

St Patrick's National School, Drumcondra, D09 XH52

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Continuum of Support Policy for Children with Additional Educational Needs

1. Introductory Statement

St Patrick's National School 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. This policy was formulated by the staff of the school in 2019 and updated in 2023. It reflects Department of Education circulars including 0064/2024, 0058/2019, 0013/2017, 0030/2014 and [Circular 0080/2024](#), as well as National Council for Special Education (NCSE) documents including [Guidelines for Primary Schools – Supporting Pupils with Special Educational Needs in Mainstream Schools](#), [NCSE Support Service Toolkit to Support the Special Education Teacher \(SET\) Allocation Model](#), and the Department of Education's [Indicators of effective practice document](#)

2. Linkage to Mission Statement

We aim to provide a holistic approach to education taking account of individual needs, abilities, interests and social and cultural backgrounds. We strive to create a positive and caring, inclusive environment conducive to learning, enabling each child to reach his/her full potential with confidence and enthusiasm.

'As a Catholic school, St Patrick's National School is committed to the holistic development, and the achievement of the full potential of all children -academically, creatively, emotionally, physically, morally, socially and spiritually. We provide a happy, caring and stimulating environment, promoting self-esteem and confidence. We work in partnership with all parents/guardians and the whole community in an atmosphere of mutual trust.'

Rationale

The purpose of this policy is to:

1. provide practical guidance to staff, parents/guardians and other interested parties about our AEN (Additional Educational Needs) 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, EPSEN [Education for Persons With Special Educational Needs] Act 2004)
4. fulfil DES circulars 0030/2014 , 0013/2017, 0052/2019, 0058/2019 and 0080/2024

3. Aims of the Policy

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

4. Principles of Support

The provision of additional education needs support in our school is based on the following principles:

1. Quality of teaching
2. Effective whole-school policies
3. Direction of resources towards children with the greatest need
4. Implementation of a staged approach to support provision at Class Support/School Support/School Support Plus levels
5. Provision of the model(s) of intervention appropriate for the child, including the withdrawal model, in-class support model, individual or group work.

5. Pupils with additional educational needs:

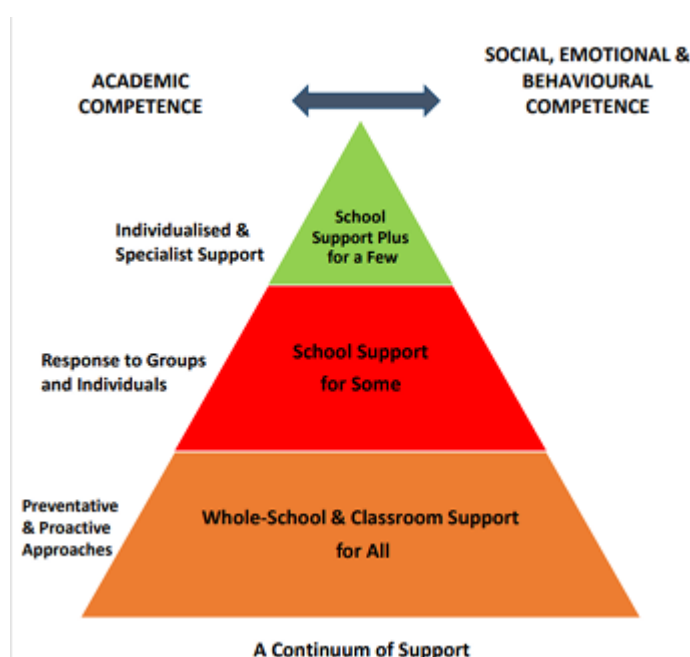
In MAINSTREAM CLASSES: Once enrolled in a mainstream class, parents are requested to inform the school of any 'additional need' their child may have. Programmes will be designed by the class teacher to facilitate inclusion of pupils with additional needs in all areas of the curriculum at their ability and competence levels. Relevant school personnel will be made aware of the additional educational needs of the pupils and of the strategies necessary for inclusion in all aspects of school life.

In the DEVELOPMENTAL LANGUAGE DISORDER (DLD) CLASSES: The two DLD classes each have a maximum enrolment of seven children, in line with Department regulations, in order to allow for intensive educational and Speech and Language Therapy (SLT) programs suited to each child's needs. The class is staffed by a full-time teacher, and a part-time Special Needs Assistant (SNA). The HSE provides the services of a Speech and Language Therapist. Eligible pupils may spend up to a maximum of two years in the DLD class. In order to enrol a child in the DLD class, he or she must meet specific criteria as outlined in the Enrolment Policy.

