

St. Patrick's School. Drumcondra, D09XH2

Scoil Phadraig, Droim Conrach, Ath Cliath D09 XH52

**Email: secretary@saintpats.ie Telephone: (01)8373714
Charity number:20116453**

Special Educational Needs Policy

Introduction:

St. Patrick's B.N.S is dedicated to the implementation of an effective system for meeting the needs of all our pupils. We believe that all our children have a right to an education which is appropriate to their individual needs. We strive to ensure that all our children feel that they are a valued part of our school community. We are fully committed to the principle of inclusion, to be achieved by careful consideration of the needs of each child and by providing the support that will help the child to participate and to reach their potential in school. (Please See Glossary in the appendices)

Rationale:

The purpose of this policy is to:

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

School Ethos:

This policy is in accordance with the school ethos, through the provision of a safe, secure and caring school environment and through the promotion and encouragement of positive home-school links.

Aims:

This policy and the attached addenda aim to outline our procedures and practices for:

1. identification of additional needs that our pupils may have
2. allocation of resources to effectively meet the needs of children with additional needs
3. division of the roles and responsibilities among our school community in relation to pupils with additional needs
4. tracking, monitoring, reviewing and reporting of the progress of children with additional needs
5. communication of information between the SET team, principal, staff and parents/guardians

Subsidiary aims:

1. We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible
2. To develop positive self- esteem and positive attitudes towards school and learning
3. To help enable those pupils to monitor their own learning and become more independent learners
4. To take into account the different backgrounds, experiences, beliefs, interests and strengths that influence the way in which children learn when we plan our approaches to teaching and learning
5. To provide supplementary teaching and additional priority support in English and Mathematics when resources allow
6. To involve parents in supporting their children through effective parental support
7. To promote collaboration among teachers in the implementation of whole school policies on children with additional needs
8. To establish early intervention programmes designed to enhance learning and to prevent/ reduce difficulties in learning
9. We recognise that some pupils will have particular learning and assessed requirements that will create barriers to learning, every effort will be made to address these through special arrangements

Operation of Learning Support:

1. Identifying Pupils with Additional Needs using the Continuum of Support

We use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. We recognise that special educational

needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way.

Details of the Continuum of Support are outlined in Appendix 1

Order for selection of pupils for supplementary teaching:

- 1) **Children at School Support Plus level.** This includes children where NEPS, Primary Care and/or other health professionals are involved. An assessment should be present which confirms specific learning difficulties and an IEP should be prepared. Such as:

- *Hearing impairment*
- *Physical Disability*
- *Visual impairment*
- *Emotional disturbance*
- *Severe emotional disturbance*
- *Moderate general learning disability*
- *Severe/profound learning disability*
- *Autism/Autistic Spectrum Disorders*
- *Assessed Syndrome*
- *Specific Speech and Language Disorder*
- *Multiple Disabilities*

- 2) Children scoring at and below STEN 4 in Maths, Literacy and Spelling Standardised Tests, including those with a Specific Learning Need e.g. Dyslexia. Also children who present at a STEN 4 or below in Screening and Diagnostic Tests. (Where STEN scores are not in use an appropriate equivalent score will be used.)
- 3) Children with English as an Additional Language who need assistance. (EAL Assessment showing a score below B1)
- 4) Early Interventions at a class level. Examples include Literacy Lift Off, Station Teaching, Maths for Fun and other forms of team teaching.
- 5) Children who present with an unexpected urgent need during the school year. (E.g. Accidental injury with educational impact, sudden trauma in the home etc.)
- 6) Children presenting with social, emotional and behavioural difficulties. based on a report, teacher concern, parent concern. (Interventions in class or school such as a classroom support plan, social group, Friends First, referral to NEPS etc)
- 7) Specific areas of weakness in Literacy or Numeracy. Where a child does not meet the requirements at 1,2, or 4 above but weaknesses such as comprehension gaps etc are still noticeable and measurable
- 8) High Achievers Group. Supporting those achieving 130 or more in the NNRIT, and in top 5-10 percent in Literacy and Maths standardised tests in 5th class.

