

4.1 Support Policy

Support Policy

(Reviewed March 2022)

Introduction

St Kilian's National School is a 23 teacher school with over 350 pupils. St. Kilian's is a Catholic primary school under the patronage of the Bishop of Kilmore. Our school aims to promote the full and harmonious development of all aspects of the pupil, intellectual, physical, cultural, moral and spiritual, including a living relationship with God and with other people. The provision of a quality system of Special Education is integral to this commitment.

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

5 Support Teachers and one part time.

3 Teachers in Spraoi ASD Unit, 2 primary classes and an EIC

10 SNAs

The school has a three classroom Special Autism Centre called Spraoi with the following ancillary facilities:

3 designated classrooms

Sensory Room

Central Activity Space

Withdrawal Room

Play Room

Soft play area

Internal yard

Staff room and parent meeting room

Wet room, bathrooms, showers etc....

Store rooms

Rationale

The purpose of this policy review is to inform and guide interested parties on the provision of school support for children who may experience learning difficulties at St Kilian's National School. It is hoped that it will assist us to meet all our obligations under the Education Act, 1998 and in line with the new special education model.

Relationship to the Characteristic Spirit of the School

This Support Policy is an integral part of our dedication to help every child in our school achieve his/her potential.

Aims

- To provide children with learning difficulties with the supports necessary to achieve their potential in literacy and numeracy.
- To provide children with opportunities to achieve their potential in social development.
- To develop positive self-esteem and positive attitudes about school and learning in these

pupils.

- To enable pupils to monitor their own learning and become independent learners within their own ability.
- Involve parents in supporting their children's learning.
- To establish and help run early intervention programmes to enhance learning.

Record Keeping

Current School Support Plans or School Support Plus Plans, assessments results, professional reports etc... are all stored in the pupils' files in the Mary Monnelly Room in a filing cabinet specifically for pupils with SEN. When pupils leave, files are then stored as per our Data Protection Policy.

Current School Support Plans or School Support Plus Plans are also shared on Aladdin.

The teachers draw up Classroom Support Plans on Aladdin.

Special Needs Assistants

St. Kilian's National School has 8 full-time and 2 part time Special Needs Assistants. The duties of the SNAs are outlined in their contracts of employment, available from the Principal. 8 SNAs are currently assigned to Spraoi and 2 are in the mainstream setting.

Timetabling

The Board of Management recognises that in addition to providing supplementary teaching, the support teachers must allocate time to non-teaching activities, to include overseeing the early intervention and prevention programmes, conducting diagnostic assessments, maintaining and reviewing pupil records, co-ordinating special needs services and consulting with teachers, SNAs and parents.

STs will have non-contact time for the last 45 minutes on Friday. Every effort will be made to timetable planning, parent teacher, and other consultative meetings at this time.

The week of the summer holidays is deemed a planning and assessment week. Pupils will be assigned for the following Sept during this week.

Teachers have a Croke Park day before returning to school to assist with planning and communication.

Pupils with complex needs will be taken from the first day back at school in Aug/Sept. Team teaching initiatives will commence on the Monday of the third week leaving time for assessments, planning and supporting infants.

3 support teachers will administer the Bracken during the first week in September.

The 'support year' will have 3 terms of 12 weeks.

In the event of a child(ren) being absent the support teacher will make him/herself available to that child's class teacher for in-class support.

Teachers with specific skill sets or with courses done in for example Special Education or ASD should be focusing on these areas. Children with specific disabilities such as ASD or Dyspraxia should be clustered together where possible. Every effort will be made to avoid children attending more than one support teacher.

A support teacher will be assigned 2 specific classes to work with ie: teacher 1 with Infants, teacher 2 with 1st + 2nd, teacher 3 with 3rd + 4th and teacher 4 with 5th + 6th. This should enable more collaboration between the class and support teacher.

RSGM will commence at 8.55 and Enhancing Literacy at 11.05.

At all times the child's individual needs are given priority when timetabling.

Inclusion (See Policy on the Integration and Inclusion of Special Needs Children into Mainstream Classes).

Inclusion:

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.

