged Approach (NEPS Continuum). Collaboration and consultation between the class teachers and the SET's, should identify children who may be in need of early intervention. Teacher observation and professional opinion will be given due consideration in the selection of children for early intervention programmes at Classroom Support/School Support level.
- Withdrawal of children to a support teaching room, in-class support, team teaching, group work and individual support will be provided, as appropriate and if it is in a child's best interest.
- When identifying and selecting children for additional teaching support, **children with the greatest level of need have access to the greatest level of supports.**
- We will endeavour to ensure that the additional Special Educational Needs Teaching supports are used in their entirety to support pupils identified with special educational needs, learning support needs, and additional literacy needs such as English Additional Language Support.

Selection criteria

The following criteria will be used by our school to select children for supplementary teaching in line with the new model of Special Education Teaching (Circular 13/2017).

<ol style="list-style-type: none"> 1. Children with complex needs identified 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 Disorder • Assessed Syndrome • Specific Speech and Language Disorder/Impairment • Multiple disabilities 2. Prevention and Early Intervention 3. Children enrolled for whom English is an additional language 4. Children on or under the 12th Percentile in Literacy Standardised Tests 5. Children with an identified need assessed by external professionals who are on or below the 30th percentile in Literacy such as <ol style="list-style-type: none"> 1. Borderline Mild General Learning Disability 2. Mild General Learning Disability 3. Specific Learning Disability 4. Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder 6. Children on or under the 12th Percentile in Numeracy Standardised Tests 7. Children with identified need by external professionals who are on or below the 30th percentile in Numeracy <ul style="list-style-type: none"> • Borderline Mild General Learning Disability • Mild General Learning Disability • Specific Learning Disability • Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder 8. Children who have not made adequate progress after interventions at Stage 1 	<p style="text-align: center;">Type of Support</p> <p>In-Class Support</p> <p>Team-Teaching</p> <p>Group Withdrawal</p> <p>Individual Withdrawal</p>
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Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with SEN(Primary Guidelines P.19 & 20)

<p>Action 1: Identification of pupils with special educational needs</p>	<p>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, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
<p>Action 2: Setting targets</p>	<p>Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support.</p>
<p>Action 3: Planning teaching methods and approaches</p>	<p>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.</p>
<p>Action 4: Organising early intervention and prevention programmes</p>	<p>Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.</p>
<p>Action 5: Organising and deploying special education teaching resources</p>	<p>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.</p> <p>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.</p>
<p>Action 6: Tracking, recording and reviewing progress</p>	<p>Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:</p> <ul style="list-style-type: none"> • 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.

Continuing and Discontinuing Supplementary Teaching

- At the end of each instructional block/term the progress of each child who is in receipt of support teaching will be evaluated following consultation with the child's class teacher and where appropriate, the child's parents/guardians.
- A decision will be made regarding their continued level of support and revised targets will be set in their Support Plan.
- The school may decide to discontinue supplementary teaching with some children when satisfactory progress has been made and targets have been met.
- The school may also decide to discontinue supplementary teaching with some children who are now performing above the percentile laid down in the selection criteria for receiving support. However, if both the class teacher and support teacher feel such a child needs scaffolding to maintain this standard then continued supplementary teaching may be offered if places are available in the appropriate group

Monitoring Progress

- 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. 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 digitally using Aladdin, the school's data system. In the event that the file is closed, a hard copy is retained with the pupil's records. If, after a number of reviews, the child's case is moved to School Support/School Support Plus, the SET is given access to the child's digital support plan.
- The Support Review Record on the Continuum of Support will be completed by the SEN teacher in collaboration with the class teacher. This will be carried out twice yearly- in February and June.
- Collaboration using all relevant pupil data including assessments, interviews, observation notes, work samples
- Weekly Tests if applicable (eg. Spellings/Tables).
- Termly Assessments if applicable (teacher designed or from publishers).
- Standardised Tests at end of year (1st – 6th) English and Maths.
- Senior Infant tests –Middle Infant Screening Test (MIST), DTEN-S , DTEL-S.
- Ongoing observation and assessment of the language, literacy and numeracy skills of the children in the Infant classes to facilitate early identification of possible learning difficulties

