

OUR LADY QUEEN OF THE APOSTLES
CLONBURRIS NATIONAL SCHOOL
Roll No: 19566I

Additional Support Policy

Support for All

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Introductory Statement

Our Lady Queen of the Apostles National School is co-educational primary school under the patronage of the Catholic Bishop of Dublin. It is a vertical mainstream primary school, catering for a full cross section of children. Staff includes the Principal, Mr. John Murphy, twenty one mainstream teachers, a secretary and one caretaker plus the support staff listed below. We also have a part time teacher of music, a GAA skills coaching programme, a play therapist and an art therapist. We also have a support worker from the School Completion Programme (SCP) running a programme to help build self-esteem with targeted children. The SCP supports one homework club targeted at attendance. We also run our own homework clubs and the Toe by Toe programme is offered to targeted students.

The school currently has the following provisions to cater for children with Special Education Needs:

9 full time & 1 shared Special Education Teachers (SET)

1 Special Class Teacher

13 senior day & 2 junior day Special Needs Assistants (SNA)

1 English as an Additional Language Teacher (EAL)

1 Home/ School/ Community Liaison Co-ordinator (HSCL)

Rationale

The purpose of this policy is to:

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

Belief Statement

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy as set out in this document, aims to enable children with SEN, traveller children and children whose first language is not English, to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child to participate in them. Using the continuum of support framework, our school will identify pupils' educational needs to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

Aims of the Policy

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

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

Roles and Responsibilities

Board of Management:

The BOM

- Oversees the development, implementation and review of school policy on support for children with extra needs
- Provides adequate class accommodation and teaching resources
- Provides a secure facility for storage of records.

Principal:

The *Learning Support Guidelines (2000, P.39)* outlined the principal has overall responsibility for SEN procedures and practices in the school. The new allocation model states the principal's leadership role is central and includes the following;

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching roles, including special education roles
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area
- Liaising with and advising SNAs with regard to supporting children with special needs
- co-ordinate the whole-school standardised testing at each class level
- Selects children for psychological assessment in consultation with the SEN co-ordinator, class and support teachers and with our NEPS psychologist
- Liaises with external agencies such as NEPS to arrange assessments of children with SEN
- Stores confidential information (Psychological Assessment Reports etc.) regarding SEN children and shares same with principal, class teachers, support teachers, SNAs, other agencies where appropriate.
- Liaises with SENO regarding all aspects of special education provision
- Arranges for exemptions from the study of Irish for pupils for whom this is appropriate.

SEN Co-ordinator:

- Oversee the day-to-day operation of the SEN policy
- communicate with the principal in relation to SEN matters on an on-going basis
- 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 SET team and class teachers 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 screening of pupils for additional support, using the results of standardised tests
- oversee the tracking system of test results on password-protected Aladdin software to monitor the progress of pupils
- Selects children for psychological assessment in consultation with the principal, class and support teachers and with our NEPS psychologist
- maintain lists of pupils who are receiving additional support
- Participates in and or oversees the drafting of pupil and classroom support plans

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. 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

- ensure that they plan their lessons carefully to address the diverse needs within the classroom. This will include adapting their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern.
- implement targeted interventions to develop relevant adaptive skills related to SEN 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 and correct standardised tests of achievement in literacy and numeracy, following the school's guidelines
- discuss outcomes of standardised testing with SET team to assist in the selection of children for supplementary teaching
- meet with parents regarding any concerns about their child and update them regarding their progress
- gather information and assess children presenting with needs to inform teaching and learning using the Continuum of Support
- open up and develop classroom support plans on Aladdin once additional needs have been identified and require classroom support

- implement classroom support plans with identified students and collaborate with SET team if students need to move to school support
- collaborate with SET team and parents to develop Support Plan for each pupil in receipt of School Support and School Support Plus
- meet regularly with Special Education Teachers, relevant staff and parents to review Support Plans
- where applicable, collaborate with the SET team regarding teaching aims and activities for team teaching
- adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session
- co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN within the class(es) to which they are assigned

The Role of the Special Education Teacher (SET)

The SET teacher should:

- familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of need
- teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support
- depending on the learning needs identified, a pupil with special educational needs may be supported at classroom level, or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models
- some pupils with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions should be based on careful identification of strengths and needs
- assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention
- collaboratively develop Support Plans with class teachers, other staff and parents for each pupil selected for school support and school support plus
- meet with class teachers, relevant staff and parents to develop and review support plans
- update and maintain planning and progress records for each individual or group of pupils in receipt of school support
- short-term planning should reflect the support plan targets and should break down the development of skills and content into small incremental steps to address each pupil's specific needs on a weekly basis.
- outcomes for pupils should be routinely assessed, recorded and used to review progress. These outcomes should also be used to inform the targets for the next phase of intervention.
- provide supplementary teaching for literacy and numeracy on a withdrawal and in-class support basis
- support whole-school procedures for screening
- administer and interpret diagnostic tests and inform class teachers and parents of the outcomes
- meet with parents regarding any concerns about their child and update them regarding their progress