In the AUTISM CLASS: The maximum enrolment in the class is 6 children, in line with Department regulations, in order to allow for intensive educational and individual programs suited to each child's needs. The class is staffed by a full-time teacher and two SNAs. In order to enrol a child in the Autism Class, he or she must meet specific criteria as outlined in the Enrolment Policy.

6. Identifying Pupils with Additional Needs in Mainstream Classes

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, and to ensure those with the highest level of need should have access to the greatest level of support.

We recognise that additional 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. Using this framework 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 with a Special Education Teacher:

1. Children at School Support Plus level. This includes children where other professional agencies are involved e.g National Educational Psychological Service (NEPS) , Health Service Executive (HSE) Primary Care, Children's Disability Network Team (CDNT) and/or other health professionals. An assessment may be present which confirms specific learning difficulties (and a School Support Plus Plan should be prepared) such as:

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

These pupils will be in receipt of supplementary teaching and it will continue for those who experience significant learning difficulties

2. Children scoring a Standard Score of 84 or below in Maths, Literacy and Spelling standardised tests, Screening and Diagnostic Tests, including those with a Specific Learning Need e.g. Dyslexia: Children scoring a Standard Score between 85- 89 will be supported at Stage 1 Classroom Support. (Where Standard Scores scores are not in use an appropriate equivalent score will be used).
3. Children with English as an Additional Language (EAL) who need assistance (for first two years of entry to the country, or the EAL Assessment showing a score below B1).
4. Early Interventions at a class level- Early intervention in Literacy and/or Maths - Infant class children who continue to experience difficulties in early Literacy or Maths skills, despite interventions made by the class teacher at the Classroom Support level of the Continuum of Support. The class teacher will have opened a Support Plan and recorded interventions in it. Examples include Power hour, Station Teaching 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 and/or parent concern. (Interventions may by the class teacher at Classroom Support level class, social group, Friends First programme, 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 3 above but weaknesses such as comprehension gaps etc are still noticeable and measurable
8. Transition to post-primary school. where organisational, social or emotional development is noticeable and measurable.
9. High Achievers- Interventions will be made in the first instance by the class teacher at Classroom Support level. The class teacher will have opened a Support Plan and recorded the interventions in it. This would involve supporting those achieving 130 or more in the NNRT, and in top 5-10 percent in Literacy and Maths standardised tests (priority to most senior classes).

7. Methods of Support

The following Methods are in use in St. Patrick's National School

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/ Power Hour.
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/ social skills).
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 to 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.

Please see appendix 3 for organisation of procedures for support.

8. Continuing and Discontinuing Supplementary Teaching

At the end of each instructional block (January and June) the progress of each child who is in receipt of support teaching will be evaluated following consultation with the child's class teacher and, where appropriate, the child's parents/guardians. A decision will be made regarding the continued level of support and revised targets will be set in the child's Support Plan. The school may decide to discontinue supplementary teaching with some children when satisfactory progress has been made and targets have been met. The school may also decide to discontinue supplementary teaching with some children who are now performing above the percentile laid down in the selection criteria for receiving support. However, if both the class teacher and support teacher feel such a child needs scaffolding to maintain this standard then continued supplementary teaching may be offered if places are available in the appropriate group.

9. Monitoring Progress

The Support Review Record will be completed by the support teacher in collaboration with the class teacher. This will be carried out at the end of each instructional period. The completed review will be saved on Aladdin.

Monitoring occurs through class tests e.g. Spellings/Tables, teacher designed, Standardised tests at the end of each academic year (Senior Infants – 6th) in Literacy and Maths, Diagnostic Tests, ongoing structured observation and assessment of the language, Literacy and Numeracy skills of the children in the infant classes to facilitate early identification of possible learning difficulties.

10. Roles and Responsibilities

Please see Appendix 2 and Appendix 3 .

11. Record Keeping

Records are kept in accordance with the school's GDPR policy on data management and record keeping.

Class teachers keep a record of teacher-designed tests and checklists in an assessment folder for their class. It may also contain samples of the child's work and any relevant correspondence relating to the child.

Diagnostic assessments and other checklists administered by the support teacher for children at the School Support and School Support Plus levels will be put in a separate School Support file and stored securely in the support room.

Continuum of Support documents are kept on Aladdin and in the School Support File. Personal Pupil Plans for children with SNA access will also be stored with their Support Plans in the Student Support File. .

Psychological reports that are active at any given time are kept in a locked cabinet in the Principal's office.