Setting Suitable Learning Challenges

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. In order to do this, St. Kilian's N.S. will use the 'Continuum of Support Process' as outlined in Table 1 below to identify educational needs. Identification of educational needs is central to setting suitable learning challenges for our SEN pupils. 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. It is important to look at a pupil's needs in context, and to use our resources to support this (for example, learning environment checklist, teacher checklist for whole-class structures and supports).

Table 1: Identification of Educational Needs through the Continuum of Support Process	
Classroom Support	<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 (available on the NEPS website) <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.</p> <p>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>

Meeting Children's Diverse Learning Needs

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)

<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.

Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Children

We recognise that a minority of children will have particular learning and assessment requirements that will create barriers to learning, if we do not address them through special arrangements. Our SEN policy envisages a whole school approach that takes into account the roles of the Board of Management, the principal, class teacher, special education teacher and the parents.

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

Board of Management

The BoM will fulfil its statutory duties towards pupils with special educational needs. It will ensure that the provision required is an integral part of the school development plan. Members will be knowledgeable about the school's SEN provision - funding, equipment and personnel. 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 for teachers and pupils
- Provides a secure facility for storage of records.
- Provides a budget for private assessments
- Provides a budget to assist teachers with CPD in this area

Principal

The principal has overall responsibility for the day-to-day management of provision. He will work closely with the SEN co-ordinator and will keep the BoM informed about the working of this policy. It will be the role of the principal in collaboration with the SEN co-ordinator to:

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

Special Needs Co-ordinator

The Special Needs Co-ordinator will be responsible for:

- Overseeing the day-to-day operation of the SEN policy

- Co-ordinating provision for children with special educational needs based on the school's guide for selection of pupils for support
- Co-ordinates the timetable for support teaching
- Liaising with and advising fellow teachers and contributing to in-service training of staff
- Liaising with and advising SNAs with regard to supporting children with special needs
- Liaising with parents of children with special needs
- Monitoring and evaluating SEN provision
- Keeps a list of pupils who are receiving supplementary teaching
- Facilitating planning for class teacher with support teacher
- Supports the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support
- Keeps teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals
- Advises parents on procedures for availing of special needs services
- Selects children for psychological assessment in consultation with class and support teachers
- Liaises with external agencies such as NEPS to arrange assessments of children with SEN
- Stores confidential information (Psychological Assessments, Speech and Language Reports etc.) regarding SEN children and shares same with principal, class teachers, support teachers, SNAs, other agencies where appropriate.
- Ensure files, reports and test results are kept in good order.

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 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. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers will 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

Every pupil needs to be taught a broad and balanced curriculum that is appropriate to his/her developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the range of learning needs in any class, mainstream class teachers will regularly

need to differentiate their lessons. This can be achieved by:

- Varying the level, structure, 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 can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access.

All requests for support should be made through the LS Co-ordinator during weeks 11 and 12 of the instructional term. Teachers will be reminded through the weekly schedule. There is an agreed template to be shared on Google Docs

The Role of the Support Teacher

Support teachers should be 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 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, including multi-disciplinary assessment when necessary.

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
- speech training/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

Support teachers may assist with the implementation of OT and or Speech and Language programmes under the guidance of the relevant professional if they deem it reasonable to do so.

Support teachers, in consultation with class teachers, should plan their interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant continuum of support plan. 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.

Parental Involvement

Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs. Parental engagement is enhanced when parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in regular reviews of progress. The Continuum of Support process and use of the Student Support File provide valuable opportunities to engage with parents and to build a collaborative approach to identifying and responding to the needs of pupils with special educational needs. There may also be opportunities for parents to work collaboratively with the school through initiatives such as Oxford Reading Tree.

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the special educational needs provision available in the school. Our school will consult with parents when developing and reviewing policies relating to the education of children with special educational needs. This helps to ensure that parents understand the school's approaches and better enables them to support their children in transitioning through the school.