- co-ordinate class groups and offer advice and support to class teachers regarding pupils on their caseload
- ensure permission is received from parents/guardians before commencing specific interventions
- keep up to date with new programmes and strategies , engaging in CPD for same

The type of support offered depends on the child's individual needs and takes the form of:

- curriculum support
- life and/or social skills training
- physical training/gross motor development
- communication and/or language development
- behaviour modification programmes
- assistance with sensory modulation
- development of anger management strategies
- a combination of some/all of the above

Special Needs Assistants

The duties of the SNA carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/class teachers, the SNA will meet the care needs of the SEN pupils to which they have been assigned. (Circular 10/76).

The SNA should

- support the needs of pupils in effectively accessing the curriculum
- contribute to the quality of care and welfare of the pupils
- support learning and teaching in the classroom
- attend, where possible, training courses/workshops provided by the BOM
- attend IEP meetings and/or meetings with relevant professionals, when necessary
- ensure the safety of the SEN pupils in the schoolyard, and be present for the duration of the yard breaks along with the teachers on duty
- maintain a record of support provided to their SEN pupil
- accompany SEN pupil to supplementary lessons when appropriate

Parents/Guardians

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

Parent/Guardian should:

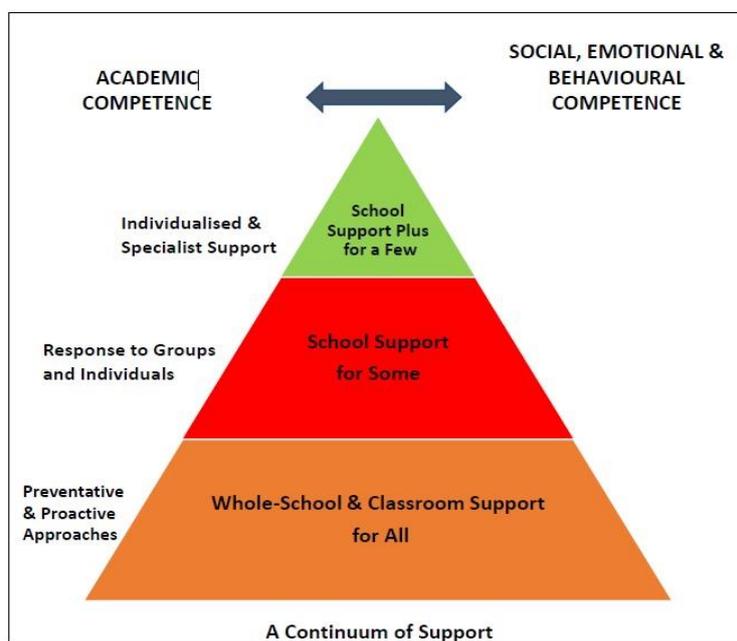
- share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage
- support the work of the school and keep the class teacher informed of the progress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

Identifying Pupils with Additional Needs

Continuum of Support

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

The Continuum of Support suggests the following levels of support



A more comprehensive explanation of each stage can be in the Continuum of Support – Guidelines for teachers

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

Table 1: Identification of Educational Needs through the Continuum of Support Process

<p>Classroom Support</p>	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> • Parental consultation • Teacher observation records • Teacher-designed measures/assessments • Basic needs checklist * • Learning environment checklist* • Pupil consultation - My Thoughts About School Checklist • Literacy and numeracy tests • Screening tests of language skills <p>A classroom support plan runs for an agreed period of time and is subject to review.</p>
<p>School Support</p>	<p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none"> • Teacher observation records • Teacher-designed measures/assessments • Parent and pupil interviews • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition. A school support plan operates for an agreed period of time and is subject to review.</p>
<p>School Support Plus</p>	<p>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:</p> <ul style="list-style-type: none"> • Teacher observation and teacher-designed measures • Parent and pupil interviews • Functional assessment • Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc <p>Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</p>

Information Gathering and Assessment

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

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

Assessment and Screening Tests:

In our school we carry out the following assessment procedures:

- Junior Infants: Observation, Checklists
- Senior Infants: Observation, Checklists, MIST (Follow on programme which is done in conjunction with the parents of the targeted children)
- 1st class: Observation, Checklists, Micra T, Sigma T,
- 2nd class: Observation, Checklists Micra T, Sigma T, NRIT
- 3rd class: Observation, Checklists, Micra T, Sigma T.
- 4th class Observation, Checklists, Micra T, Sigma T, NRIT
- 5th class: Observation, Checklists, Micra T, Sigma T,
- 6th class: Observation, Checklists, Micra T, Sigma T

We continually review the assessment and screening tests that we use in order to balance the needs of our pupils and the need to provide information for appropriate support. Therefore we may deviate from the above list prior to the review date. Together with the above Standardised Tests the following tests are available. They will be administered as need arises by the class teachers/or SEN team during the year.