Results of standardised tests are uploaded to Aladdin and noted in the Student Support File. Please see Appendix 3 for further details on record keeping.

12. Health and Safety Issues

All appropriate measures are taken to ensure the safety of each pupil with AEN. When a place is offered to a child with AEN, 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 a 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.

13. Success Criteria

The success of this policy will be demonstrated by:

1. an increase in positive attitudes to school and learning among our pupils by addressing their academic, social, emotional and behavioural needs
2. improved standards of academic performance and achievement
3. enhanced parental involvement in supporting pupil learning
4. increased collaboration between school personnel.

Ratification and Communication

This policy was ratified by the Board of Management on 10/02/2025


Monitoring, Implementation and Review

The implementation of the policy shall be monitored by the Principal and the Board of Management.

The policy will be reviewed in 2027, or sooner as necessary, within the framework of school planning.

Signed: 
Chairperson the BoM

Date: 10/02/2025

Signed: 
Principal

Date: 10/02/2025

This Policy should be read in conjunction with the school's Assessment Policy, SNA Policy, Intimate Care Policy, DLD Class Enrolment Policy, and related "Guidance for Staff" documents.

Appendix 1: The Continuum of Support:

<p>STAGE 1 CLASSROOM SUPPORT</p>	<p>If a class teacher has concerns about the academic, physical, social or emotional development of a child, the class teacher will open a Classroom Support Plan on Aladdin. At Classroom Support level this will be a simple, individual plan of support to be implemented in the mainstream class setting. This plan will be informed by data gathered by the class teacher. The plan will be reviewed after each instructional term (using the Review Page from the Support Plan document). If the plan is working well for the child it may be decided to discontinue it. If insufficient progress is made and the child is still having difficulty, then Stage 2 (School Support Plan) will be implemented.</p>
<p>STAGE 2 SCHOOL SUPPORT</p>	<p>It may be the case that interventions at Classroom Support level are not enough to fully meet the pupil's additional educational needs. School Support may, therefore, be required. The class teacher needs to involve the Special Education Teacher Team (SET Team) in further diagnostic assessment at this point and the development and monitoring of a School Support Plan. Parents/Guardians will grant consent for supplementary teaching on an annual basis. The class teacher and support teacher collaborate on the Support Plan describing appropriate learning outcomes for the child. The child's parents/guardians will be asked to sign the support plan. This plan will be formally reviewed in February and June. A review document will be written and given to parents to sign at the end of the academic year. If significant concerns remain, it may be necessary to involve outside agencies.</p>
<p>STAGE 3 SCHOOL SUPPORT PLUS</p>	<p>If a pupil's additional 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. Such professional advice is sought from psychologists, speech therapists, audiologists, occupational therapists, etc. This is carried out in consultation with and with the permission of the child's parents/guardians. Following the consultation, the support teacher, class teacher, parents and outside professional(s), if available, will determine a more detailed School Support Plus Plan for the child. In the case of children identified at an early age as having significant additional education needs, intervention at School Support Plus will be necessary on their entry to school, with parents consent . Support in the classroom will be an essential component of any learning programme devised, and primary responsibility for the child's learning will remain with the class teacher in consultation with the designated support teacher. A support plan will be drafted at the beginning of each academic year informed by a meeting between staff and parents. This plan will be formally reviewed in February and again at a June review meeting. The Plan will be stored on Aladdin and in a hard copy in the Student Support File. The 'Log of Actions' on Aladdin , as part of the School Support Plus Plan, will be added to as appropriate. These additions will be made by the class teacher or the support teacher.</p>

Appendix 2: Roles and Responsibilities with regard to (Additional Educational Needs)

Please read alongside circular 64/2024	
Board of Management:	The BOM oversees the development, implementation and review of school policy on AEN. They also ensure that adequate classroom accommodation, secure storage space and effective teaching resources are provided.
Principal:	<p>The <i>Learning Support Guidelines</i> outline the Principal as having overall responsibility for AEN procedures and practices in the school.</p> <p>The role of the school Principal may involve the following:</p> <ul style="list-style-type: none"> ● implement and monitor the school’s Additional Educational Needs Policy on an on-going basis. ● Assign staff strategically to teaching roles, including additional education roles ● Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies ● Ensure that effective systems are implemented to identify pupils’ needs and that progress is monitored methodically ● Facilitate the continuing professional development of teachers in relation to education of pupils with additional 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. SENCO. Special Educational Needs Coordinator) ● Communicate with the SENO (Special Education Needs Organiser) ● Oversee a whole school assessment and screening programme ● Inform staff about external agencies and provide information on continuing professional development in the area of AEN ● Meet with parents/guardians regarding any concerns about their child and update them regarding their progress
SEN Coordinator:	<p>The role of the SEN co-ordinator (SENCO) may involve the following:</p> <ul style="list-style-type: none"> ● 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 ● coordinate 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