The Parents/Guardians of the pupils of St. Kilian's N.S. can prepare for and support the work of the school by:

- Supervising, assisting with, showing interest in and signing homework.
- Reading and telling stories to their child/children.
- Listening to and giving supportive feedback on oral reading.
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers.
- Signing and returning consent forms to the school regarding withdrawal for support teaching.
- Talking positively about school and school work.
- Keeping the class teacher informed of any home factors which may be affecting their child's progress.
- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning.
- Helping children to develop their organisational skills.
- Helping children to look after school books and other resources which are loaned to the children for use at home.
- Supporting programmes and initiatives implemented by the school.

Enrolment

The 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. The Ed. 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'.

Parents are required to notify the school of their child's special needs in advance of enrolment. The Board of Management will request a copy of the child's medical or psychological report. No child will be refused admission solely on the grounds that s/he has SEN except where the provision required is incompatible with that available in our school.

Special Facilities

St. Kilian's National School is a two storey building which is wheel chair accessible. There are rooms specially equipped for Autistic classes including an O.T. room. Where specialised equipment is to be used (i.e. in the case of a child with cerebral palsy) training will be given to staff as required.

Resources

St. Kilian's National School is a well-resourced school, which constantly monitors and updates its resources. I.T. provision is good and is updated regularly.

Models of Delivery

i) Prevention Strategies

Strategies for preventing learning difficulties in our school include:

Using agreed whole school approaches to language development and other aspects of English including spelling, handwriting, phonological awareness, phonemic awareness, reading and writing to ensure continuity from class to class.

- ★ Provision of supplementary readers for Infant and Junior classes
- ★ Provision of big books and a specific Infant library
- ★ Provision of a wide range of library books in class and in the school book store
- ★ Implementation of Group Reading (ORT) at instructional level from Senior Infants to Sixth Class inclusive.
- ★ Using agreed whole school approaches to teaching Numeracy to ensure continuity from class to class
- ★ Teaching the Basic Number Facts to pupils from First to Sixth class using agreed terminology
- ★ Provision of concrete materials for use in teaching Numeracy
- ★ Provision of Numeracy games and apps
- ★ Using a variety of agreed language terms in Numeracy, e.g. take away, subtract, minus, less as reflected in the school Numeracy Plan.
- ★ Collaborating with parents by engaging in formal and informal meetings
- ★ Implementation of paired reading programmes involving parents and pupils.
- ★ Ongoing structured observation and assessment of the language, literacy and numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties
- ★ Administering *Bracken Basic Concepts* test to all Junior Infants in September to facilitate early identification of possible learning difficulties
- ★ Administration of PT English 5 test to Snr Infants during the last term
- ★ Administering an annual literacy screening tests for pupils from Senior Infants to Sixth when required
- ★ Administering annual numeracy screening tests First to Sixth and Basic Number Fact Tests for pupils from First to Fifth
- ★ Differentiation in class work
- ★ Thinking Time is actively promoted in the school to develop oral language.
- ★ Comprehension Strategies is implemented throughout the school
- ★ Friends for Life is implemented in identified classes
- ★ Yoga and Mindfulness are used as a prevention strategies in identified classes
- ★ Embracing the Arts project highlights the importance of each individual's creativity.

- ★ Gardening.
- ★ Run for Funds is an important prevention strategies

ii) Intensive Early Intervention

We, in St. Kilian's National School, have adopted a policy of Early Intervention. We believe it is imperative to identify and assess children as early as possible, so that effective interventions can be put in place. The Bracken Basic Concepts is administered to Junior Infants during the first term and the PT English 5 is administered to Snr Infants after Easter. BURT is administered to children in 1st and 2nd classes. This Early Intervention involves the implementation of intensive teaching programmes and initiatives to all children from Junior Infants to Second classes including those experiencing learning difficulties. Class teachers will select class groupings for in class support, to support language, numeracy and or social skills programmes.

The staff during the course of their review identified Early Intervention as being particularly effective in our school and proposed that it be extended into First Class- resources permitting.

