

Scoil Iognáid de Rís,
Cill Chainnigh.



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Whole School Policy on Special Education

Signed: _____

Chairperson, BoM

Date: 08/04/2019

Guiding Principles:

- All our children have a right to an education, which is appropriate to them as individuals. We want all our children to feel that they are a valued part of our school community.
- The resources provided to support pupils with special educational needs, will be used to facilitate the development of a truly inclusive school.
- 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.
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs.
- 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.
- 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.

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.

As far as possible, therefore, it is our aim to minimise the difficulties that children may experience. We aim to achieve this by adopting the Continuum of Support model which is essential to developing a more inclusive curriculum.

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 additional 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 additional educational needs except where the provision required is incompatible with that available in our school.

Special Facilities

Scoil Iognáid de Rís is a two - storey building with ramps where appropriate. The school has special audio sound field equipment and radio mics for pupils with auditory difficulties.

Resources

Scoil Iognáid de Rís currently has a current allocation of 90 SET hours and has one full time Special Needs assistant. Resources are monitored regularly and updated. I.T. provision is progressive, and each class has its own interactive whiteboard with internet access.

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 additional educational needs 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.

The Continuum of Support Model (See Appendix B)

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, Scoil Iognáid de Rís 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 pupils needs in context, and to use our resources to support this (for example, learning environment checklist, teacher checklist for whole-class structures and supports).

The Continuum of Support is a staged approach to addressing additional needs.

Stage 1: Classroom Support.

Stage 2: School Support.

Stage 3: School Support Plus.

Table 1: Continuum of Support Process

**Stage 1:
Classroom
Support**

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

If the class teacher feels that a child requires more specific differentiated/additional approaches to learning, a classroom support plan is developed and/or adjusted over time to support those pupils.

This is informed by:

- 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.

A classroom support plan runs for a termly basis and is subject to review at the end of each term. A review may result in:

1. Plan is no longer needed.
2. Continue with Classroom Support.
3. Initiate School Support - If concerns continue after a number of reviews the SEN co-ordinator will be contacted with a view to discussing Stage 2 of the continuum. After consultation (teacher, parent and support team) the school support plan will be initiated.

See Appendix A for Record of Differentiated Support in Class.

**Stage 2:
School
Support**

In cases where the Record of Differentiated Support indicates that progress has not been made, or if the results of tests (Quest screening, Micra-T, Sigma-T) , and teacher observation indicate this to be the case, intervention in the form of a support teacher will be accessed. Again, class teachers will discuss their concerns with the child's parent.

At this level a support plan is devised and informed by:

- Teacher observation records.
- Teacher-designed measures/assessments.
- Parent and pupil interviews.
- Learning environment checklist.
- Diagnostic assessments in literacy/numeracy with parental permission.
- Formal observation of behaviour including ABC charts(see Appendix E), frequency measures.
- Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties.
- Educational/psychological/OT assessments.

A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition based on identified needs of the child/class.

A school support plan operates for an agreed period of time and is subject to review.

A review of school support leads to:

1. Plan is no longer needed.
2. Continue with school support plan.
3. Initiate school support plus. If concerns continue after a number of reviews, the SEN co-ordinator will be contacted with a view to discussing Stage 3 of the continuum. After consultation (teacher, parent and support team), the School Support Plus plan will be initiated.

See Appendix A for Stage 2 intervention.

**Stage 3:
School
Support
Plus**

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

- Teacher observation and teacher-designed measures.
- Parent and pupil interviews.
- Functional assessment.
- Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc.
- Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.

At this stage the purpose is to address enduring needs despite planned and reviewed interventions at Stage 1 and Stage 2.

