**POLICY FOR PUPILS WITH ADDITIONAL NEEDS**

**Introduction**

Scoil Eoin is a large urban mixed school under the patronage of the Bishop of Kerry. At present our enrolment is approx 600 pupils. It is a mainstream, co-educational primary school with two special classes for children with a diagnosis of Autism.

The purpose of this SEN Policy is to provide practical guidance for teachers, parents / guardians and other interested parties on the provision of effective learning support to pupils experiencing learning difficulties, as well as to fulfill our obligations under the following acts:

Education Act (1998)

Education Welfare Act (2000)

The Equal Status Act (2000)

Disability Bill (2002)

E.P.S.E.N. Act (2004)

The S.E.N. team consists of

* The Principal
* The Deputy Principal
* Special Education Needs Teachers
* Special Class Teachers
* Individual Support Assistants

**Aims and Objectives**

Scoil Eoin aims to:

* Give practical effect to the constitutional rights of children who have a disability or who have other special educational needs, as they relate to education.
* Provide, as far as is practicable and having regard to the resources available, a level and quality of education appropriate to the needs and abilities of all students in the school.
* Ensure that students with special educational needs are educated in an inclusive environment, as far as possible.
* Affirm that students with special educational needs have the same right to avail of, and benefit from education as students who do not have those needs.
* Provide for the involvement of parents/guardians in the education of their children and in the decision-making process in relation to their children.
* Co-operate and work closely with the National Council for Special Educational Needs (NCSE) and other agencies with regard to the education of students with additional needs.
* Ensure that students with addditional needs are identified and provided for in a fair and equitable manner so that their learning potential and their sense of self-worth and dignity is developed and respected.
* Ensure that all members of staff are aware of the additional needs of students and of the contribution they can make in this area.
* Ensure that students with additional needs are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way.
* Set suitable standards for students with special educational needs and provide them with appropriate guidance, encouraging them to achieve to their full potential.
* Develop staff expertise in supporting students with additional needs through CPD courses.
* Encourage and foster positive partnerships with parents/guardians, to achieve appropriate support at home and at school.
* Co-ordinate the advice, guidance, and support of other agencies in supporting students with additional needs.
* Ensure the effective and efficient use of resources.
* Monitor and evaluate the effectiveness of practice in support of students with additional needs.

**The Legal Context**

This policy is drafted in the context of the specific provisions and definitions with regard to children with disabilities and additional needs, the statutory requirements placed on schools and Boards of Managements by:

* The Education Act 1998
* The Education (Welfare) Act 2000
* The Education of Persons with Special Educational Needs Act 2004
* The Equal Status Acts 2000-2004

**Implementation and Review**

The implementation of this policy commenced in 2006 and revised every third year or as circumstances may warrant.

**Communication**

All school policies are displayed in our school foyer and available to parents / guardians / interested parties.

**Inclusion:**

The Education for Persons with Special Educational Needs Act (2004) states that

“A child with SEN shall be educated in an inclusive environment with children who do not have such needs unless the degree or nature of those needs of the child is such that to do so would be inconsistent with the best interests of the child.” Scoil Eoin provides an inclusive environment which embraces and celebrates the uniqueness of every pupil. Scoil Eoin strives to nurture and cater for the needs of all pupils within the school. Pupils with SEN are integrated into mainstream classes; they receive instruction in all areas of the Revised Primary School Curriculum and Primary Language Curriculum and receive additional support where necessary. Pupils enrolled in the Autism classes are integrated into appropriate mainstream classes based on their individual abilities and interests. Inclusion in the schoolyard during playtime is planned for to promote social interaction with larger groups of pupils. Where the pupil is not ready to play in the ‘noisy’ school yard “reverse integration” can be organized with senior pupils and will revert to their specially designated yard. Provision is made to include pupils in school events such as church ceremonies, school walks, sports days as appropriate to the pupils’ individual needs.

**Enrolment Procedures:**

Parents/guardians are given an enrolment and information form to fill out prior to their child enrolling in the school. Parents/guardians are also given basic information on the school stressing the importance of parents/guardians informing the school of any ‘additional need’ their child may have. If a pupil has an identified additional and is already receiving a service from another organization, it is the responsibility of the parents/guardians to inform the school. The Special Educational Needs Organiser (SENO) is contacted at the earliest opportunity so as to apply for resource teaching / ISA assistance / technology etc. for the pupil. Parents/guardians are updated on a regular basis of their child’s performance and meetings will be arranged with them to discuss concerns etc. The class teacher and SEN teacher will read all current reports on the child, prior to receiving the child in school. These reports are stored in a filing cabinet in the Deputy Principal’s office.

**Role of the classroom teacher: (LS guidelines pg. 42)**

The class teacher has primary responsibility for the progress of all pupils in his / her class(es), including those selected for supplementary teaching. A particular responsibility of the class teacher is to create a classroom environment in which learning difficulties can be alleviated. This is best achieved by grouping pupils for instruction, providing lower achieving pupils with strategies for reading and problem solving, adapting learning materials for pupils with additional needs and liaising closely with their parents/guardians. Where a pupil is selected to receive supplementary teaching, it is essential that the class teacher should contribute to developing the learning targets in the pupil’s Individual Profile and Support Plan and to the planning, implementation and reviewing of relevant activities designed to attain those individual targets. Where supplementary teaching cannot be provided for a pupil, or is being phased out or discontinued, the class teacher will need to develop and implement a support programme that meets the pupil’s changing needs, in consultation with the SEN teacher.