Inventory of Test Materials

Screening Tests

- Middle Infant Screening Test (MIST)
- Micra-T
- NRIT -Non Reading Intelligence Test
- Schonell Reading Test
- Schonell Spelling Test
- Graded Spelling Test: Daniels and Diack
- Gillham's Early Literacy Test
- Sigma-T
- Westwood: Digit Recall Test.
- Number Knowledge Test
- Mathematics Screening II Adler
- Early Numeracy Skills Checklist.
- Dyslexia Screening Test (DST – J)
- Bangor Dyslexia Test
- Special Educational Needs Checklist s

Diagnostic Tests

In our school the following tests are available for administration:

- PM Assessment Kit
- 100 Word List
- The Graded Test of Reading Experience: Daniels and Diack

- Second 100 words List
- Dolch Basic Sight Wordlist
- Fry Words (The First – Tenth Hundred)
- Social sight vocabulary
- Jackson Phonics Test
- Get Reading Right. (Jackson.)
- Phonological Assessment Battery.
- Phonic Skills Check (NEPS)
- Belfield Infant Assessment Profile (BIAP)
- The Standard Reading Test: Daniels and Diack
- Marino Reading Test
- RAIN Sentence Reading Test
- York Assessment of Reading for Comprehension (YARC) 2nd – 6th
- Drumcondra Oral Language Profiles
- Oral Language Rubric on Syntax. (Staff Designed)
- Oral Language Assessment (Marie Clay)
- Basic number Diagnostic Test - Gillham
- Quest Literacy and Maths tests
- Maths Assessment Test 1-6 (CJ. Fallon)
- WIATT for Teachers
- WRAT 4

Prevention and Early Intervention Strategies

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

- Whole school promotion of Reading for Pleasure
- The development and implementation of agreed whole school approaches to languages development, e.g. Phonological awareness, and to the teaching of other aspects of English.
- The development and implementation of agreed whole school approaches to the teaching of aspects of maths, e.g. our whole school approach to the Language of Tables, Subtraction, Fractions and Problem Solving
- Promotion of Numeracy e.g. Ready Set Go Maths, Hands-on approach, Maths for Fun
- Building Bridges Comprehension Strategies
- Genre Writing
- Reading Recovery and Literacy Lift-off with identified students
- Print rich environment ,
- Shared/paired reading, Buddy reading
- Story time, Library time, DEAR time, Book Fair, Class library, visiting authors,
- Write a Book Project for children in 4th class
- Access to Literacy and Numeracy apps on school tablets and at home
- In Class Support for the development of Literacy and Numeracy in all classes
- Reading Recovery for targeted children in Senior Infants and first class.
- Maths Recovery in 1st Classes.
- Forward Together Programme in Senior Infants for targeted children based on MIST (Middle Infants Screening Test) results
- Ongoing observation and assessment of pupils by the Class Teacher.
- Bilateral Movement and Smart Moves Programme for children with Motor Co-ordination difficulties
- Homework and Activity Clubs Supported by DEIS and School Completion Programme.
- Parental involvement in promoting literacy and numeracy e.g. Maths for Fun,
- Differentiation - adapting the learning environment.
- In-class support from the SET team.
- Power Hour/Team Teaching/Aistear.

- Withdrawing individuals/groups.
- Fun Friends & Friends for Life programmes in selected classes
- Weaving wellbeing programme in selected classes

Meeting the Needs and Allocating Resources

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

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

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

We take into account the different backgrounds, experiences, interests and strengths that influence the way in which children learn when we plan our approaches to teaching and learning. In planning our support, the 'Planning Template' outlining the 6 point action plan below will be utilised.

Planning Template to Guide the Allocation of Additional Teaching Supports for

Pupils with Special Educational Needs (Primary Guidelines, P19-20)

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, information on social and emotional competence, 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.

<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.

