

SPECIAL EDUCATION TEACHING POLICY

COVID-19 UPDATE

The following excerpt, paragraphs 14 & 15 from the;
Communication Information Statement for COVID-19
Barefield NS Response Plan
must be read in conjunction with the
SPECIAL EDUCATION TEACHING POLICY.

See also

Remote Learning Policy available on the school website.

<https://www.barefieldns.com/documents/policies/>

14. Special Education Teaching (SET) for Pupils with Additional Needs

Ms. Moore and Ms. Enright are the Middle Management Post Holders assigned with the duty of co-ordinating 'Special Education Teaching' within our school. **All SET teachers are timetabled to work between two and four classes/bubbles.**

All SET teachers will diligently sanitise their hands before and after entering a room. Visors will be worn.

Continuum of Support: Our school will utilise the usual school support structure – the Continuum of Support. This support structure allows schools to provide support for all pupils, using prevention and early intervention to support wellbeing and transition back to school. The Continuum of Support framework also recognises that some pupils - those groups who are at risk or who have emerging needs - will require more targeted support, while others who have complex and enduring needs will require an individualised approach to support, taking a developmental perspective, and adapted to the individual needs of the student. Pupils with the greatest needs within our school will receive SET teaching support.

Pupils who are 'very high risk': Barefield N.S. is conscious that there may be some pupils for whom return to school at the end of August may not be appropriate because the relevant public health guidelines indicate they are at "very high risk". Appropriate educational support for these pupils to engage adequately with learning will be co-ordinated by relevant SET teacher in conjunction with the relevant mainstream teacher.

Well-being: Pupils with special educational needs (SEN) will require particular support at the time of transition back to school. As they return to school, the quality of the social and emotional aspects of our curriculum will be critical to their successful re-engagement in school life and their learning across the curriculum. Particular attention will need to be given to supporting their wellbeing, reducing potential anxiety and planning learning experiences that take account of the effect of the school closure period on their progress and their engagement in learning. Special education teachers will be assigned to 'meet and greet' pupils with SEN or pupils who experience anxiety when school re-opens on 27-08-2020.

Physical Distancing: For pupils with special educational needs (SEN), maintaining physical distancing in many instances will not be practical or reasonable to implement.

Parents/guardians are being requested to have a heightened awareness of signs, symptoms or changes in baseline which might suggest illness/COVID-19 infection. Where flu-like symptoms are present, pupils should not attend school. Similarly, staff should be aware of their responsibility not to attend for work, if they develop signs or symptoms of respiratory illness.

Hand Hygiene: Children who are unable to wash their hands by themselves will be assisted to wash their hands using either soap and water or a hand sanitiser, if their hands are visibly clean.

Blossom and Bloom Pupils: ASD pupils can be included in a mainstream class, once the respective parent signs a health declaration form stating his/her child has no respiratory illnesses. LWR to co-ordinate.

Group Withdrawal: Maximum number of pupils to be withdrawn is 3

Equipment: All pupils must have their own labelled equipment., such as pencils, crayons, whiteboard markers, play doh, pritt stick...these individual items cannot be shared

Some children may have care needs (physical or behavioural) which require the use of aids and appliance and/ or medical equipment for example toileting aids, moving and handling equipment, respiratory equipment.

Cleaning of Equipment:

- Equipment used to deliver care will be cleaned and disinfected after use.
- Care equipment will be cleaned in accordance with the manufacturer's instructions. Cleaning is generally achieved using a general purpose detergent and warm water.
- Equipment that is used on different children must be cleaned and, if required, disinfected immediately after use and before use by another child e.g. toileting aids.
- If equipment is soiled with body fluids,
 - First clean thoroughly with detergent and water
 - Then disinfect by wiping with a freshly prepared solution of disinfectant
 - Rinse with water and dry.

Use of Personal Protective Equipment:

- Staff who provide healthcare to children with medical needs in the school environment will apply Standard Precautions, as per usual practice
- Staff, who cannot maintain a 2m distance from pupils or other staff, are required to wear a face covering. As maintaining 2m distancing cannot be guaranteed at all times, our Board of Management requires staff to wear face coverings. Choice of face covering (mask or visor) can be a personal decision.

SNAs will be required to wear both a face mask and a visor when providing personal care to pupils with additional needs.

Staff member must clean visor regularly during the day and especially at end of day,

According to Department advice, primary school children will not be required to wear face coverings under any circumstances.

Special Needs Assistants: Special Needs Assistants (SNAs) can move between pods/bubbles when their post is shared between two pupils in two different classes. SNAs must wear a visor and take personal responsibility for washing and sanitising hands between pods and between bubbles.

Sensory Rooms: All equipment used by pupil to be wiped with disinfectant wipes after use by SNA in attendance with pupil.