**In the Classroom:**

Pupils with additional needs require a well-supported environment and a programme with appropriate opportunities for success. Pupils with additional needs will participate at their individual level and be facilitated to access all areas of the curriculum. Realistic learning goals and expectations will be adopted in relation to the pupil’s overall progress. Adaptations to the curriculum, outcomes, activities, and resource materials will be made through the use of differentiation (see Differentiation Appendix 1). The teacher will vary the use of strategies to meet the learning needs of the pupils with additional needs Where the pupil is struggles to participate at class level, a support plan will be designed for the pupil in consultation with the pupil / parent / guardian / SEN teacher. Assistive Technology may be used to further facilitate the pupil’s learning. Certain pupils may have a recommendation for an exemption from Irish; however parents/guardians must apply in writing to the principal and meet the required criteria in order to avail of this exemption.

**Procedures for early intervention/ screening/ referral of children with Additional Needs :**

Scoil Eoin promotes a policy of early intervention in order to support children identified as having a need for additional support from the SEN team. Parents/guardians will be informed at all stages of any concerns teachers may have.

In the Infant classes work samples, class teacher and SET teacher observations and individual teacher administered tests are used to identify pupils who are at risk and to prioritise them for supplementary teaching in the areas of Literacy and Numeracy.

Current tests include-

Junior Infant Level: Teaching Designed Reading Test (administered to all). Further diagnostic testing may be carried out using the Bury Infant check.

Senior Infant Level: The Jolly Phonics Word Reading Test and the Jolly Phonics Sentence Reading tests are administered to all pupils. The MIST screening test is carried out on pupils attending for literacy learning support.

From 1st to 6th classes all pupils are tested using the Drumcondra Standardised Tests

The Drumcondra Spelling and WIAT Word Reading and Spelling (teacher version) are administered as deemed necessary by the class and SET teachers. All results are uploaded under Testing Profile under the child’s name on the school One Drive.

Priority for Additional Support is given to pupils who are identified as having additional needs given the capacity of the SEN team. Learning support programmes are designed to target specific identified areas of need on a short-term basis e.g. termly blocks

**Role of the SET Teacher**:

When pupils are identified as needing additional Support in Literacy and Numeracy, Diagnostic Testing is additional by the SET teacher. Consultation takes place between the class teacher, SEN teacher and parents/guardians and additional teaching is offered. This may involve in-class support or support in a small group either inside or outside the classroom.

**The Staged Approach: Continuum of Support**

The SEN team with the principal, deputy principal assigned responsibility for the co-ordination of Special Needs in the school and relevant teachers adopt a staged approach to intervention (see model of Staged Approached on Appendix 1). If concerns remains after intervention and additional support from the teacher and SEN team, the school / parents / guardians may request a consultation and assessment of the pupil’s need from a specialist outside the school. Where this is the case, the parents/guardians’ permission in writing will be sought to do so. If the parents/guardians refuse to give their permission for a pupil to receive extra support, a written record of their decision, signed by parents / guardians, will be kept in the child’s file. The child is timetabled for supplementary teaching in consultation with the class teacher. Each child has their own individual folder on the One Drive detailing profile, log of actions, testing results and support plans.

**Group Support Plans:**

The SEN teacher in consultation with the class teacher and parents/guardians identifies the pupil’s strengths and needs, teaching strategies specific to the learning needs of the pupil, sets SMART targets, and plans a scheme of work to be covered in each of the 3 school terms. Support Plans are designed based on appendix B Learning Support Guidelines (2000).

**Support Plans:**

Classroom, Support and Support Plus Plan will be designed specifically for each pupil who is receiving additional teaching in conjunction with the pupil, class teacher, parents / guardians and relevant external agencies. Support Plans are drawn up biannually.(See Appendix)

**Pupil Profiles:**

A ‘Pupil Profile’ is kept on each pupil with additional needs **(see Appendix)**

**The Exceptionally Able Student**

In Scoil Eoin we are committed to providing an environment which encourages all pupils to maximize their potential. We provide learning opportunities, for all abilities across a range of curriculum areas so that talents can be nurtured in many areas of school life.

This area will be addressed in our 3 Year Plan (see attached)

**Autism classes**

The maximum number of pupils in the Autism classes is 6. Two ISAs support the class teacher and pupils in each class, at present. Trainee ISA and childcare students assist during their placements. There is an admissions team meeting held to discuss and decide on applications. (**See Enrolment Policy for criteria)**

**Language support for EAL pupils:**

English as an Additional Language (EAL) pupils are entitled to 2 years language support from first enrolment in a school. Oral language communication is the primary focus of the teaching, along with reinforcement of the mainstream curriculum.

Pupils receive support either individually or in a group. Language support teaching is conducted either in or out of class depending on the needs of the children. Progress is assessed using the Primary School Assessment Kit for EAL Students.

**Role of the Special Education Needs (SEN) Teacher:**

The SEN teacher provides additional support for pupils with educational needs in consultation with the child, class teacher and parents/guardians The teacher identifies the pupil’s strengths and needs, teaching strategies specific to the learning needs of the pupil, sets targets, and plans a scheme of work to be covered in each of the 3 school term.

**Role of the Special Needs Assistant (ISA):**

The ISAs work under the direction and guidance of the class teachers in order to help promote effective learning and teaching. Their role is as follows:

* To contribute to the quality of care and welfare of pupils
* To support the needs of pupils in effectively accessing the curriculum
* To support the quality of learning and teaching in the classroom
* To contribute to the effective organisation and use of resources

**Outside Agencies: School Support Plus**

The principal/deputy principal will oversee the referral process in the case of a psychological assessment. The principal/deputy principal contacts the NEPS psychologist and a meeting is arranged. The pupil(s) selected for assessment are discussed at this meeting. The psychologist timetables the pupil for assessment. When the assessment is completed the parents/guardians, principal and teacher are informed of the results. The principal / deputy principal will contact the SENO in order to apply for additional teaching. If specialized equipment is recommended the deputy principal will organize purchase of same.