The following Methods of provision are in use in St. Patrick's BNS

1. In class support: assisting a child/children with Maths/Literacy as the teacher teaches it.
2. In class support: team teaching of a subject area e.g. peer reading.
3. In class support: teaching of a particular aspect of learning e.g. handwriting.
4. In class support: social/emotional e.g. Friends First.
5. In class support: early intervention e.g. station teaching, team teaching phonics etc.
6. Withdrawal group: similar learning needs e.g. comprehension, numeracy, social skills.
7. Withdrawal group: learning needs in a certain area e.g. Literacy.
8. Withdrawal group: child with needs alongside selected classmates (short term e.g. project).
9. Individual withdrawal at School Support Plus level.
10. Individual withdrawal for other justifiable reasons (to be recorded)

Selection criteria based on the above must be applicable for children who receive support. Records must be maintained.

Appropriate Records of the rationales for providing support must be maintained. Records of interventions provided must also be kept. Particular care must be taken to ensure the confidentiality of children involved.

2. Meeting the Needs and Allocating Resources

- 1) Once pupils needs have been identified, Special Education Teachers (SETs) are deployed to address these needs as required. We deploy SETs in a variety of ways in order to effectively meet pupils' needs. We aim to strike a balance between in-class support, group and individual support while ensuring that the needs of children with additional needs are met inclusively.
- 2) In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with the highest level of need should have access to the greatest level of support. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, team-teaching and small group teaching. In addition to literacy and numeracy difficulties, many pupils will have specific assessed needs in such areas as oral language, social interaction, behaviour, emotional development, motor skills and application to learning.
- 3) Interventions based on a specific need or because of an assessment result should be explicitly matched to the needs of the child. E.g. A child with a Specific Speech and Language difficulty should receive assistance based on S+L recommendation, literacy etc.
- 4) We examine 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.
For example, several children at 4th Class level with literacy and/or spelling difficulties could be grouped.
Or two children in 3rd Class at School Support Plus level with ASD could also be grouped to allow for extra contact time beyond their individual allocation.
- 5) Certain interventions should be time bound. The use of such time blocks is an appropriate way to allow for the best allocation of teaching hours. e.g. Spelling groups, comprehension groups, social skills groups for 6 to 8 weeks.
- 6) Importantly, the level and type of support reflect the specific targets of individual pupils as set out in their support plans and are informed by careful monitoring and review of progress. In this way, following a period of intervention, some pupils may no longer require additional teaching supports; some may require the same level, while others may require more intensive supports. Conversely close communication with class teachers is vital to pick up children who present with difficulties during the year.

- 7) **CPD provision** for Support Teachers (and Class Teachers where appropriate) will be available with principal's prior approval . CPD should be prioritised based on pupils' needs and Equal access to available CPD should be noted

Roles and Responsibilities:

Roles and responsibilities in relation to SEN and to the provision of Support Teaching are outlined in Appendix 2.

Procedures:

Procedures for the organisation of Support Teaching are outlined in Appendix 3.

Health and Safety Issues

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


Supervision/ Child Protection

1. Where pupils receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both themselves and the pupil are visible through the glass panel in the door or where there is no glass panel, the door of the room should remain open.
2. Where pupils are withdrawn for support, the SET teacher should collect and return children to their classrooms.
3. Where a child has access to an SNA, they may withdraw the child from the class if a plan is in place with the class teacher. We aim to maximise resources, so that when a child is in receipt of support teaching, the SNA can attend to another child with SNA access.

Ratification Review:

This policy was ratified by the Board of Management in 2017 and reviewed in 2019. It will be reviewed in 2021 by the Special Education Team and all staff at St. Patrick's BNS, (pending a proposed review of the New SEN Allocation Model by the Department of Education and Science in 2019.)