In consultation with class teacher, support teacher and parents/guardians the follow actions may be used:

1. A psychological assessment (see Education for Persons with Disability Act 2004).
2. Other outside agencies such as Speech and Language Therapists or Occupational therapists may need to be contacted to advise on a range of provisions including Individual Support Plan targets and strategies.
3. The triggers for extra intervention could be that, despite receiving an individualised programme the child continues to need significant support/intervention beyond that provided at Stage 2.
4. If it is felt by a psychologist that a child has care needs, a special needs assistant may be applied for.
5. In circumstances where a child uses specialised equipment, consultants will be required to demonstrate how the equipment is to be used to at SNAs and either the class or support teacher. The SEN co-ordinator should also be present.
6. The use of specialised yard equipment may also need to be demonstrated to these staff members. Courses will be provided on an ongoing basis to train staff in the relevant areas where applicable.
7. If the psychologist recommends an exemption from Irish, the Principal will see to this under guidance from the Department of Ed. And Skills.

**Stage 3:
School
Support
Plus**

Individual Support Plan – (School Support Plus)

Based on Psychologist's report, tests, Record of Differentiation and School Action Plan the class teacher with the support teacher, SNA (if assigned), parents and representatives of outside agencies (if necessary) formulate an Individual Support Plan.

These Support Plans, which consist of a small step by step approach, guide the provision made by School Support Plus. By breaking down the existing levels of attainment into finely graded targets, we ensure that the child experiences success.

This plan includes:

- the nature and degree of the child's abilities and skills.
- the degree of the child's special needs.
- the present level of performance.
- services to be provided.
- services for transition to 2nd level school where appropriate.
- the goals, which the child is to achieve over a period of half a year.

The strategies set out in the Support Plan will, as far as possible, be implemented in the normal classroom setting.

The management of the Support Plan strategies will be the responsibility of the SEN team in consultation with the class teacher.

All Support Plans will be kept in a secure location and on an encrypted database, available to all parties involved in the formation of the plan.

REVIEW of Individual Support Plans (School Support Plus)

Individual Support Plans will be reviewed on a termly basis under the guidance of the Principal and SEN coordinator. The class teacher consults with the support teacher, parents, the child (and SNA if appointed). They agree on the expected outcomes of the Support Plan. Again, outside agencies may play a part in formulating the final copy. The review will be recorded on the Support Plan Review form. (Attached: Appendix B).

Collaboration between class teachers and the SEN team is facilitated during Croke Park hours and at the discretion of the school Principal when collaboration and review is necessary.

Stage 3: School Support Plus	<p>A review may result in:</p> <ol style="list-style-type: none"> 1. Where progress is unsatisfactory it may be decided that the child continues to receive additional supports. 2. Where progress is satisfactory, and where the child is consistently achieving targets over the stated time, a decision may be made to revert to School Support. <p>The review in June will be to formulate a support plan, which will be part of the plan for the next teacher in September. It will be carried out as outlined above.</p> <p>Support Plans for children moving to 2nd level will be referred to at the consultation meetings with the 2nd level representative. This will be subject to parental approval.</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>
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6 Point Planning Template

Within each stage of the continuum, teachers will plan for the individual needs of the pupil using the 6 Point Planning Template as outlined below.

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	<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 additional educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
Action 2: Setting targets	<p>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>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</p>

	the interventions and supports that they are using are evidence-informed.
Action 4: Organising early intervention and prevention programmes	Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.
Action 5: Organising and deploying special education teaching resources	Cross-reference the needs of pupils at school support and school support plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place. Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.
Action 6: Tracking, recording and reviewing progress	Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored: <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.

Continuum of Support – Roles/Duties

In order to implement this policy document, 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.
- Provides a secure facility for storage of records.

Principal

The principal has overall responsibility for the day-to-day management of provision. He /She 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.
- 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 with class teachers, support teachers, SNAs, other agencies where appropriate.
- Arranges for exemptions from the study of Irish for pupils for whom this is appropriate.

Special Needs Co-ordinator

The Special Needs Co-ordinator, in collaboration with the principal, will be responsible for:

- Overseeing the day-to-day operation of the SEN policy.
- Co-ordinating provision for children with special educational needs.
- Organises 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 on Stage 2 or Stage 3 of the continuum.
- Supports the implementation of a tracking system(see Appendix D) 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.
- Co-operates and liaises with SENO regarding all aspects of special education provision.
- Monitor and review individual, group, class and whole school outcomes with a view to SET allocation.
- Participates in and oversees the drafting of School Support and School Support Plus plans.