**Record Keeping:**

Only two copies of each child’s psychological, speech and language, occupational or other assessments are kept in the child’s file, one in the principal’s office and one in the deputy principal’s office to ensure confidentiality. The assessments / support plans (digitally) and reports are stored in the school until the pupil reaches the age of 25 in the archive room.

**Approaches to involving parents/guardians and outside personnel:**

Parents/guardians are free to make an appointment with the class teacher, SET teacher, Deputy Principal or Principal to discuss any concerns they may have. Parent/teacher meetings will be held in November/ of each year. Parents/guardians are invited to attend the initial support plus meetings in Junior Infants and they reach Stage 3. We offer a face-to-face meeting if they request one and a phone call / email in subsequent meetings.as a follow-up to the plan being issued for perusal.

As regards other personnel, the Class teacher and SEN teacher will make arrangements to meet the specialist involved to obtain and share information regarding the pupil (after parental / guardians’ consent. which may aid the teachers when planning the schemes of work. Outside personnel (occupational therapist, physiotherapist, speech Therapist etc.) may visit the school on a regular basis to provide advice and guidance for a particular child.

**Procedures for Provision of Resources for Pupils with SEN:**

On recommendation from a specialist, specialised equipment, and resources for pupils with SEN may be purchased by school (with permission by the Board of Management) or loaned by an organisation providing a service to the pupil. On receipt of recommendations from reports, the Deputy principal will apply to the SENO for the purchase of equipment. When sanction letter has been received from the SENO, THE Deputy Principal will purchase the recommended equipment and will forward the receipts and letter to the Department of Education and Skills for refund of payment. Move and sit cushions and slope boards are stored and issued as required.

**Continuing Professional Development:**

A whole-school approach to the education of pupils with SEN is adopted in Scoil Eoin. Key members of staff who have experience and training, and who consistently model good practice are involved in supporting other teachers through a variety of means such as peer mentoring, co-operative teaching and responding to other teachers’ requests for support. A support structure is provided for newly-appointed teachers and all teachers are informed of opportunities for on-going professional development and support. Information is displayed on the screen in the staff-room.

Training for teachers, ISAs and other staff is arranged when required and teachers are made aware of courses provided locally by bodies such as SESS, PDST and Middletown Centre for Autism. A library of support material is located in the 3rd Class resource room and is available to all staff. Books and resources may also be borrowed through the NCSE Support Service Book Borrowing, Kerry Library and Tralee Education Centre. All master copies of diagnostic testing materials are stored in the Deputy Principal’s office.

**Work Schedule of the SEN teachers:**

There is one SET teacher per class level. There are also three additional support teachers working in the areas of Assistive Technology, Brain Calm (Anxiety) and Movement Breaks / Gross Motor.

**Health and Safety:**

All appropriate measures are taken to ensure the safety of each pupil with additional needs. Depending on the severity of need all staff members will be informed and alerted to possible hazards. To ensure the safety of pupils with additional needs on the schoolyard, the ISA are present for the duration of yards breaks along with the teachers on duty. Should a pupil with acute safety needs enroll in the school, the schools’ health and safety policy will be reviewed , modified and adaptable to suit the needs of the pqupil in question.

**Administration of Medicine:**

Scoil Eoin does not administer medicine to pupils within the school, unless approved by BoM and Insurance company.(see Administration of Medicine policy). Parents/guardians may administer medicine to their child on the school grounds if it is necessary. Medical information is recorded on the enrolment form.

**Code of Behaviour: (see policy)**

In general pupils with SEN will follow the code of behaviour throughout the school. In extenuating circumstances where a pupil has a behavioural disorder, an individual support plan will be drawn up by the principal, deputy principal, class teacher, SET teacher, ISA and parents/guardians.

**Transfer/Transition to Post-Primary:**

It is the duty of the parents/guardians of the pupil(s) with SEN to inform the post-primary school of their child’s needs. Written consent from the parents/guardians will be sought prior to forwarding of assessments/reports to the post-primary school. Staff from all Secondary Schools liaise with 6th class teachers and SET teachers regarding the needs of the pupils. Personnel from other schools are met on request

Advice from other professionals may be sought regarding a Transition Programme for pupils with additional needs. The class teacher and SET teachersupport the pupil in engaging in this programme such as preparing pen pictures for transition.

**Implementation and Review**

The implementation of this policy commenced in 2006.

It is updated on an annual basis and revised every third year or as circumstances may warrant.