Signed:

 (Chairperson)

Tom Moriarty (Principal)

Date: 2017

(This Policy should be read in conjunction with the school Assessment Policy.)

Appendix 1: The Continuum of Support:

STAGE 1 CLASSROOM SUPPORT

Classroom Support is the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are **additional to or different** from those required by other pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

STAGE 2 SCHOOL SUPPORT

It may be the case that interventions at classroom support level are not enough to fully meet the pupil's special educational needs. School Support may, therefore, be required. The class teacher needs to involve the Special Education Teacher Team (SET Team) in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan.

STAGE 3 SCHOOL SUPPORT PLUS

If a pupil's special educational needs are **severe and/or persistent**, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will be an important element of the child's individual education plan.

Details relating to Classroom Support Plan, School Support Plan and School Support Plus plans are in the Procedures for SEN Document, which is an appendix to this policy.

Appendix 2: Roles and Responsibilities with regard SEN

Board of Management: The BOM oversees the development, implementation and review of school policy on SEN. They also ensure that adequate classroom accommodation, secure storage space and effective teaching resources are provided.

Principal:

The *Learning Support Guidelines* outline the Principal as having overall responsibility for SEN procedures and practices in the school.

The role of the school principal may involve the following:

- Implement and monitor the school's Additional Needs policy on an on-going basis.
- Assign staff strategically to teaching roles, including special education roles
- Co-ordinate teachers' work to ensure continuity of provision for 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 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
- assign responsibility for coordinating additional support to an identified teacher (i.e. SENC)
- communicate with the SENO (Special Education Needs Organiser)
- oversee a whole school assessment and screening programme
- allocate time within the school timetable for the SET team to plan and consult with teachers and parents/guardians
- inform staff about external agencies and provide information on continuing professional development in the area of SET
- meet with parents/guardians regarding any concerns about their child and update them regarding their progress

SEN Co-ordinator:

The role of the SEN co-ordinator (SENC) may involve the following:

- communicate with the principal in relation to SEN matters on an on-going basis
- liaise with external agencies about the provision for pupils with additional needs
- liaise with the NEPS psychologist, the SET team and class teachers to prioritise children for psychological assessments
- co-ordinate regular SET team planning meetings to ensure effective communication and support for children with additional needs
- collaborate with the Principal in creating timetables for additional support
- meet with parents/guardians regarding any concerns about their child, advise parents/guardians on procedures for availing of support and update them regarding their progress
- co-ordinate IEP meetings and review meetings
- co-ordinate the screening of pupils for additional support, using the results of standardised and diagnostic tests
- co-ordinate and organise available SNA hours based on the needs of the children involved
- maintain lists of pupils who are receiving additional support
- other SEN related duties as may be assigned

Class Teacher:

Class teachers have primary responsibility for the teaching and learning of **all** pupils in his/her class, including those selected for additional support.

Their role of the class teacher may involve the following:

- implement teaching programmes which optimise the learning of all pupils and
- create a positive learning environment within the classroom
- differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class
- administer and correct standardised tests of achievement in literacy and numeracy, following the school's guidelines
- discuss outcomes of standardised testing with SEN team to assist in the selection of children for supplementary teaching
- meet with parents regarding any concerns about their child and update them regarding their progress
- gather information and assess children presenting with needs to inform teaching and learning using the Continuum of Support
- open a Pupil Support File once additional needs have been identified and require classroom support

- develop classroom support plans for children in receipt of Classroom Support- in consultation with SET. Classroom Support Plans prepared by the class teacher are generally the first step in providing differentiated support for children in the school
- collaborate with staff to develop relevant support documents, IEP, PPP etc
- meet with Special Education Teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support Plus and who require an Individual Education Plan
- meet with Special Education Teachers, relevant staff and parents to review support documents
- where applicable, collaborate with the SEN team regarding teaching aims and activities for team teaching. Where a child is withdrawn for support the Class Teacher should play a key role in determining what areas of concern are to be addressed. Flexibility from both Class Teacher and Support Teacher is expected with regard timetabling of withdrawal sessions. Where whole class interventions are undertaken, recognition should be given to those children within the group who may have additional needs. The opinion of the class teacher should be noted and should carry weight in this regard.
- co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN within the class to which they are assigned
- liaise with and seek advice from their SENC, SET and Principal