The Role of the Class Teacher

Effective teaching and learning are 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 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.

The Role of the Special Education Teacher

Special education 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.

Special education 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.

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 make policies available for parents in relation 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.

Parental Involvement

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 various initiatives. Opportunities arise during the school year to plan and review collaboratively such as at parent teacher meetings.

The Parents/Guardians of the pupils of Scoil Iognáid de Rís 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.

Whole School Strategies to support Learning difficulties

Our strategies for preventing learning difficulties include:

1. Promotion of Literacy and Numeracy:

- Whole school promotion of Reading for Pleasure.
- Genre Writing – whole school approach.
- Literacy Lift-off in 2nd class.
- Station/ Parallel Teaching from 2nd to 6th class respectively.
- Toe by Toe decoding Programme.
- Print rich environment.
- Shared/paired reading.
- Story time, Library time and visit to the local library, DEAR time, Book Week, Book Fair, reading buddies, Word games, Class library, visiting authors.
- Writer of the month for promotion of genre and creative writing.
- Participation in, and hosting of the 'Spelling Bee' initiative.
- Varied supply of reading material both fictional and non-fiction prints.
- Whole school Provisions for problem-solving with weekly word problems.
- Varied resources including Izak- 9 cubes.
- Maths week participation involving whole school games and activities.
- Whole school approach to problem solving.

2. Early Intervention/Assessment

We believe it is very important to identify and assess children with special needs as early as possible so that effective interventions can be put in place. The Quest screening tests are administered to all pupils in second class during their first term in school. Pupils who present with scores below 15/30 are further tested using the Quest diagnostic test and appropriate supports given. Sigma- T tests are also administered in the Autumn term in second classes to ascertain pupils' attainments in numeracy. At Scoil Iognáid de Rís

intervention programmes such as Literacy Lift Off takes place in 2nd classes. Second classes use the graded flying start reading scheme and each pupil can progress at their respective level. These books are also sent home and parental participation is encouraged. Running records are carried out at the end of each teaching instructional period and pupils progress is monitored and tracked. Literacy Lift off does not take place the last week of each instructional period to allow for testing to be facilitated.

Classes will take part in 'The friends for Life', mental health and resilience building programme or participate in well-being groups which are facilitated in the school.

Assessment of Learning

Standardised tests both the Micra-T for literacy and the Sigma-T for numeracy are administered to each class from second to sixth class in the last term every year.

Results are carefully analysed by class teachers and the Special Education Team and are recorded on encrypted software. Those who fall under the 10th percentile are included in provision for extra-support in literacy and numeracy. Those who fall between the 10th and 30th percentile receive extra intervention in the form of class support and/ or the Toe by Toe programme where appropriate.

Observation: Methods in use- personal checklists, record sheet for each child, Shared observation (2nd opinion), listening to reading, General correction of homework.

Recording observation-Checklists, Personal records, reading records, paired reading, Teachers own observation.

Share concerns with: - Last year's/ next year's teacher, similar level teacher, parents, L/S teacher, SEN co-ordinator.

Assessment for Learning

Self-assessment is an essential part of Assessment for Learning it is also a way in which the child can identify where they are at currently in their learning and their next steps. It enables children to take greater responsibility for their own learning. Children can use different strategies such as WALT, WILF, learning logs, rubrics, KWL Charts and language such as 'WWW – What went well' and 'EBI – Even better if' when thinking about what they have learned and use success criteria to make judgements about their learning or each other's learning. The teacher models and guides children through the language and questioning involved with self and peer assessment in a supportive environment so that children will become familiar with the process and become active agents in their own learning. Over time they are better able to think about what they learned and what is confusing them. This helps them to set personal goals and to work towards these goals as a group or individually, enabling differentiation and planning at each stage of the continuum.

Special Needs Assistants

The Special Education Needs Officer (SENO-NCSE) may sanction a Special Needs Assistant (SNA) to assist a pupil with care needs arising from a disability in an educational context. Reports from external professionals on a pupil, recommending SNA access, are submitted to the SENO, to support the application for SNA access for the pupil.