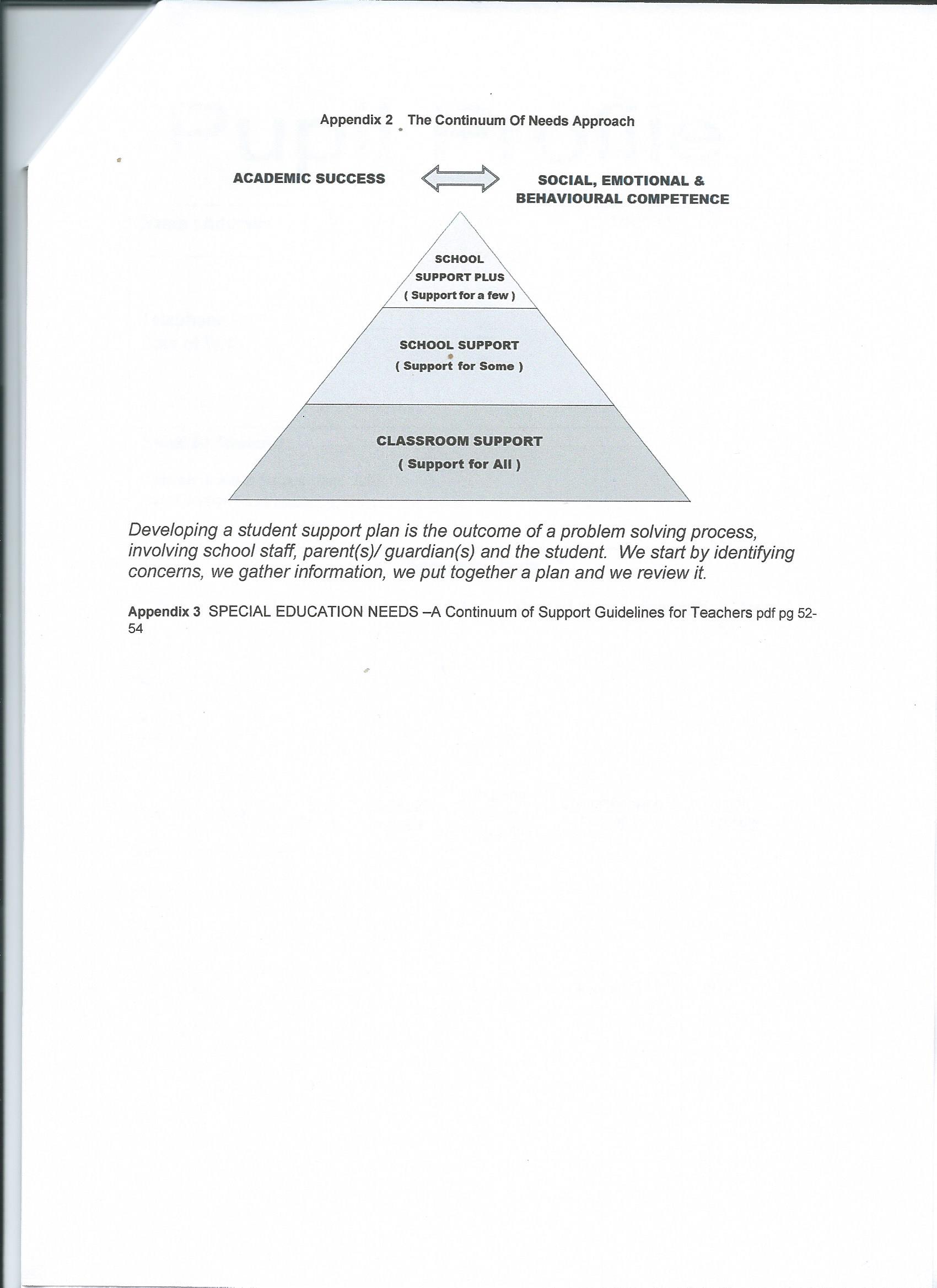
**This policy was ratified by the Board of Management on February 4th, 2014.**

**It was updated April 2017 and will be revised in September 2017 in accordance with the Guidelines for Primary School –Supporting Pupils with Special Educational Needs in Mainstream School**

**This policy was updated and ratified by the Board of Management on October 23rd, 2023**

Appendix 1

|  |  |  |
| --- | --- | --- |
| **A Staged Approach to Meeting the Needs of Pupils with Special Educational Needs** | | |
| **Observation** | **Process** | **Personnel Involved** |
| **Stage 1**  Class teacher/parent has concerns regarding a pupil’s academic, physical, social, behavioural or emotional development | The class teacher informs one of the teachers on the SET team and in consultation with this teacher administers appropriate screening measures. The class teacher devises a plan, which aims to meet pupil’s identified needs within the normal classroom setting. The success of this plan is regularly reviewed in consultation with parents/guardians and with the SET team biannually. | ·        ***Class teacher***  ·        ***Parent / Guardian***  **·        SET** ***team***    ***Additional Supports Available***  ·        ***Principal***  ·        **NEPS *Psychologist***  ***P Psychologist***  ***O Occupational Therapist***  ***Speech and Language Therapists*** |
| ***If concern remains after a number of reviews, the SET Team in the School may make a decision to move to Stage 2*** | | |
| **Stage 2**  Child is referred to learning support teacher, with parental permission for further diagnostic testing. | If diagnostic testing indicates that supplementary teaching would be beneficial, this is arranged. Parent, class teacher and learning support teacher collaborate in devising, implementing and reviewing the pupil’s learning plan. | ·        ***Class teacher***  ·        ***Parent***  ·        ***SET team***  ***Additional Supports Available***  **·        HSE**  ·        ***NEPS Psychologist***  ·        ***Other Support Staff and Services available to school***  ***Psychologist***  ***O Occupational Therapist***  ***Speech and Language Therapists*** |
| ***If concerns remain after Stage 2, Stage 3 will be implemented*** | | |
| **Stage 3**  School formally requests a consultation, and, where appropriate, an assessment of need from a specialist outside the school. | A support plan is devised by personnel involved, which includes identification of any additional available resources that are considered beneficial in order to implement the plan. Parents/guardians and pupils are fully consulted throughout this process. This support plan should be subject to regular reviews, leading to revisions of the learning plan and referral for specialist review as necessary.    **Any private practitioner engaged by Scoil Eoin at Stage 3 will have the relevant Department of Education and Science Circulars and guidance notes drawn to their attention.** | ·        ***Class teacher***  ·        ***Parent***  ·        ***SET Team***  ·        ***Relevant Specialists***    ***Additional Supports Available***   * ***NEPS Psychologist*** * ***Scheme for Commissioning Psychological Assessments*** * ***Speech and Language Therapist*** * ***Occupational Therapist*** * ***Psychiatrist*** * ***Pediatrician*** * ***Art Therapist etc.*** * ***Play Therapist*** * **Music Therapist** |

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**Differentiation**

*“****If a man does not keep pace with his companions, perhaps it is because he hears a different drummer”* (Henry David Thoreau)**

**Definition**

The term differentiation is used to describe the various strategies teachers use to enable groups of students with diverse learning characteristics to participate in the mainstream programme.