	<p>availing of support and update them regarding their progress</p> <ul style="list-style-type: none"> ● co-ordinate School Support Plus meetings and review meetings ● co-ordinate the screening of pupils for additional support, using the results of standardised and diagnostic tests ● coordinate and organise available SNA hours based on the needs of the children involved ● maintain lists of pupils who are receiving additional support ● other AEN related duties as may be assigned
<p><i>Class Teacher:</i></p>	<p>Class teachers have primary responsibility for the teaching and learning of all pupils in his/her class, including those selected for additional support.</p> <p>The role of the class teacher may involve the following:</p> <ul style="list-style-type: none"> ● 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 AEN 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- School Support Plus,, School Support, Personal Pupil Plans 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 a School Support Plus Plan ● meet with Special Education Teachers, relevant staff and parents to review support documents ● Collaborate with the AEN 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. ● co-ordinate the role and responsibilities of the SNA in relation to the needs of pupil/s with AEN within the class to which they are assigned ● liaise with and seek advice from their SENCO, SET and Principal

<p>Special Education Teacher (SET)</p>	<p>The role of the SET teacher may involve the following:</p> <ul style="list-style-type: none"> ● 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 a School Support Plus Plan and other relevant support documents ● Meet, at a minimum, twice a year with class teachers, relevant staff and parents to review the School Support Plus Plan 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 AEN 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 including in-class support, team teaching and/or station teaching ● support whole-school procedures for screening ● administer and interpret diagnostic tests and inform class teachers and parents of the outcomes. Record on Aladdin and maintain 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
<p>Special Needs Assistants (SNA)</p>	<p>The duties of the SNA will be carried out according to the guidelines for Special Needs Assistants from the Department of Education and the school SNA policy. Under the direction of the Principal/Class Teachers, the SNA will meet the care needs of the AEN 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.</p> <p>The role of the SNA may involve the following:</p> <ul style="list-style-type: none"> ● 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 School Support Plus meetings and/or meetings with relevant professionals/ SENCO when necessary

	<ul style="list-style-type: none"> ● ensure the safety of the AEN pupils in the schoolyard and be present for the duration of the yard breaks along with the teachers on duty <p>Please see SNA policy for a list of primary and secondary care needs.</p>
Pupils:	<p>Pupils who are in receipt of supplementary teaching should, as appropriate:</p> <ul style="list-style-type: none"> ● 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
Parents/Guardians :	<p>Collaboration and sharing of relevant information between home and school are essential elements of our AEN 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.</p> <p>Parent/Guardian should</p> <ul style="list-style-type: none"> ● 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 AEN team. For children at School Support Plus (SSP) level SSP meetings and SSP review meetings provide a particular chance for parents to engage with 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

Appendix 3: Procedures in Support Teaching

1.Information Gathering and Assessment

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 pupils' 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, DPST, DPRT, NNRIT
2nd class	Observation, Checklists, DPMT, DPST, DPRT
3rd class	Observation, Checklists, DPMT, DPST, DPRT, NNRIT
4th class	Observation, Checklists, DPMT, DPST, DPRT
5th class	Observation, Checklists, DPMT, DPST, DPRT, NNRIT
6th class	Observation, Checklists, DPMT, DPST, DPRT
DLD classes	Observation, Checklists, DPMT, DPST, DPRT, YARC
Autism Class	Observation, Checklists, optional NVRT, DPMT, DPST, DPRT, YARC
AEN teaching	NVRT as required YARC, MALT and Crumpler McCarthy Diagnostic Spelling Tests are administered to pupils in receipt of learning support for Literacy in June/September and January/February.

Screening Tests	Diagnostic Tests
DPRT (Drumcondra Primary Reading Test)	Jackson Phonics Test
DPMT (Drumcondra Primary Maths Test)	YARC (York Assessment of Reading for Comprehension)
DPST (Drumcondra Primary Spelling Test)	MALT (Maths Assessment of Learning and Teaching)
New Non- Reading Intelligence Test (NNRIT)	Crumpler McCarthy Spelling Test
MIST (Middle Infant Screening Test)	Schonell Spelling Test
DTEN (Drumcondra Test of Early Numeracy)	Non-Verbal Reasoning Test (NVRT)

2. Prevention and Early Intervention Strategies

We aim to maintain lower pupil teacher ratios of approximately 20 pupils per class in Infants classes.