The duties of an S.N.A. are assigned by the Principal in accordance with Circular 10/76 'Duties and Responsibilities of Principal Teachers' and sanctioned by the B.O.M. Scoil Iognaid de Rís

The duties of the S.N.A. in Scoil Iognaid de Rís involve tasks of a non-teaching nature. Their duties are in line with the indicative list of primary and secondary associated tasks reflective of the tasks detailed in Circular 30/2014 include:

- **Assistance with feeding:** where a child with special needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time.
- **Administration of medicine:** where a child requires adult assistance to administer medicine and where the extent of assistance required would overly disrupt normal teaching time.
- **Assistance with toileting and general hygiene:** (including catheterisation) where a child with special needs cannot independently self-toilet, and until such time as they are able to do so.
- **Assistance with mobility and orientation:** on an ongoing basis including assisting a child or children to access the school, the classroom, with accessing school transport (where provided, school Bus Escorts should, in the first instance, assist a child to access school transport), or helping a child to avoid hazards in or surrounding the school. (Every effort must be made by the school to provide opportunities for independence e.g. the removal of hazards).
- **Assisting teachers to provide supervision in the class, playground and school grounds:** at recreation, assembly, and dispersal times including assistance with arriving and departing from school for pupils with special needs where the school has made a robust case that existing teaching resources cannot facilitate such supervision.
- **Non-nursing care needs associated with specific medical conditions:** such as frequent epileptic seizures or for pupils who have fragile health.
- **Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential:** This may be for safety or personal care reasons, or where a child may be required to leave the class for medical reasons or due to distress on a frequent basis.
- **Assistance with moving and lifting of children, operation of hoists and equipment.**

- **Assistance with severe communication difficulties** including enabling curriculum access for pupils with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc.

Where a Special Needs Assistant has been appointed to assist a school in catering for a specific pupil, duties should be modified to support the particular needs of the pupil concerned.

Personal Pupils Plans will be developed in conjunction with Support plans for those pupils who have access to a Special Needs Assistant. These plans will outline a pupil's care needs and how the special needs assistant is deployed to help these pupils. Plans will be drawn up and reviewed in collaboration with the class teacher, Set team and the S.N.A under the guidance of the school Principal.

Irish Exemption

The criteria for the allocation of exemptions from the study of Irish are outlined in Department of Education Circular 12/96.

Initially, a written letter of application is received by the Principal from a parent/guardian, requesting an exemption from the study of Irish for their child, specifying the grounds on which the exemption is sought e.g. as recommended by an educational psychologist or other external professional in the pupil's assessment report.

The decision to grant exemption will be conveyed to the parent/guardian by way of written certificate, signed by the school principal. The Irish exemption is processed, with the original sent to the parent/s, a copy for the confidential report file of the child and a copy kept on file by the Principal.

Exceptional Ability & Giftedness Policy

- Children who are considered gifted may have been assessed by a psychologist and found to have a high level of intelligence (an IQ score of 130+, 98th Percentile).
- Giftedness is recognised as a 'disability' or special education condition in the Education Act (1998).

School Ethos

We, the teaching staff at Scoil Iognáid de Rís have agreed to cater for those pupils who are exceptionally able in **academic** areas (i.e. the top 2% of the school population).

Those pupils who show exceptional talent in **non-academic** areas e.g. psychomotor ability, mechanical aptitude, visual and performing arts ability, will be given information regarding the relevant outside agencies.

Procedure for identification of pupils with Exceptional Ability

Criteria for Assessment:

1. A range of strategies may be used to identify exceptionally able pupils:
 - Annual standardised tests.
 - NRIT.
 - Psychological Assessments.
 - Teacher observation.
 - Parental requests.
 - Referral by other individuals, schools or organisations.
2. From first class onwards, pupils who score on or above the 98th percentile in the Micra **and** Sigma tests, may be further assessed to gain a more definitive guide of their ability.
3. Where a teacher observes children displaying exceptional ability in a specific academic area, then further assessment may be carried out to establish giftedness. Where it is a non-academic area, the parent will be informed of outside agencies more suited to the development of the pupil's giftedness.