(*Westwood, 2003, P.202)*

…teaching things differently according to observed differences among learners

(*Westwood, 2003, P.202)*

The term ‘differentiation’ refers to the method whereby the teacher varies content, activities, methodology and resources when taking into account the range of interests, needs and experience of the students. It is a process that allows for variation in pace, amount, content, level and method of curriculum presentation to ensure that learning experiences are appropriate for all students. It is particularly important in meeting the challenges of those with special educational needs.

(*NCAA 2002, Draft Guidelines for Teachers of Students with Mild General Learning disabilities, P.20)*

**Planning Differentiation**

* Select the topic to be taught
* Identify the specific content to be included
* Identify learning goals and objectives for the majority of students in the class
* Decide on the way the lesson will be organised and conducted for most students
* Identify students who will need modifications to the general lesson format
* Prepare any necessary adaptations
* Teaching the lesson, and making any necessary additional changes while teaching
* Providing extra assistance to certain students while the lesson is in progress
* Planning appropriate methods for assessing students’ learning, based on the goals and objectives.

When planning the differentiated objectives, it is usually helpful to have in mind the following three sentence starters:

* All students will…
* Some students will…
* A few students might…

This helps teachers to identify the essential core of knowledge *all* students will master through differentiated activities.

*Some* students will achieve more than this

*A few* may carry out extended activities to increase learning

**Modification of Curriculum Content**

* + - Students with learning difficulties are required to cover less material
    - The tasks or activities they complete may be easier to accomplish
    - More able students may cover more material and in greater depth
    - The nature of learning tasks set for students will be matched to their learning rate hand abilities
    - Differentiated content for homework can be used as one way of meeting the needs of pupils of all abilities

**Differentiation by resource**

* Simplify language when necessary
* Provide illustrations or diagrams
* Remove unnecessary detail
* Use cues or prompts where responses are required from students

**Adapting Instruction**

As a result of differentiation, there will be changes in both teaching and learning polices. Some of the following strategies may be used:

* The teacher may give more or less assistance to individual students, depending on their needs
* The teacher may reteach some concepts to some students using simpler language and more examples
* Questions asked during the lesson may be pitched at different levels of difficulty for different pupils
* Closer monitoring of the work of some pupils may take place throughout the lesson
* The teacher may use particular tactics to gain and maintain the interest of poorly motivated pupils
* Feedback may be given in more or less detail, according to the students’ needs
* The rate at which the students are expected to work may be varied, with extra time allowed for some students to complete tasks
* Extension and independent work may be set for more able students

**Policy for the Provision of Education for Ethnic Minorities**

Diversity and difference characterises the society in which children live. A respect for and appreciation of human and cultural diversity is promoted and celebrated in Scoil Eoin.

**Aims of Education for Ethnic Minorities**

* The ethnic minority pupil will add to the existing diversity of the school, contribute to the learning experiences of all pupils, and leave the school proud of his/her own cultural identity
* To provide an opportunity for pupils from varying backgrounds to develop their full potential in an atmosphere conducive to their needs, where they will fe el accepted, encouraged, respected and supported.

**Promoting the culture of the Ethnic Minorities:**

Scoil Eoin endeavours to acknowledge and celebrate the culture of Ethnic Minorities throughout the school in the following ways:

* Displaying posters and artwork in the corridors and classrooms that reflect the diversity of the school population
* Ensuring that textbooks and material are free of bias and using materials and books that reflect the culture of Ethnic Minorities.
* Providing opportunities for collaborative learning through teaching methodologies
* Implementing a curriculum that is child-centred and relevant to the different groups in the school
* Fostering the principles of justice, equality and freedom of expression in all everyday dealings

**Ethnic Minority identity and the culturally affirmative school:**

The culture and lifestyle of ethnic minorities is acknowledged in the school in the following ways:

* The school plan has a positive and active policy on the promotion of an inclusive intercultural ethos, including a strong anti-racist and anti-bullying strategy
* Parents/guardians are welcomed into the school at all times
* Scoil Eoin supports the involvement of parents/guardians in all aspects of their child’s school life
* The ethnic minoroty pupil is involved in all activities, listened to and valued, and has a sense of belonging in the school
* The personal experiences of the pupil are used as a basis on which to develop new learning experiences

**In the Classroom:**

* Pupils from ethnic minority communities are fully included in mainstream classes.
* Ethnic minority pupils are placed in age-appropriate classes.
* Ethnic minority pupils participate in all aspects of the Revised Primary School Curriculum.
* With parental consent, pupils from ethnic minority communities receive additional support from the SEN team according to their needs.

**Transfer between schools:**

When a pupil transfers to Scoil Eoin from another school, Scoil Eoin will contact the previous school to inform them of the pupil’s enrolment.

* If a pupil leaves Scoil Eoin to go to another school; the pupil will be marked absent on the roll, until such time as the school is notified that the pupil is enrolled in another school.
* When a pupil transfers to post-primary education, with parental consent copies of assessments/reports will be forwarded to the relevant post-primary school.