Programmes include: Ready Set Go Maths/Active Learning
Aistear
Enhancing Literacy
Number Sense

- ★ All programmes are time specific. The school year is divided into 12 week instructional terms. Pupils are assessed at the end of these periods to inform further planning and teaching. Alternatively, the child reaches all targets and thus discontinues supplementary teaching.
- ★ They involve small-group teaching or individual teaching where appropriate
- ★ Tuition is provided on a daily basis if possible
- ★ Strong focus is placed on developing oral language skills as the foundation for further reading and comprehension skills
- ★ The development of phonological awareness and a range of word identification skills are emphasized.
- ★ Children are engaged in regular oral/silent reading of text at appropriate levels to monitor and improve their fluency, comprehension and word identification skills.
- ★ The skills of listening, speaking, reading and writing are developed.
- ★ Provision of in-class programmes e.g. R.S.G.M./Active Learning, Aistear and Literacy Lift Off for Junior Infants to Third Class
- ★ Focus is placed on the development of the language of mathematics and the development of mathematical procedures and concepts.
- ★ Regular communication is maintained with parents. Parents are aware of the targets set for their children and they have a clearly defined and agreed role in their children's progress.

iii) Intervention Models

Team Teaching/In Class Support

This model is used increasingly in classes throughout our school. Team teaching using the station teaching strategy has proven very effective in delivering our **RSGM, Active Learning, Aistear and Enhancing Literacy** initiatives.

Enhancing Literacy runs throughout the school year for 1st and 2nd Class once resources allow.

Withdrawal

This model of delivery is used where it is in the best interests of the children to work individually or in a small group outside the classroom. Children in receipt of supplementary teaching are withdrawn in small groups and taught in the LS room. The LS/RT reviews and monitors progress in consultation with the class teacher. Pupils in receipt of resource hours may be clustered or taken individually if absolutely necessary by the resource teacher.

Child Protection. In the event of a child being taken on his or her own, the teacher will ensure that the classroom door has a window **and or** that the door remains open.

Identification of pupils requiring Supplementary Teaching.

Assessment occurs along the continuum and encompasses both assessment for learning and assessment of learning.

Assessment

Bracken Basic Concepts (Sept)

Junior Infants

Has to be administered by Learning Support Teacher as it is done individually and takes about 30min per child. It can take a further 45mins to correct the test. This test is kept in the individual folder belonging to the child in secretary's office under the specific class.

BURT (Sept and again in Jan) This is used by the Literacy Lift Off Team (Adm. by the team) First and Second Class

Verbal and Non Verbal Reasoning Test (Dec) This replaced the NNRIT

First Class (used to do in 5th also)

The Teacher 's Manual is the same for both tests whereas with 5th test there are separate manuals for each test.

Basic Number Facts (Jan)

Second and Fourth Class

MIST or PTE5

Senior Infants

Results are sent off and generated.

Maybe do MIST if you have a class with particular difficulties.

Drumcondra Test of Early Numeracy Screening

There is a literacy above one which has been replaced by PTE5

Senior Infants

Administered by class teachers, corrected and results

Standardised Tests.

English (1st to 6th)

Maths (1st to 6th)

Gaeilge (4th + 6th)

All tests administered are Drumcondra following participation in the pilot in 2018. They are done annually in May.

Collaboration

Collaboration "should be purposefully and specifically planned and the responsibilities of each person or group should be clearly defined in the school plan", (L/S Guidelines pg. 20).

The support team meets with the SEN co-ordinator and school principal in September to organize caseloads and plan for collaboration with class teachers as part of the information gathering process which is necessary for planning.

Timetables are drawn up by the individual support teachers and then co-ordinated by the principal. **Pupils with complex needs are taken immediately in September.**

Timetables are reviewed after the first instructional term (12 weeks) and will be adjusted appropriately. This process will be repeated after 24 weeks.

Support teachers meet with class teachers before the Mid-term break in Feb to discuss progress (Croke Park hour). Any decisions made are recorded in the support plans.

The Principal may attend the support plan meeting and other professionals such as O.T., Speech Therapist, SENO and Ed Psychologist may also be invited to attend. The minutes of the meeting are recorded by the support teacher and the school support plan is written in collaboration with the class teacher and shared on Aladdin.