SELECTION PROCESS FOR ALLOCATING ADDITIONAL TEACHING SUPPORT

Stage 3 School Support Plus	<ol style="list-style-type: none"> 1. Children with identified complex needs by an external professional such as a <ul style="list-style-type: none"> • Physical Disability • Hearing Impairment • Visual Impairment • Emotional Disturbance • Moderate General Learning Disability • Severe/Profound General Learning Disability • Autistic Spectrum Disorder • Assessed Syndrome • Specific Speech and Language Disorder/Impairment 	Individual Education Plans	<p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal</p> <p>Personnel SET teacher Class Teacher Outside Agencies</p>
Stage 2 School Support	<ol style="list-style-type: none"> 2. Prevention and Early Intervention Programs (Aistear, Reading/Maths Recovery, Infant Activities and Power Hour JI-2nd, FRIENDS 2nd & 5th) 3. Children in JI & SI whom English is an additional language or children whom English is an additional language newly arrived in Ireland in 1st – 6th 4. Children on or under the 12th Percentile in Literacy Standardised Tests 5. Children with an identified need assessed by external professionals who are not on or below the 12th 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 SIGMA T 7. Children with a identified need by external professionals who are not on or below the 12th percentile in Numeracy <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 8. Children who have not made adequate progress after interventions at Stage 1 9. Children in 1st – 6th who have not made adequate progress after EAL interventions 	Group or Individual Profile and Learning Programme	<p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal</p> <p>Personnel SET teacher Class Teacher</p>

Timetabling

When drawing up timetables it is important to remember that:

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

Tracking, recording and reviewing progress

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

Student Support File

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

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

A class teacher or class coordinator should open a Student Support File once a child is placed on Stage 1 –Classroom Support on the continuum. This is stored digitally on the server in Pupil Records and a paper copy is stored in the class teacher's assessment folder.

If, after a number of reviews, the child's case is moved to School Support , an individual Support Plan is created by a member of SET team on Aladdin. It is the responsibility of the class teacher and the allocated SET to access and update the information in the Student Support File. The same system is in place for children on School Support Plus.

Support Plans

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

Stage 1 – Classroom Support

A Support Plan at stage 1 is a Classroom Support Plan created using the template on Aladdin. This is a simple plan which is drawn up by the Class Teacher in collaboration with the SEN Class Coordinator which outlines the pupil's additional educational needs and the actions, including individualised teaching and management approaches, which will be taken to meet the pupil's needs. The plan may also include home-based actions to be taken by the pupil's parents to support their child's development. The Classroom Support Plan should include a review date. This could be at the end of a school term.

Stage 2 – School Support

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

Stage 3 – School Support Plus

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

- The nature and degree of the pupil's abilities, skills and talents
- The nature and degree of the pupil's special educational needs and how those needs affect his/her educational development
- The present level of educational performance of the pupil
- The special educational needs of the pupil
- The special education and related support services to be provided to the pupil to enable the pupil to benefit from including:
 - Strategies for supporting the pupil's progress and inclusion in the classroom setting
 - Individual and/or small group/special class interventions/programmes
 - Specific methodologies/programmes to be implemented
 - Specific equipment/materials and/or IT supports, if required to support learning and access to the curriculum
 - Support required from a Special Needs Assistant (SNA), if appropriate
 - The goals which the pupil is to achieve over a period not exceeding 12 months
 - The pupil's priority learning needs, long and short term targets to be achieved, the monitoring and review arrangements to be put in place

SEN Records

Individual SEN Files

All pupils' SEN files are stored on Aladdin. A hard copy may be printed by the SET teacher or class teacher. It is this teacher's responsibility to ensure the Support Plan is stored in a secure place in teacher's room. It is the responsibility of SETs to update and manage the files of the children on school support and school support plus that they support. It is the responsibility of the class teacher to update and manage the Support Plan for children on classroom support. The following should be stored

School Support Plus

A file is created for any pupil on School Support Plus and will include reports from outside agencies and/or NEPs. These are stored in a filing cabinet in the principal's office. Teachers may take these out of the office to gather information; however they may not be removed from the school premises. Teachers will sign the report out in the sign out notebook. Reports should not be photocopied or marked in any way. Teachers will endeavour to protect pupils data at all times when making notes on individual pupils from these reports.

Health and Safety Issues

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

Supervision/Child Protection

- Where pupils receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both themselves and the pupil are visible through the glass panel in the door or a window.
- Where there is no glass panel, the door of the room should remain open.
- Where pupils are withdrawn for support, the SET teacher should collect and return children to their classrooms.
- Where a child has access to an SNA, they may withdraw the child from the class if a plan is in place with the class teacher.

Ratification and Communication

This revised policy was ratified by the Board of Management in November 2018

Implementation and Review

This policy will be implemented from November 2018. It will be reviewed in 3 years by the Special Education Team and all staff

Signed: _____
(Chairperson)

Date: _____