15. Early Intervention Programmes:

As no social distancing is required from Junior Infants to Rang II inclusive, the following early intervention programmes will proceed, subject to cleaning guidelines outlined in this document:

- Aistear
- Literacy Lift Off

All books/resources will be sanitised after use. Staff will wear visors and sanitise their hands. Staff will move between groups/pods and maintain as much physical distance as possible

Excerpt from Communication Information Statement for COVID-19 Barefield NS Response Plan August 2020

SPECIAL EDUCATION TEACHING POLICY

1. Introduction:

Barefield National School aims at promoting the full and harmonious development of all aspects of the person of the pupil: “intellectual, physical, cultural, moral and spiritual, including a living relationship with God and other people”. Children in need of “Special Education Teaching” are educated in an inclusive environment with children who do not have such needs. This Policy was formulated by the Principal, Class Teachers, Special Education Teachers of Barefield N.S. taking into account directives contained in the 1998 Education Act; the Learning Support Guidelines (2000); the Education for Persons with Special Educational Needs Act (EPSEN) 2004 and various Department Circulars 0013/2013, 07/2012, 0037/2011, 0056/2011, 02/05. Ms Fiona King, Facilitator, PDST also provided us with invaluable advice and guidance. This policy is based on [Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools \(Department of Education & Skills\) 2017.](#)

1.1 Inclusion

The School encourages and expects all students to involve themselves in the life of our school according to their abilities and subject to demand for specific activities.

2. Special Education Teachers 2020-21

Class	Teacher
Junior Infants	Mr. Liddy
Senior Infants	Ms. Galvin (Ms. Power)
Rang 1	Ms. Enright /Ms. Galvin (Ms. Power)
Rang II	Mr. Liddy/Ms. Enright
Rang III	Mr. McMahon
Rang IV	Mr. McMahon
Rang V	Ms. Moore/Mr. Burns
Rang VI	Ms. Moore/Mr. McMahon/Mr. Burns

3. Background

Barefield National School is a mixed mainstream school. The school has 1 Administrative Principal, fifteen mainstream teachers, 6 Special Education Teachers, 1 Special Class Teacher and 1 cluster Special Education teacher based in Clarecastle N.S.

There are 8.66 Special Needs Assistants to support children with special educational needs.

The original Policy on L.S.R. teaching was formulated by M. O'Connell in September 2007 taking cognisance of the following, Education Act 1998, Learning Support Guidelines 2000, Education for Persons with Special Educational Needs Act 2004 and Circular 02/05. The policy has since been updated as directed by Circular No 0013/2017 accompanied by Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools 2017.

2016/2017 School Year Allocation

Special Education Teaching Allocation	2016/17 Allocation in Hours
GAM or Learning Support Allocation	75.00
NCSE Resource Teaching Allocation	82.45
Total Existing Allocation	157.45 (6.3 teaching post)

2017-2018 & 2018-2019 New SEN Model (Circular 13/2017 p6/p23)

CRITERIA	FORMULA	Breakdown of hours 2017-2018
Baseline Allocation	20% (Number of children enrolled based on POD enrolment DATA)	31.00
School Educational Profile		
➤ Complex Needs	50% (current NCSE, LITH)	82.45 based on 2016-17 LITH
➤ Standardised Test Results	23%	6.62 (English) 7.16 (Mathematics)
Social Context: Disadvantage	3.5% (based on Survey Data Primary Schools)	1.92
Gender	3.5% (based on enrolment DATA using POD)	5.78

New Allocation (what we should be allowed)	135.00
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Special Education Teaching Allocation	2017/2018 & 2018-2019 Allocation in Hours
Profiled allocation (Rounded)	135.00
Retained element of allocation	-22.45 Total existing allocation of 157.45 – New Allocation of 135.00
Total Existing Allocation	157.45

4. Rationale

The purpose of this Policy is to provide practical guidance for teachers, parents and other relevant persons on the provision of effective teaching support for children experiencing a learning disability or any special needs and to fulfil our obligations under the Education Act 1998.

Our Special Education Needs Policy derives from and endeavours to support our school ethos “*to recognise the needs and develop the talents of each pupil*”.

“Mol an óige agus tiocfaidh sí”

Our school is a place where children are encouraged to grow and to develop in a supportive, positive and enjoyable atmosphere.

Our core aims are to provide a broad and comprehensive education, to recognise the needs and to develop the talents of each pupil.

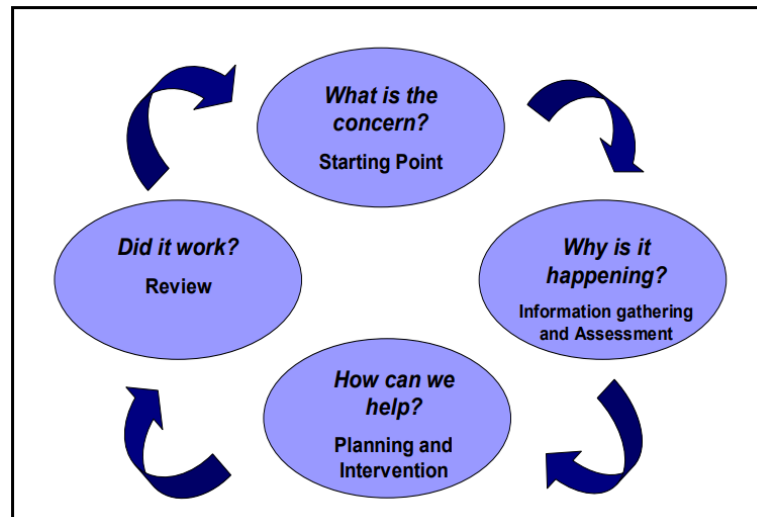
We strive to live up to Christian values and to show genuine concern for one another. We appreciate individuality and difference. We are committed to building a community, which respects the rights and uniqueness of each other.