Catering for Pupils with Exceptional Ability

Pupils who meet the criteria for exceptionally able (IQ of 130+) will be catered for within the classroom based on a differentiated programme of work **or** if deemed possible by the Principal may be offered extension classes on a withdrawal basis, subject to the approval of the pupil and their parents. These classes will form part of each SET's timetable where feasible.

Query/Concerns

If parents have a concern about the Special Ed. provision made, then they should in the first instance make an appointment to speak to the SEN coordinator and then the principal.

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

Conclusion

The BoM will ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy by monitoring:

- the standards obtained by children with special needs.
- the number of children at each of the three stages: Differentiation within Class, School Action and Resource.
- The level and pattern of help (i.e. average time allocated and the balance of in-class and withdrawal support).
- Views of parents.
- Visits from specialist teachers.
- Staff views on in-service.
- Children's views.

This policy is subject to review following the issue of NCCA Guidelines or at least every 3 years.

Policy was drafted on 06/03/2019

Ratified by the Board of Management on 08/04/2019

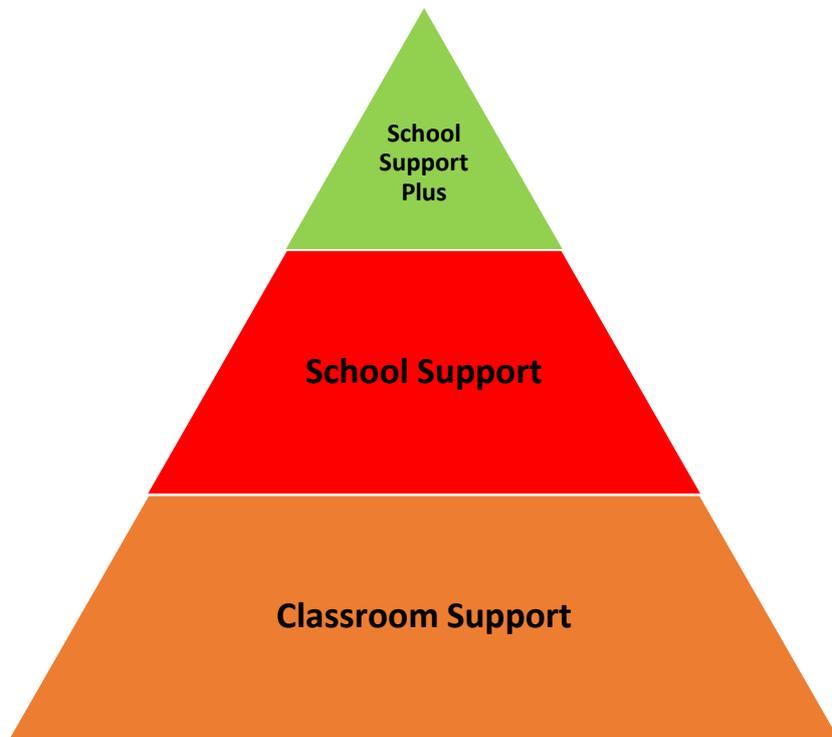
Appendix A: Record of Differentiated Support in class

Register of Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework

Classroom Support				
Pupil Name	Class	Description of SEN	Nature of Supports Literacy, numeracy, social, emotional, behavioural, life-skills	Focus of Support In-class, withdrawal in small groups or individual, school yard
School Support				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support
School Support Plus				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support

Appendix B: Student Support File

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



A Continuum of Support

CLASSROOM SUPPORT CHECKLIST

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 or formal consultation/advice with outside professionals?			
Action needed?			
Actions agreed with parents and relevant staff?			
Signed:			
Parent(s): _____		Teacher(s): _____	

CLASSROOM SUPPORT PLAN/REVIEW**Classroom Support Plan/Review**

(Essential references: 'SEN, A Continuum of Support: Guidelines for Teachers' pages 11 to 19);

Name:**Age:****Class:****Today's Date:****Student's Strengths/Progress Made:****Concerns/Continued Concerns:**

Possible Reasons (We think it may be happening because...): *(Essential references: 'SEN, A Continuum of Support: Resource Pack for Teachers' (pages 2 to 16); 'BESD: A Continuum of Support: Guidelines for Teachers' (pp. 64-69))*