Record Keeping

- Class teachers will keep a record of teacher designed tests, end of term tests and checklists in an Assessment Folder for their class.
- Each teacher will maintain a class list which records the name of every child and states where he/she is with regard to the continuum of support. SEN liaison teacher should have a copy of this list.
- Diagnostic Assessments and other checklists administered by the Support Teacher will be held in the child's file.
- Continuum of Support documents for Children with SEN will be kept on Aladdin.
- Psychological Reports that are active at any given time are kept in a locked cabinet. Copies may be held by the class teacher in the child's file.
- End of Year school reports will be issued to parents/guardians in June. These reports are saved on Aladdin.

- Monthly Reports from the SET will be put in a file in the office. These reports outline the work undertaken by the SET teacher with groups or individual children.
- Each teacher will maintain a class list which records the name of every child and states where he/she is with regard to the continuum of support. SEN liaison teacher should have a copy of this list.
- Each teacher – class and SET - involved in supporting a child will have access to the child's electronic record so that he/she can update the record of support/interventions being provided to that child. This is the means by which Support Plans will be created, shared, reviewed and stored. They will only be printed at the end of each year to be placed in the pupil's file.
- Whole class records will be retained by the SEN team – records such as running records, standardized tests, MIST results etc.
- Individual tracking of pupils' results began with First Class in the 2014 – 2015 school year and is now standard practice as each child beginning with the MIST tests in Senior Infants.

Liaising with Parents/Communicating Information

- Class teacher arranges a meeting (in person/phone call) with parents/guardians initially to discuss concerns and outline supports available in the school.
- SET and Class Teacher liaises with parents (in person/phone call) to agree a School Support Plan for the child.
- Parents are encouraged to become involved in their child's learning and support the work of the SET at home.
- Parent Teacher Meetings are held in November for all parents.
- An information meeting is held for the parents of incoming Junior Infants in February.
- An end-of-year report goes home in June each year. Opportunities to discuss this report are made available before the end of term.

Timetabling

- Timetabling (in-class/withdrawal) for support is done through a collaborative approach between SEN teachers, class teachers and the principal. Due recognition is taken of the specific needs of the child.
- Supplementary teaching that children receive is in addition to their regular class programme in English and Maths, in so far as is practicable.
- In so far as is practicable children should not miss out on the same curricular area each time they receive supplementary teaching.
- There are two instructional terms in the year – September to February and February to June. The SEN team will review the timetable in February and June or as required.

Attendance

- An attendance record of children who are withdrawn to the SEN rooms will be kept by each SET.

Other considerations with regard to SEN

Enrolment of children with identified special educational needs:

The following steps will be used to ensure a smooth transition into the school for both the pupil and the school.

- Parental visits to the school.
- Pupil visit to the school.
- Making all school employees and pupils aware of the need for the child with special educational needs to be educated in an inclusive environment.
- Liaison with SENO to arrange for individual personnel, resources, training where appropriate.
- In some circumstances a transition period may be established to help a child to settle in the school.

Transfer to Post Primary

All children in 6th class will have an Educational Passport. This will be provided to secondary schools upon request.

Where children with SEN are transitioning to secondary school, the 6th class teacher will liaise with the SEN department and forward the relevant Post-Primary transfer form.

The 6th class teacher will work to prepare the class for transition to secondary school. The SET teacher may support this work.

Success Criteria

The following points will be indicators of the success of the Special Educational Needs Policy.

- Pupils with additional needs have opportunity of access to an appropriate education.
- The progress of pupils with special needs will be monitored and recorded.
- Discussion/meetings with parents.
- Parental involvement in supporting their child's learning.
- Feedback from teaching staff, pupils, psychologists etc.
- Standardised test results
- Inspector's Reports.

Monitoring the SEN policy

The principal and Deputy Principal (SENCO) will monitor this policy.

Implementation and Ratification

This policy has been drawn up in the 2021/2022 school year. It will be updated in the year 2024/2025 as per the school's three-year policy development.

Ratification of policy for Glanduff NS

Chairperson

Date

Principal

Date