In Junior infant classes, an emphasis on the careful development of phonological awareness, rhyming skills and oral language skills, before formal reading of words and books. (use of the Heggerty Programme).

Differentiation of the curriculum by the class teacher to cater for individual strengths and needs.

Ongoing structured observation and assessment of language, Literacy and Numeracy skills to facilitate early identification of possible learning difficulties.

Class-based early intervention by the class teacher focusing on the provision of additional individualised support, as and when required.

Support teaching is provided based on need and in line with the priority criteria.

Station teaching in Literacy/Maths is operational in Junior Infants, Senior Infants, 1st and 2nd class.

Co-teaching, where two or more teachers work together to plan, organise, instruct and make assessments on the same group of students and share the same classroom can operate during English and Maths times in class.

In-class support and withdrawal by the SET team may be provided. Use of in-class support is prioritised whenever practical.

Supplementary teaching that children receive is in addition to their regular class programme in English and Maths.

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.

The EAL Primary School Assessment Kit is also used as required.

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

The use of concrete materials as much as possible.

Provision of assistive technology as appropriate.

Promotion of parental involvement through their attendance at induction meetings for parents/guardians of incoming Junior Infants and the arrangement of formal and informal parent/teacher meetings.

3. Meeting the Needs and Allocating Resources

Once pupils' needs have been identified, Special Education Teachers (SETs) are deployed to address these needs as required. We deploy SETs in a variety of ways in order to effectively meet pupils' needs, trying to ensure that the needs of children with additional needs are met inclusively.

Interventions based on a specific need 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.

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.

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.

Following a period of intervention, some pupils may no longer require additional teaching support; some may require the same level, while others may require more intensive support. Conversely, close communication with class teachers is vital to pick up children who present with difficulties during the year.

Professional Development provision for Support Teachers (and Class Teachers where appropriate) will be available with Principal's prior approval. This should be prioritised based on pupils' needs.

4. Tracking, recording and reviewing progress

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.

A class teacher opens 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 the child's class folder, securely filed by the class teacher. The SENCO 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 SET to store in the Student Support File. When a child is moving from Classroom support to School support, class teacher and SET notify the SENCO, 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 SET's room.

AEN Records:

Individual AEN Files:

Student Support Files are stored on Aladdin and in the relevant Special Education teacher's filing cabinet. It is the responsibility of SETs, in consultation with class teacher, to update and manage the files of the children on School Support and School Support Plus that they support. The following should be stored

The Principal's office and Aladdin is the secure location for all Psychological Reports.

Appendix 4: Glossary:

AEN	Additional Educational Needs		
Continuum of Support	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', School Support' and 'School Support Plus'		
NEPS	National Educational Psychology Service, provided by the Department 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 with pupils' care needs		
EAL	English as an Additional Language		
PPP	Personal Pupil Profile		
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 Test	A group-administered test used for 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.		
Standard scores, descriptors and coverage	115 and above	Well above average	Top 1/6 th of pupils
	108-114	High average	1/6 th of pupils
	93-107	Average	Middle 1/3 of pupils
	85-92	Low average	1/6 th of pupils
	84 and below	Well below average	Bottom 1/6 th of pupils



St Patrick's National School, Drumcondra, D09XH52

Scoil Phadraig, Droim Conrach, Ath Cliath D09 XH52

Email: secretary@saintpats.ie Telephone: (01)8372714
Charity number:20116453

Mandatory: Principal's Confirmation to Board of Correct Deployment of SET Resources

From: The Principal

To: Chairperson of the board of management

Roll No:

School year 20 /20

I hereby confirm that:

All resources provided to support children and young people with special educational needs are used for their intended purpose in accordance with circular letter 0064/2024 (and the associated guidance).

Signed: _____

Date: _____



St Patrick's National School, Drumcondra, D09XH52

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Appendix 7

Mandatory: Schedule of Deployment of Special Education Teachers for Children with Special Educational Needs

School:		
Roll No:		
School Year:		
Date reviewed/updated:		
Special Education Teaching Allocation:		_____ hours
Number of full time special education teaching posts		
If part of cluster: Cluster school roll numbers: Name of base school for the cluster group:		
Teacher Name	Details of special education provision (e.g Team teaching, Early intervention etc)	No. of children with special educational needs supported by each special education teacher