Assessment, Recording and Reporting

Step 1 - Preliminary Screening

- ★ Screening tests are administered in the final three months of each school year in Numeracy for Snr Infants to Sixth and The Basic Number Facts for pupils from First to Fifth and in English for pupils from Senior Infants to Sixth.
- ★ Junior Infants are assessed using *The Bracken Basic Concepts Scale*
- ★ Breeda Kenny has overall responsibility for testing in our school.
- ★ The ST administers, corrects and records the results of, *The Basic Number Facts Test, and The Bracken Basic Concepts Scale.*
- ★ The SET together with the class teacher administers the Numeracy and English tests
- ★ All teachers correct their own Numeracy and English standardized tests and record the scores on the computer in the Mary Monnelly Room. The computerized scoring system then generates the detailed results. The results are recorded on the class record sheet. Record sheets are stored in the filing cabinet in the Mary Monnelly Room.
- ★ Teachers correct pupils' tests.
- ★ Computerized scoring system is used.

Step 2 - Selection for Diagnostic Assessment

Selection is made based on teachers' concerns and results of standardized tests.

Step 3 - Diagnostic Assessment

Subject to parental agreement diagnostic assessments are carried out by a support teacher and consultations regarding the results are held with class teachers and parents at parent/teacher meetings or earlier if deemed necessary.

Diagnostic Tests such as *The Neale Analysis, Jackson Phonics, The Aston Index, Quest, and Diagnostic Reading Analysis* may be used.

Step 4 - Programme Planning

A school support plan or school support plus plan is drawn up by the class teacher in co-operation with the support teacher, parents and other relevant professionals. This programme is implemented by all parties.

The class teacher modifies teaching approaches and methods in order to support the pupil. Technology such as a soundfield system, iPads etc... may be employed to support the needs of individual children. The support teacher works with the pupil for an instructional term of 12 weeks or until targets are achieved. The support teacher maintains progress records.

Step 5 - Programme Implementation

At the end of the instructional term (12 weeks) an assessment of the pupil's progress is made. The learning programme is evaluated. Consultation between the support teacher and the class teacher is held and a decision is made with regard to the level of support now required by the child. This decision is recorded in the SSPP and SSP and parents are informed of any changes.

Step 6 - Programme Review at the end of instructional term

A child's progress is reviewed after 12 instructional weeks or earlier if appropriate. A pupil who is no longer in receipt of supplementary teaching may receive additional support from the class teacher.

Step 7 - Continuation of Supplementary Teaching for a further instructional term

Return to Step 4 above and repeat steps 4 to 6

The Staged Approach to Assessment, Intervention and Review

A staged approach to assessment, identification and programme implementation is appropriate generally in the area of special needs. There are cases where there is an obvious immediate need for assessment and allocation of resources.

A Guide to the Selection of Pupils for Supplementary Teaching.

The support team will select pupils in accordance with these criteria, stopping at (1) if his/her caseload is full, but will continue on to point (2) caseload permitting, and so on through the selection criteria.

(1) Pupils diagnosed as having complex needs.

(2) Pupils who access health supports through the HSE network Disability Teams, or who are on that waiting list for access, will be considered as having complex needs.

(3) Pupils identified by teachers as potentially having complex needs.

1 - 3 on School Support Plus Plans

In some cases pupils fulfilling criteria 1 to 3 may be coping and progressing in the mainstream class and therefore a Classroom Support Plan is deemed sufficient to cater for identified needs.

(4) Pupils diagnosed as having specific learning disabilities.

(5) Pupils scoring at/below the 10th percentile on standardized assessments in literacy.

(6) Pupils scoring at/below the 12th percentile on standardized assessments in literacy (to allow for a margin of error).

4 - 6 on School Support Plans dependent on reasonable attendance and acceptable levels of engagement.

(7) Early intervention in literacy (Infants - 2nd Class pupils who continue to experience difficulty despite stage 1 intervention).

(8) Pupils scoring at or below the 10th percentile on standardized assessments in mathematics.

(9) Pupils scoring at or below the 12th percentile on standardized assessments in Mathematics.

(10) Early intervention in mathematics, (Infants - 2nd class pupils who continue to experience difficulty despite Stage 1 intervention).