Special Education Teacher (SET)

The role of the SET teacher may involve the following:

- familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs
- assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention
- collaboratively develop support documents for each pupil selected for school support teaching with class teachers and other staff members. Support Teachers should use their experience and expertise to assist Class Teachers with Classroom Support Plans and conversely involve Class Teachers in the preparation of School Support Plans and School Support Plus Plans.
- meet with class Teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support Plus and who require an Individual Education Plan and other relevant support documents
- Meet, at a minimum, twice a year with class teachers, relevant staff and parents to review IEP and other support documents
- Update and maintain planning and progress records for each individual or group of pupils in receipt of school support on Aladdin and in hard copy, following the procedures for SEN teachers document.

- provide supplementary teaching for literacy and numeracy on a withdrawal and/or in-class support basis
- Work with and support the class teacher in their efforts. In class support, team teaching and station teaching allow for targeted support to be provided to children in a minimally disruptive manner and help ensure core curricular areas are not missed on a regular basis.
- support whole-school procedures for screening
- administer and interpret diagnostic tests and inform class teachers and parents of the outcomes. Record on Aladdin and file hard-copy of results
- meet with parents regarding any concerns about their child and update them regarding their progress
- Offer advice and support to class teachers regarding pupils on their caseload
- discuss the needs and progress of children on their caseload at planning meetings
- For the benefit of the child and the teacher Support Teachers should always be aware of **Child Protection** considerations when working with children.

Special Needs Assistants:

The duties of the SNA will be carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and the SNA school policy. Under the direction of the principal/class teachers, the SNA will meet the care needs of the SEN pupils to which they have been assigned. (Circular 0030/2014). **SNAs are a key part of the support team** available for children with additional needs in the school. Their opinions should be sought and considered and their input to meetings can be vital. E.g. School Support Plus Meetings (IEP Meeting).

The role of the SNA may involve the following:

- support the needs of pupils in effectively accessing the curriculum
- contribute to the quality of care and welfare of the pupils
- collaborate with Special Education Teachers and relevant staff to develop support documents
- attend IEP meetings and/or meetings with relevant professionals, when necessary
- ensure the safety of the SEN pupils in the schoolyard, and be present for the duration of the yard breaks along with the teachers on duty.
- For the benefit of the child and themselves, SNAs should always be aware of **Child Protection** considerations when working with children.

Parents/Guardians:

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

In each case where a child is receiving support parental consent must be obtained and parental input should be sought into the areas needing addressing. School support Plans and School Support Plus Plans must be signed. Parents are our partners in supporting their child.

Parent/Guardian should, as appropriate:

- share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage and as obtained at any other time
- support the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning
- attend meetings arranged by the class teacher, principal or SEN team. For children at School Support Plus level IEP meetings and IEP review meetings provide a particular chance to engage with parents on their child's learning.
- support the targets outlined in their child's support plans and engage in all suggested home-based activities
- inform the post-primary school of their child's needs, at the transition stage

Pupils:

Pupils who are in receipt of supplementary teaching should, as appropriate:

- be given the opportunity to contribute to their teaching plan
- become familiar with the targets that have been set for them if appropriate
- benefit from the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

Appendix 3: Procedures in Support Teaching:

Information Gathering and Assessment

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

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

Assessment and Screening Tests (See below for full test titles)

In our school we carry out the following assessment procedures:

- Junior Infants: Observation, Checklists
- Senior Infants: Observation, Checklists, MIST, DTEN
- 1st class: Observation, Checklists, DPMT, DMST, DPRT, NNRIT
- 2nd class: Observation, Checklists, DPMT, DMST, DPRT
- 3rd class: Observation, Checklists, DPMT, DMST, DPRT, NNRIT
- 4th class: Observation, Checklists, DPMT, DMST, DPRT
- 5th class: Observation, Checklists, DPMT, DMST, DPRT, NNRIT
- 6th class: Observation, Checklists, DPMT, DMST, DPRT

As a school, we also carry out the NNRIT/NVRT with identified individual children as needed.