**Assessment:**

See policy on Assessment and policy for pupils with SEN

**Appendix 1**

**Student Profile**

|  |  |  |
| --- | --- | --- |
| **Name:** |  | |
| **Date of Birth:** |  | |
| **Class Teacher:** | **Junior Infants** |  |
| **Senior Infants** |  |
| **1st Class** |  |
|  |  |
| **3rd Class** |  |
| **4th Class** |  |
| **5th Class** |  |
| **6th Class** |  |
| **Support Teacher/s:** | **Junior Infants** |  |
| **Senior Infants** |  |
| **1st Class** |  |
| **2nd Class** |  |
| **3rd Class** |  |
| **4th Class** |  |
| **5th Class** |  |
| **6th Class** |  |
| **Diagnosis:** |  | |
| **Most Recent Reports:** | **Date:** | |
|  | **Clinician:** | |
|  | **Agency:** | |
| **Referrals / Follow Up:** |  | |
|  |  | |
|  |  | |
|  |  | |
| **Group/s:** |  | |
| **Medication:** |  | |
| **Irish Exemption:** |  | |
| **Assistive Technology:** |  | |
| **Furniture:** |  | |
| **Equipment:** |  | |
| **Recommendations:** |  | |
|  |  | |

**Appendix 2**

**Support Plan**

|  |
| --- |
| **SUPPORT PLAN\*** *Classroom Support   School Support (Support for Some)   School Support Plus (Support for A Few)* |

**To be completed by the teacher(s).**   
For help, see *SEN: A Continuum of Support - Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74*; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers,* pp. 51, 53, 54, 57*.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student’s name |  | | Age |  |
| Lead teacher |  | | Class/year |  |
| Start date of plan |  | |  |  |
| Review date of plan |  | |  |  |
| Student’s strengths and interests | | | | |
| Priority concerns | | | | |
| Possible reasons for concerns | | | | |
| Targets for the student | | | | |
| Strategies to help the student achieve the targets | | | | |
| Staff involved and resources needed | | | | |
| Signature of parent(s)/ guardian(s) | |  | | |
| Signature of teacher | |  | | |

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

**Appendix 3**

**Testing**

**Name:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Junior Infants** | **Senior Infants** | **First Class** | **Second Class** | **Third Class** | **Fourth Class** | **Fifth Class** | **Sixth Class** | **Administered By - Date** |
|  | **20/21** | **21/22** | **22/23** | **23/24** | **24/25** | **25/26** | **26/27** | **27/28** |  |
| **Teacher Designed Tests** |  |  |  |  |  |  |  |  |  |
| **Bury Infant Test** |  |  |  |  |  |  |  |  |  |
| **Jolly Phonics Test** |  |  |  |  |  |  |  |  |  |
| **Mist Test** |  |  |  |  |  |  |  |  |  |
| **Drumcondra English** |  |  |  |  |  |  |  |  |  |
| **Drumcondra Maths** |  |  |  |  |  |  |  |  |  |
| **W.I.A.T. Word Reading** |  |  |  |  |  |  |  |  |  |
| **W.I.A.T. Spelling** |  |  |  |  |  |  |  |  |  |
| **Other Tests** |  |  |  |  |  |  |  |  |  |
| **Other Tests** |  |  |  |  |  |  |  |  |  |

**Appendix 4**

**Log Of Action**

**Student Support File, Log of Actions**

Date Actions

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**Appendix 5**

**Support Checklist**

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| **Support Checklist** | | |
| **Name:** | **Age:** | **Class:** |
| **General Information** | **Date Checked** | **Comments** |
| 1. Parents/ Guardians Consulted |  |  |
| 1. Information from previous school/preschool gathered |  |  |
| 1. Hearing |  |  |
| 1. Vision |  |  |
| 1. Medical Needs |  |  |
| 1. Basic Needs Checklist completed |  |  |
| 1. Assessment of learning- screening |  |  |
| 1. Observation of learning style/approach to learning |  |  |
| 1. Observation of behaviour |  |  |
| 1. Interview with pupil |  |  |
| 1. Classroom work differentiated? |  |  |
| 1. Learning environment adapted? |  |  |
| 1. Yard/school environments adapted? |  |  |
| 1. Informal or formal consultation/advice with outside professionals? |  |  |
| 1. Advice given by learning support/resource teacher or other school staff? |  |  |
| 1. Other interventions put in place in school? |  |  |
| **Action needed** |  |  |
| *Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20* | | |

**Appendix 6**

**Brain Calm Job Description**

***BrainCalm Group-Well Being Group-3rd Class to 6th Class-***

***SET Kayrena Bolger***

* Scoil Eoin’s Special Education Teacher, with experience in assisting children with diverse needs, will use the sensory integration/O.T. therapy programme of BrainCalm to help support children who experience poor concentration, lack of focus, sensory issues and low self- esteem.
* Children who experience over-whelm, worry or anxious feelings may also be included in the Well-Being Group. Emotional literacy, emotional regulation strategies, Positive Mindset, exploring neuroscience and how the brain works are some of the content which will be explored with the children in a 1:1 situation with the S.E.T or in a small peer group with the S.E.T.

**CRITERIA**

Criteria for participation in the BrainCalm Group and Well-Being Group will be based on recommendations from relevant reports and professionals, communication with members of Scoil Eoin’s Special education Team, Class teacher observations and Parental concerns with regard to particular children.

Students who have experienced…..

School avoidance, bereavement/loss, welfare issues, behavioural issues have also received support through these groups.