(11) Pupils scoring above the 12th percentile on standardized assessments in literacy, who continues to experience difficulty, despite Stage 1 intervention by the class teacher, under the

Staged Approach.

(12) Pupils scoring above the 12th percentile on standardized assessments in mathematics, who continue to experience difficulty despite Stage 1 intervention by the class teacher, under the Staged Approach.

8 - 12 on School Support Plans

(13) Pupils who are excelling in mathematics will be targeted for further support.

Procedures for Continuing/Discontinuing Pupils

At the end of each instructional term pupils are reviewed by the Support Teacher and Class Teacher. A decision is then made to continue/discontinue supplementary teaching.

The decision is based on the following criteria:

- has the pupil achieved some/all of the learning targets set?
- will the pupil be able to manage independently/semi-independently in the classroom context?

Any decision must be made, bearing in mind the overall demands on learning support within the whole school.

A decision to continue the provision of supplementary teaching will result in a revision of the pupil's Support Plan

Monitoring Progress

Close monitoring of children's progress in the Learning Support class is vital to optimize learning and success. This is carried out in a number of ways.

- ◆ Progress is monitored through teacher observation by both class and Support teachers.
- ◆ Class and Support teachers discuss progress informally on a regular basis.
- ◆ Through testing using teacher designed tests and standardized tests to confirm that targets as laid down in Support Plans are reached and that knowledge and skills have been consolidated or alternatively to reconsider targets and teaching methodologies.
- ◆ Through reference to other documents which provide evidence of pupil's progress, for example samples of written work, checklists, running records, recordings of oral work, material in pupils portfolio of completed work and notes or comments on their *Weekly Planning and Progress Record*
- ◆ Class and LS teacher meet at least once during each instructional term to discuss progress and plan ahead: where possible the school principal will attend these meetings.

These meetings address such issues as:

- ◆ Progress of individual students with reference to their support plan's targets.
- ◆ Pupil's attendance and levels of engagement
- ◆ Selection of next set of targets and resources to be used.
- ◆ Suggestions as to how class teacher can support the attainment of these targets in class.
- ◆ How parents can best support the programme at home.
- ◆ Agreement on how much and what type of homework should be assigned by each teacher.
- ◆ Criteria for discontinuing/increasing/decreasing level of support and timetabling.

- ◆ If further testing/assessment is necessary.

Liaising with parents

- ◆ Regular communication with parents is vital for success of supplementary teaching. Parents are aware that their child has challenges from the time the class teacher decides to implement a classroom support plan.
- ◆ Parents should be advised that their child has been selected for diagnostic assessment.
- ◆ Parents attend a meeting to discuss the results of this test.
- ◆ Parents are made aware of the targets set for their child and are encouraged to support the achievement of these targets through specific work plans at home.
- ◆ Daily communication is maintained with parents through child's homework/notebook.
- ◆ Support teachers aim to meet parents at least twice annually, but are happy to meet at other times if necessary.
- ◆ At discontinuation of supplementary teaching, teachers meet parents to discuss how the child's future needs can continue to be met at home and in the classroom in the absence of supplementary teaching support.