The YARC is administered to pupils in receipt of learning support for literacy in June/September and January. The MALT is administered to pupils in receipt of learning support for Maths in June/September and January

Inventory of Test Materials

Screening Tests

- DPRT (Drumcondra Primary Reading Test)
- DPMT (Drumcondra Primary Maths Test)
- DPST (Drumcondra Primary Spelling Test)
- New Non- Reading Intelligence Test (NNRIT)
- MIST (Middle Infant Screening Test)
- DTEN

Diagnostic Tests

In our school the following tests are available for administration:

- Jackson Phonics Test
- YARC (York Assessment of Reading for Comprehension)
- MALT (Maths Assessment of Learning and Teaching)
- Diagnostic Spelling Test
- Schonell Spelling Test
- Non-Verbal Reasoning Test (NVRT)

Prevention and Early Intervention Strategies

We believe that it is very important to identify and assess children with additional needs as early as possible so that effective interventions can be put in place.

We aim to maintain lower pupil teacher ratios of approximately 20 pupils per class in Junior and Senior infants and 1st class.

Support teaching is provided based on need and in line with the priority criteria. Station teaching in Literacy/Maths is operational from Junior Infants (term 2), senior infants, 1st and 2nd class. Parental consent is not sought as pupils are not being withdrawn.

In-class support and withdrawal by the SET team may also be provided.

Senior Infants are screened in February using the MIST (Middle Infant Screening Test). This allows time for the 'Forward Together' Home programme to be implemented and then the YARC Diagnostic Test can be administered at the start of 1st class. Likewise the DTEN is administered in May of Senior Infants, and diagnostic testing follows at the start of 1st class.

The EAL Primary School Assessment Kit is also used as required. Pupils may be immediately placed on the Continuum of Support depending on the outcome of this screening and in consultation with class teachers and parents.

We develop agreed approaches to the teaching of Literacy and Numeracy in order to ensure progression and continuity from class to class.

We promote literacy through Print-rich environment, DEAR (Drop Everything and Read), LOL(love our literacy) stations

We Promote Numeracy e.g. Maths week, maths stations

Differentiation is applied.

Tracking, recording and reviewing progress

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

Student Support File

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

- A log of actions (on Aladdin)
- Record of support received
- Standardised/ Diagnostic test scores
- Support plans and reviews
- Any necessary checklists

Student Support Files:

A class teacher should open a Student Support File once a child is placed on Stage 1 –Classroom Support on the continuum. This is stored digitally on Aladdin in Pupil Records and a hard copy is stored in child's blue folder. A note may also be made in the class teacher's assessment folder. The SENC should be notified to add the pupil's name to the Overview of Support. If a child moves from Classroom Support to School Support level, the hard-copy of the Classroom Support File should be passed to the SEN teacher to store in the Student Support File. When a child is moving from Classroom support to School support,

class teacher and SEN teacher complete the transfer form in the SEN Red Folder, and notify the SENC, to update the Overview of Support.

For children on School Support and School Support Plus, the Student Support File will be saved on Aladdin and one hard copy will be saved in the Student Support File, in the SEN teacher's room.

Support Plans

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

Stage 1 – Classroom Support: A Support Plan at stage 1 is a **Classroom Support Plan**. This is a plan which is drawn up by the Class Teacher in collaboration with the parents/guardians and a member of the SEN team, if needed which outlines the pupil's additional needs and the actions, including individualised teaching and management approaches, which will be taken to meet the pupil's needs. The plan may also include home-based actions to be taken by the pupil's parents/guardians to support their child's development. The Classroom Support Plan must include a review date.