**PROCEDURE**

* Through conversation and dialogue with the class teacher, students who may benefit from the group are identified.
* If there are any concerns around the social or emotional well-being of the child, parents/guardians liaise with the class teacher who in turn informs the relevant staff.
* The Class Teacher/SET will contact the parents/guardians by means of a phonecall to relay his/her observations, and to inform them of the BrainCalm Programme and/or Well-Being Group. At this point the parents/guardians will be asked to monitor the child at home for a period of a week.
* After a week, the Class Teacher/SET will again make contact with the parents/guardians and discuss whether they believe that their child will benefit from inclusion in the BrainCalm Programme and/or Well-Being Group.
* If the parents/guardians wish their child to participate in the programme/group, they will then give their permission via Aladdin or email Class Teacher /SET
* The BrainCalm Programme and Well-Being Group will take place over a six-week (approx.) block after which point the children will be reviewed.
* Parents/Guardians will then be contacted and discussion will be held as to whether their child will continue with the Programme and/or Group, or can be withdrawn.
* If the child is to be withdrawn then parents/guardians will again give this permission via Aladdin /email.

**Strategies**

Collaboration with Occupational Therapists, Psychologists, NEPS, TUSLA, CAMHS, Meitheal Meetings, Speech and Language Therapists, teachers, parents and other professionals, and their observations and recommendations, will help to inform the strategies and programmes which will be implemented for the child(ren).

Other strategies/programmes which can be used may include…

* BrainCalm Regulation Programme Blocks 1-\*9 (Brenda Cassidy O.T.) \*Blocks 5 -9 currently being written and piloted.
* Guided Breathing Exercises
* Coping and Calming Skills
* Who Am I ?- eg. Journal/Individual and group work -Celebration of personal strengths and talents; Me my family, my interests etc; All About Me Pack; Self-Esteem-Skills to build self- worth.
* Growth Mindset (Helpful/unhelpful thoughts and words; Positive affirmations (Affirmation Cards Pack); Daily Attitude of Gratitude; Fixed Mindset, Growth Mindset ; Identifying strengths)
* Emotional Literacy (Naming and understanding emotions- eg. (A to Z of Emotions; My Book of Positive Emotions; My Book of Difficult Emotions)
* Body Sensations and Feelings – (Recognising sensations of feelings in body)
* Emotional Regulation ( Emotional check in pre and after class using feeling thermometer; Identifying “What my body needs today” eg. Am I tired/sluggish/=I need Alerting exercises; Let’s Get Regulated (NCSE)

Is my brain feeling fizzy/bizzy / is it hard to concentrate? - I need regulating exercises to help me focus; Do I need to take a time out ?-I need Calming activities;

Behaviour Reflection- (How I was feeling before the incident/event- What I did-What will I try to do next time – How am I feeling now)

* Coping and Calming skills
* Guided breathing exercises
* Well-Being eg.(Bee-Amazing; Well-Being Toolkit; Mindfulness Resource Pack :
* Fine Motor Skills (Gross Motor Exercises, Theraputty, Visual discrimination/perception activities; Themed Art and Craft Projects)
* Developing Gross Motor Skills- Fundamental Movements, Elements of BrainCalm, Crossing the midline exercises etc.
* Guide To SPD -eg (.-www.inha.ie; Sensory survival guide -Aoife Costello O.T.
* School Avoidance eg. Anxiety Based School Avoidance (Strive NI) ; Wicklow School Refusal Pack (CYPSC); Middletown centre For Autism;NEPS recommendations etc.
* Home Visit – if necessary re. above.
* Anxiety -eg. What If Monsters- Master Your Monsters Diary-Coping Strategies
* Neuroscience- The Brain – Identifying the different parts of the brain and their function/job ie. (Brain Stem, Amygdala, Frontal Lobes (containing the pre-frontal cortex), Cerebellum, Temporal Lobes, Occipital Lobes, Hippocampus, Parietal Lobes ); Brain Bingo
* Follow on to the above-The Brain - Body Signs – Amygdala Hijack.
* Executive Function Skills-eg,(“An Introduction to EF” Liath Sheehan O.T ;Planning and Organisation Tips For Success- SCS Specialist Children’s services)
* Transition To Secondary school – eg. Time tables, Colour-coding; NEPS Transition to secondary School Workbook
* Social Stories
* Social skills- eg. Group work -MOTOR SKILLS GROUP-DANCE GROUP-ART AND CRAFT GROUP-COOKERY GROUP- MUSIC/DRAMA GROUP- ANY SPECIFIC PROJECT GROUP (Photography etc. on selected topics/areas mentioned above); 101 Ways To Teach Children Social Skills – Shapiro; Social Skills and Friendships The Importance Of Group Work – E. Walsh and P. Maloney OT and CAMHS; Talkabout- A social Communication Skills Package-Alex Kelly.
* Attention and Concentration – eg. Auditory Processing activities; Barrier Games; SLT Programmes; Language games
* Speech and Language-eg. SLT programmes/recommendations for individual children; SET lead resources.
* Precision Teaching – (NEPS) Automaticity for Learning Sight Words- Establish Target Words – Word Study- I min Probe.

**Appendix 7**

**Spraoi Club Job Description**

**Spraoi Club**

Scoil Eoin’s Special Education Teacher with experience in assisting children with diverse needs will support these students specifically in the areas of gross motor skills, sensory diet, sensory regulation support, calming techniques, alerting strategies and self-esteem. In this position, the teacher will play a vital role in creating an inclusive and supporting environment for children including those on the autism spectrum.

**Criteria:**

Criteria for participation in the Spraoi Club will be based on relevant reports, communication with members of the Scoil Eoin’s Special Education Team, Class Teacher observations and Parental concerns with regard individual children.