Targets we want to achieve:

Strategies we will use: *('SEN, A Continuum of Support: Guidelines for Teachers' p. 14; 'BESD: A Continuum of Support: Guidelines for Teachers' (pages 110-122))*

Signed:**Parent(s):** _____ **Teacher(s):** _____**Review date and outcome (targets met and unmet):****Outcome of Review:**New Classroom
Support Plan to
be agreed Classroom
Support Plan no
longer necessary School Support
Plan to be
initiated Request
consultation with
other professional
e.g. NEPS
psychologist or
S & L Therapist

SCHOOL SUPPORT CHECKLIST

School Support Checklist			
<i>(Essential references: 'SEN, A Continuum of Support: Resource Pack for Teachers' pp. 18 to 20; 'BESD: A Continuum of Support', p. 71)</i>			
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

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' p. 23; 'BESD: A Continuum of Support: Guidelines for Teachers' (pages 111-139)*

Staff Involved & Resources Needed:

Signed:
Parent(s): _____
Teacher(s): _____

SCHOOL SUPPORT REVIEW RECORD

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:
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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 Classroom 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 professional e.g. NEPS psychologist or S & L Therapist <input type="checkbox"/>
--	--	--	---

SCHOOL SUPPORT PLUS IEP PLANNING SHEET**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)

Student's 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			
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)

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

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:		

Appendix C: Log of Actions

Date	Actions

Appendix E: ABC Observation Form

ABC OBSERVATION FORM

	ANTECEDENT	BEHAVIOUR	CONSEQUENCE
Pupil:			
Teacher:			
Date:			
Time:			
Pupil:			
Teacher:			
Date:			
Time:			
Pupil:			
Teacher:			
Date:			
Time:			
Pupil:			
Teacher:			
Date:			
Time:			

Appendix F: Basic Needs Checklist

Basic Needs Checklist

This page shows a checklist can be useful in considering a pupil's basic needs.

Name: _____

Headings under which to consider a pupil's basic needs:

- Physiological needs e.g. does the pupil have adequate food, warmth, housing etc?
- Safety needs e.g. does the pupil need physical or psychological protection?
- Belonging needs e.g. does the pupil have close family and friends, feel part of his/her class.
- Esteem needs e.g. does the pupil receive respect, positive feedback from others and respect others and self?

Possible actions suggested to the teacher on the basis of the questions above:

Appendix G: Learning Environment Checklist

Environment / Physical Condition:

Tick the area where action could be taken to make a difference for the pupil.

- | | | | |
|--------------------------|---|--------------------------|---|
| <input type="checkbox"/> | Layout of room & furniture | <input type="checkbox"/> | Adequate working space for pupils & teachers |
| <input type="checkbox"/> | Good décor/lots of displays etc? | <input type="checkbox"/> | Ease of movement in room |
| <input type="checkbox"/> | Temperature | <input type="checkbox"/> | Lighting |
| <input type="checkbox"/> | Noise level | <input type="checkbox"/> | Seating – facing board neighbouring pupil
compatibility – height for writing |
| <input type="checkbox"/> | Appropriate resources/equipment organised and readily available for all pupils? | | |

Social Factors / Relationships:

- Classroom procedures & rules are made clear and understood by all pupils and consistently applied
- Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures)
- Changes between tasks are managed smoothly and effectively
- Pupils know what to do next without asking
- The class is generally on task
- A variety of different actions (academic and behaviour) are frequently noticed and praised
- A variety of praise and rewards are used
- Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress
- Any disruptive or off-task behaviour is effectively managed
- Good communication and feedback between teacher and each pupil about progress is maintained

Teaching & Learning – Methods, Materials & Procedures:

The extent to which.....

- Tasks set are appropriate for the pupil's level of understanding and skills
- Learning goals are clearly defined and shared with the pupil
- Opportunities are provided for the pupil to engage in activities in which s/he can be successful
- Steps in learning goals are small enough to ensure progress
- Activity content/tasks are of interest to the pupil

Teaching & Learning – Methods, Materials & Procedures:

The extent to which.....