Review

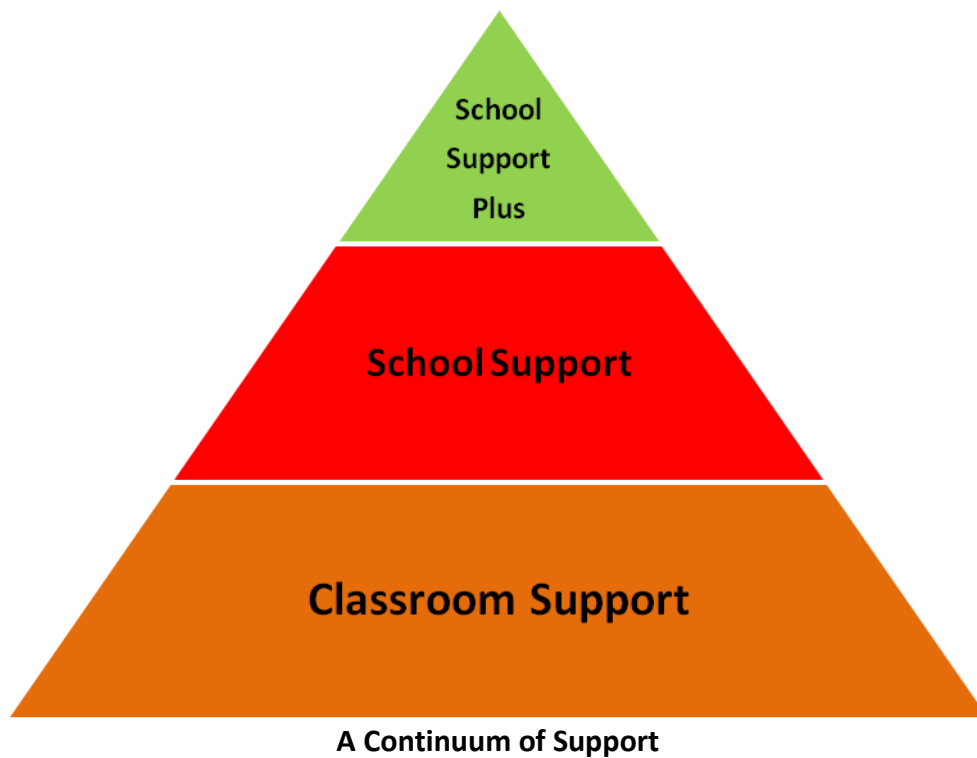
The policy was drawn up in January 2018 to reflect the new special education model and was reviewed in March 2019 and again in March 2022. It will be reviewed again as the need arises.

Signed _____ (Chairperson).

_____ (Principal). Date 9/05/'22

St Kilian's NS Mullagh

CONTINUUM OF SUPPORT STUDENT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	



Classroom Support Checklist

(Essential references: SEN: A Continuum of Support: Resource Pack for Teachers, pages 15 to 17)

Name:	Age:	Class:	Today's Date:
General Information	Checked Yes/No	Comments	
1. Parents Consulted			
2. Information from previous school/preschool gathered			
3. Hearing			
4. Vision			
5. Medical Needs			
6. Basic Needs Checklist completed			
7. Assessment of learning- screening			
8. Observation of learning style/approach to learning			
9. Observation of behaviour			
10. Interview with pupil			
11. Classroom work differentiated?			
12. Learning environment adapted?			
13. Yard/school environments adapted?			
14. Informal consultation with outside professionals?			
Action needed?			
Actions agreed with parents and relevant staff?			
Signed:			
Parent(s): _____ Teacher(s): _____			

Classroom Support Plan/Review <i>(Essential references: SEN- A Continuum of Support: Guidelines for Teachers, pages 11 to 19);</i>							
Name:	Age:	Class:	Today's Date:				
Student's Strengths/Progress Made:							
Concerns/Continued Concerns:							
Possible Reasons(We think it may be happening because...): <i>(Essential references: SEN- A Continuum of Support: Resource Pack for Teachers (pages 2 to 16); BESD: A Continuum of Support: Guidelines for Teachers (pages 64-69))</i>							
Targets we want to achieve:							
Strategies we will use: <i>(SEN- A Continuum of Support- Guidelines for Teachers p14; BESD: A Continuum of Support-Guidelines for Teachers (pages 110-122)</i>							
Signed: Parent(s): _____ Teacher(s): _____							
Review date and outcomes (targets met and unmet):							
Outcome of Review:							
New Classroom Support Plan to be agreed	<input type="checkbox"/>	Classroom Support Plan no longer necessary	<input type="checkbox"/>	School Support Plan to be initiated	<input type="checkbox"/>	Request consultation with other professional e.g. NEPS psychologist or S & L Therapist	<input type="checkbox"/>

SCHOOL SUPPORT CHECKLIST

School Support Checklist

(Essential references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 18 to 20; BESD: A Continuum of Support, p 71)