**Procedure:**

* In conversation with the class teacher, students will be identified as suitable candidates for the programme.
* In cases of more concern, we would request parents/guardians to liaise with the class teacher if there are any concerns regarding the social or emotional wellbeing of the child and these will be relayed to the relevant staff.
* The Support Teacher will contact the parents/guardians by means of a phone call to relay his/her observations, and to inform them of the existence of the Spraoi Club Programme. At this point the parents/guardians will be asked to monitor their child at home for a period of a week.
* After a week, the Support Teacher will again make contact with the parents/guardians and discuss whether they believe that their child will benefit from the support of the Spraoi Club Programme.
* If the parents/guardians wish their children to participate in the programme, they will have to give their permission via Aladdin.
* The programme will take place over a six-week block/ termly or yearly depending on the progress of the child.
* Parents/guardians will be contacted as to whether their child will continue with the programme or can be withdrawn.
* If the child is to be withdrawn then parents/guardians will again give permission via Aladdin/ email

**Strategies:**

* Collaborate with occupational therapists and other professionals to implement sensory diets for children. Create and organize sensory-rich activities and materials that support children’s sensory needs and help them regulate their responses to stimuli. The following activities will help to alert, regulate and the calm the child. Activities including;
* ***Proprioceptive (Heavy Work) activities:*** These activities are organizing to the brain and body and almost always improve attention and focus. E.g lifting weights, crawling, wheelbarrow walk, wall push ups, invisible chair.
* ***Vestibular (Movements) Activities:*** Fast and random movement activities are alerting for example, scooter boards, gym ball.  Slow and rhythmic movements are calming for example, peanut ball, swinging on tummy.
* ***Tactile Activities:*** Light touch tends to be alerting, deep touch/pressure tends to be calming. These activities result in improved attention to task.
* ***Sound/Sight/Smell Activities:*** Frequent exposure to a well-balanced assortment of these activities promotes optimum sensory modulation.
* ***Taste and Oral Output:*** These activities are forms of proprioceptive input to the mouth and are almost always calming and organizing.
* Incorporate activities that promote gross motor skill development. Provide opportunities for children to enhance their coordination, balance, strength and overall physical abilities.

**Appendix 8**

**The A-Team Job Description**

**The A- Team**

Scoil Eoin’s Special Education Teacher with experience in assisting children through the medium of assistive technology will support these students specifically in the areas of typing proficiency, word processing, digital presentations, file management, numeracy & literacy through IT and desktop management & troubleshooting. In this position, the teacher will play a vital role in creating an inclusive and supportive environment for children who need to access the Primary School Curriculum using assistive technology.

**Criteria:**

Criteria for participation in the A-Team Club will be based on relevant reports, communication with members of the Scoil Eoin’s Special Education Team, Class Teacher observations and Parental concerns with regard to individual children.

**Procedure:**

* Students will be selected primarily based on relevant reports that recommend accessing the curriculum with the aid of assistive technology.
* The support teacher will contact the parent(s)/guardian(s) of the student to discuss the child’s specific learning needs and a detailed plan will be put in place with relevant targets.
* If the parents/guardians wish their children to participate in the A-Team programme, they will have to give their permission via Aladdin.
* The children attending the A-Team group will do so over a six-week block/ termly or yearly depending on the progress of the child and whether their targets have been met.
* Parents/guardians will be contacted as to whether their child will continue with the typing group or can be withdrawn.
* If the child is to be withdrawn, then parents/guardians will again give permission via Aladdin/ email.
* Participants in typing groups will be identified based on conversations with the class teacher, past and present, and other SET members.
* The Support Teacher will contact the parents/guardians by means of a phone call to relay his/her observations and to get their input.
* If the parents/guardians wish for their child to participate in the tying programme, they will have to give permission via Aladdin.
* Children attending typing groups will do so over a six-week block after which time they will continue to work independently on the typing programme used by the group.
* A child may participate in more than one six-week block of typing in any given academic year based on their specific needs and progress made.

**Roles and Responsibilities**

The main roles and responsibilities of the person holding this position are as follows:

* Working with children who require Assistive Technology to fully access the primary school curriculum with primary focus on the following areas:
* **Junior Group (1st to 3rd Class)**
* Introduction to computing with a focus on:
* Opening/Closing Applications
* Using function keys
* Home screen interface
* Start menu items
* Creating and naming folders
* Introduction to typing with a focus on:
* Correct posture and finger positioning along home row.
* Using **Typing Club** online typing courses to help the children to master their typing skills.
* Introduction to **Microsoft Office** with a focus on:
* Creating and saving documents in MS Word.
* Formatting and editing text in MS Word
* Saving and naming documents
* Inserting images and other objects into documents.
* Creating and saving projects in MS Powerpoint.
* Formatting and editing slides in MS Powerpoint
* Saving and naming projects.
* Inserting images and other objects into slides.
* Using MS Onedrive to access and store data.

* **Senior Group (4th to 6th  Class)**
* Introduction to computing with a focus on:
* Opening/Closing Applications
* Using function keys
* Home screen interface
* Start menu items
* Creating and naming folders
* Basic troubleshooting skills

* Introduction to typing with a focus on:
* Correct posture and finger positioning along home row.
* Using **Typing Club** online typing courses to help the children to master their typing skills.

* Introduction to **Microsoft Office** with a focus on:
* Creating and saving documents in MS Word.
* Formatting and editing text in MS Word
* Saving and naming documents
* Inserting images and other objects into documents.
* Creating and saving projects in MS Powerpoint.
* Formatting and editing slides in MS Powerpoint
* Saving and naming projects.
* Inserting images and other objects into slides.
* Using MS Onedrive to access and store data.

* Using mind mapping software with a focus on:
* Using the online mind mapping resource **Mindmup.**
* Generating mind maps as a study tool to summarise subject areas
* Picking out relevant information to include in mind maps
* Adding pictures to a mind map.

* Working with children with specific literacy needs such as dyslexia using the following resources:
* Nessy or a similar reading and spelling programme to improve reading fluency and spellings
* The use of speech to text technology where recommended.
* The use of text to speech technology where recommended.
* Using the spellchecker feature in MS Word to overcome language and spelling difficulties.