- Tasks set take account of the pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate
- A variety of teaching approaches is used
- Opportunities are provided for a variety of pupil responses oral/practical/written
- Opportunities are provided for pupil involvement in decision making and recording
- Opportunities are provided for pupil to generalise/transfer learning from one situation to another
- Regular monitoring and recording of progress occurs

Classroom Activity

Routines established for:

- | | |
|---|--|
| <input type="checkbox"/> Entering class | <input type="checkbox"/> Leaving class |
| <input type="checkbox"/> Giving out resources | <input type="checkbox"/> Gathering resources |
| <input type="checkbox"/> Asking for help | <input type="checkbox"/> Gaining whole class attention |

Rules/Rewards/Consequences

Rewards and consequences are:

- | | |
|--|---|
| <input type="checkbox"/> Named | <input type="checkbox"/> Linked to behaviour |
| <input type="checkbox"/> Rewards in rewarding to class | <input type="checkbox"/> Rewards are achievable |
| <input type="checkbox"/> Sanctions are understood and fair | <input type="checkbox"/> Sanctions are imposed consistently |

School Environment

Tick which area needs change

- | | | | | |
|---|---|--|---|-----------------------------|
| <input type="checkbox"/> Playground/yard | layout | equipment | supervision | rules |
| <input type="checkbox"/> Movement: effective routines for | movement around school | lining up | corridors | |
| <input type="checkbox"/> Break/lunchtimes | clear simple rules | rewards and consequences clear | activities available | |
| <input type="checkbox"/> Staff support | Staff discuss difficulties | | | |
| <input type="checkbox"/> Policy | Behaviour policy exists | Policy is understood and agreed by staff | Range of rewards for good class, playground, school behaviour | Range of sanctions in place |
| | Range of strategies used for managing behaviour | Behaviour is assessed and monitored | | |

Summary of Concerns

Appendix H: My Thoughts About School Checklist

My Thoughts About School Checklist



PUPIL'S NAME _____ CLASS _____ DATE _____

The things I like best at school are:

The things I don't like about school are:

The things that I am good at are:



The things I find hard are:



I am happy in class when:

I am happy during break and lunch times when:

My friends are:

I need help with:

Teachers in school can help me by:

My teacher would describe me as:

My parents would describe me as:

The following questions can be asked if pupils have an emotional and behavioural difficulty in school

Adults I get on best with in school are:

I get into trouble in school when:

The things I do that make my teacher feel unhappy are:

The things my teacher does that make me feel unhappy are:

I make my teacher happy when:

The things my teacher does that make me feel happy are:

The class rules are:

If someone breaks the rules:

Rewards I like the best are:



The things that I need to change are:



How Do You Feel?

Please answer as honestly as you can. Answering honestly will enable you to set target which will help you feel better about yourself. How you feel about yourself will change from day to day, week to week, depending on what is happening in your life at that time. As much as you can, when answering the questions try to think about how you feel most of the time. Please rate where you are on each scale.

	0	1	2	3	4	5	6	7	8	9	10
	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
I have no friends											I have lots of friends

	0	1	2	3	4	5	6	7	8	9	10
	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
I find school work really difficult											I find school work really easy

	0	1	2	3	4	5	6	7	8	9	10
	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
I argue & fight with people in my class <u>all</u> the time											I am calm & get on with everyone

	0	1	2	3	4	5	6	7	8	9	10
	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
I don't make any effort at school at all											I give 100% in school

	0	1	2	3	4	5	6	7	8	9	10
	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
I don't like myself as a person											I am always happy about myself as a person

	0	1	2	3	4	5	6	7	8	9	10
	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
I always get in trouble in school											I behave and never get in trouble in school

	0	1	2	3	4	5	6	7	8	9	10
	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
I am always disappointed with myself											I am always pleased with myself

	0	1	2	3	4	5	6	7	8	9	10
	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
I always hate the way I look											I am always happy with the way I look

	0	1	2	3	4	5	6	7	8	9	10
	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
I feel I have no control and other people make decisions about my life											I can make choices all the time about how I live my life