Name:	Age:	Class:	Today's Date:
General Information	Checked Yes/No	Comments	
1. Parents Consulted			
2. Information from previous school/preschool gathered			
3. Hearing			
4. Vision			
5. Medical Needs			
6. Basic Needs Checklist completed			
7. Assessment of learning- screening			
8. Observation of learning style/approach to learning			
9. Observation of behaviour			
10. Interview with pupil			
11. Classroom work differentiated?			
12. Learning environment adapted?			
13. Yard/school environments adapted?			
14. Informal or formal consultation/advice with outside professionals?			
15. Advice given by learning support/resource teacher or other school staff?			
16. Other interventions put in place in school?			
Action needed			

School Support Plan

(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' pp. 22-30; 'BESD: A Continuum of Support – Guidelines for Teachers' pp.71-74)

Student's Name:	Age:	Start Date:
Lead Teacher:	Class:	Review Date:

Student's Strengths & Interests:

Priority Concerns:

Possible Reasons: *(Essential references: 'SEN: A Continuum of Support – Resource Pack for Teachers' pp. 18-21; 'BESD: A Continuum of Support – Guidelines for Teachers' pp. 80-108)*

Targets we want to achieve:

Strategies we will use: *(SEN- A Continuum of Support- Guidelines for Teachers p23; BESD: A Continuum of Support-Guidelines for Teachers (pages 111-139)*

Staff Involved & Resources Needed:

Signed:

Parent(s): _____

Teacher(s): _____

School Support Review Record

(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' p. 30; 'BESD: A Continuum of Support – Guidelines for Teachers' p. 49)

Student's Name:		Age:	Class:				
Present for Review:			Review Date:				
What has been most successful and why?							
What has been least successful and why?							
What are the student's current needs?							
Actions recommended - what, how, who, when?							
Student's comment:							
Parent/Guardian's comment:							
Signed:							
Parent(s): _____							
Teacher(s): _____							
Outcome of Review:							
New School Support Plan to be agreed	<input type="checkbox"/>	Revert to Classroom Support Process	<input type="checkbox"/>	School Support Plus Process to be initiated	<input type="checkbox"/>	Request consultation with other professionals e.g. NEPS psychologist or S&L therapist	<input type="checkbox"/>

School Support Plus Individual Education Plan Planning Sheet

(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' pp. 32-46; 'BESD: A Continuum of Support – Guidelines for Teachers' pp.50-62; pp.75-77)

Name:	Age:	Class:	Today's Date:
Progress to date/Strengths: The nature and degree of the student's abilities, skills and talents			
Areas for Improvement/presenting difficulties: The nature and degree of the student's special educational needs and how those needs affect his/her progress			
Present level of educational performance of the student			
Summary of Special Educational Needs of the student			
Special Educational Provision: The special education and related support services to be provided to the child			
Further Information			
Signed:			
Parent(s): _____			
Teacher(s): _____			
Outcome of Review:			

School Support Plus – Individual Education Plan (IEP)

(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' pp. 32-46; 'BESD: A Continuum of Support – Guidelines for Teachers' pp.50-62; pp.75-77)

Student's Name:	Age:	Start Date:
Lead Teacher:	Class:	Review Date:
Priorities/Long Term Goals:		
Short-term targets and strategies:		
Target 1:	Strategies:	
Target 2:	Strategies:	
Target 3:	Strategies:	
Target 4:	Strategies:	
Signed:		
Parent(s): _____		
Teacher(s): _____		

School Support Plus – Individual Education Plan (IEP) Review

(Essential References: 'SEN: A Continuum of Support - Guidelines for Teachers' pp. 32-46; 'BESD: A Continuum of Support – Guidelines for Teachers' pp.50-62; pp.75-77)

Student's Name:	Age:	Class:
Present for Review:		Review Date:
Progress to date/Strengths: The nature and degree of the student's abilities, skills and talents		
Areas for Improvement/presenting difficulties: The nature and degree of the student's special educational needs and how those needs affect his/her progress		
Present level of educational performance of the student		
Summary of Special Educational Needs of the student		
Special Educational Provision: The special education and related support services to be provided to the child		
Further Information		
Signed: Parent(s): _____ Teacher(s): _____		
Outcome of Review:		