Stage 2 – School Support: A Support Plan at stage 2 is a **School Support Plan**. This plan is drawn up by the class teacher and appointed SET teacher. It will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan should, for the most part, be implemented within the normal classroom setting and complemented by focused school based intervention programmes. Depending on the nature of the needs and on the school context, additional teaching might be within a small group or individual or a combination of both either in class or on a withdrawal basis. Home-based actions may also be included. After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken. The Support Plan must include a review date. Pupils in receipt of additional support for literacy/numeracy normally have this plan signed by parents at the November parent teacher meetings.

Stage 3 – School Support Plus

A Support Plan at stage 3 is an **Individual Education Plan (IEP)**, depending on the nature of the support needed and whether the pupil has access to an SNA, additional documents may be needed as per our provision for SEN document. This plan is drawn up by the class teacher and appointed Special Education Teachers, in consultation with the child's parents/guardians, professionals external to the school and (if appropriate) the child based on the information gathered. It will set out;

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

Parents will be invited to an initial meeting in October and a review meeting in June. In addition SEN and class teacher (and SNA where appropriate) carry out a review in January which can be communicated with parents

SEN Records:

Individual SEN Files:

Student Support Files are stored on Aladdin and in the relevant SEN teacher's filing cabinet. It is the responsibility of SETs to update and manage the files of the children on school support and school support plus that they support. The following should be stored

- Student Support File documents
- Copy of referrals made to outside agencies

- Copy of reports from outside agencies e.g SLT, O.T
- Record of SEN meetings with parents, outside agencies and inter- school meetings will be logged on Aladdin
- Record of SEN correspondence between parents, outside agencies and school staff will be logged on Aladdin

The principal's office is the location for all Psychological Reports. They are stored in a secure filing cabinet and teachers/ SEN teachers can request access.

Glossary:

SEN: Special Educational Needs

Continuum of Support: The Continuum of Support is a framework set out by the Department of Education to identify and support children with additional needs in a mainstream school setting. There are three levels of support. 'Classroom Support' which entails differentiation for the child's needs in class. 'School Support' where support teaching is provided by a member of the Support Teaching Team. 'School support Plus' where a wider range of supports, both inside and outside the school may be accessed for the child.

NEPS: National Educational Psychology Service: The psychological support service provided by the Dept. of Education to advise and assist schools.

NCSE: National Council of Special Education.

SENO: Special Educational Needs Organiser

SNA: Special Needs Assistant. A member of staff who assists individual children with qualifying care needs to access a full education in the school. Access to an SNA is granted by the SENO based on reports outlining significant care needs.

Standardised Tests: A form of assessment where the questions, conditions for administering, scoring procedures and interpretation are consistent and scored in a predetermined, standard manner. This makes it possible to compare the relative performance of individual pupils.

Diagnostic Tests: a form of assessment that begins before teaching/instruction begins. It determines what a pupil already knows about the concepts and skills to be covered.

Screening Tests: a group-administered test used for younger pupils to identify difficulties in Literacy and Numeracy.

Standard Scores: These scores measure achievement compared to other children in all schools at the same class level or age level. Standard scores range from 55 to 145/ Below describes what the different scores tell you about a child's achievement:

The following: 130+ Very high, 120 - 129 High, 110 - 119 High average, 90 - 109 Average, 80 - 89 Low average, 70 - 79 Low, Below 70 Very low

STEN Scores: These are a ten-point scale with 1 representing the lowest category and 10 the highest. These are derived from standard scores. They measure achievement compared to other children in all schools at the same class level or age level

Standard Score Range	STen Score Range	Descriptor	Coverage
115 and above	8-10	Well above average	Top 1/6 th of pupils
108-114	7	High average	1/6 th of pupils
93-107	5-6	Average	Middle 1/3 of pupils
85-92	4	Low average	1/6 th of pupils
84 and below	1-3	Well below average	Bottom 1/6 th of pupils