4.1 Definition of Special Needs

We understand Special Needs to be that as defined in D.E.S. Circulars. Interventions with pupils will be delivered in a manner that best meets the needs identified, which may be through group or individual teaching.

4.1.1 The Continuum of Support

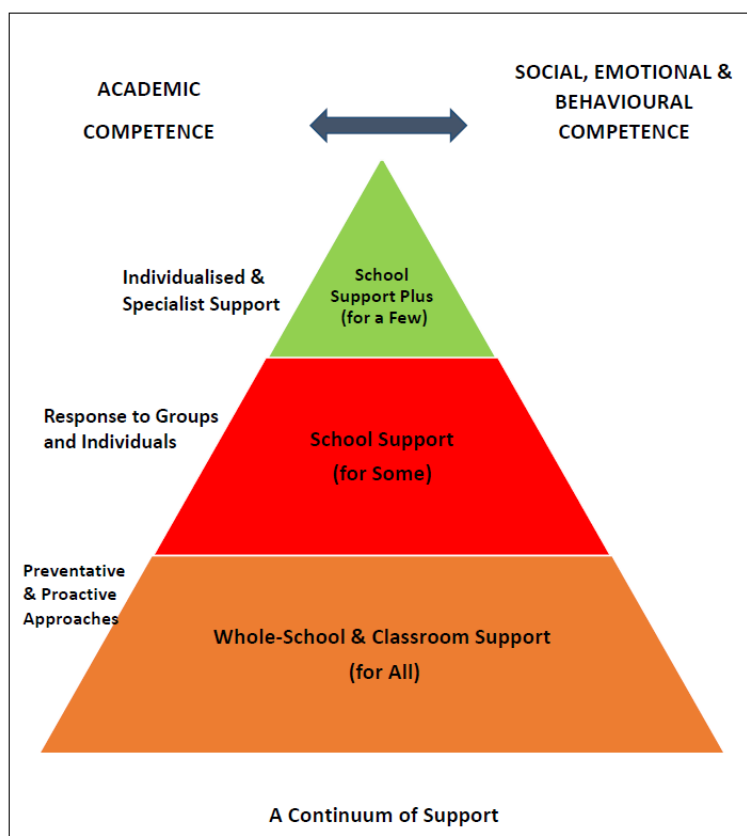
- *The Department has set out the Continuum of Support framework to assist schools in identifying and responding to students’ needs. This framework recognises that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that students require different levels of support depending on their identified educational needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support, and that they are informed by careful monitoring of progress.*
- *The Continuum of Support is a problem-solving model of assessment and intervention that enables schools to gather and analyse data, as well as to plan and review the progress of individual students*



Using the Continuum of Support framework, schools can identify students' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. The framework emphasizes the importance of looking at a student's needs in context, and provides useful resources to support this (for example, Learning Environment Checklist, Teacher Checklist for Whole-Class Structures and Supports).

The Continuum of Support enables schools to identify and respond to needs in a flexible way. This means that needs can be responded to as early as possible. Of course, the principle that pupils with the greatest level of need have access to the greatest levels of support is of primary importance. This approach is also supported by information and engagement with external professionals, as required.

The following levels of support are suggested:



Continuum of Support – Staged Approach

Stage 1. Classroom Support

If a class teacher or parent has concerns about the academic, physical, social or emotional development of a child, the class teacher will then construct a simple, individual plan of support to be implemented in the normal class setting. **This plan will form the 1st instructional page of the child's Continuum of Support** and will be based on screening measures administered by the teacher. The plan will be reviewed after each instructional term (using the Review Page from the Continuum of Support document). If the plan is working well for the child it may be decided to continue with it. If insufficient progress is made and the child is still having difficulty then Stage 2 (School Support) is implemented.

Stage 2. School Support

If further intervention is deemed necessary (after further diagnostic testing by the Special Education Teacher) and the child is to receive supplementary teaching at School Support Level then a letter of consent will be sent to the parents by the Special Education Teacher in question. (Template of letter kept in red SEN folder and in document folder in Aladdin). The class teacher and Special Education Teacher then draw up a plan of appropriate learning outcomes for the child. **This plan will form the 2nd instructional page of the child's Continuum of Support** and will be implemented in conjunction with the child's Classroom Support Plan (1st Page). The child's parents/guardians will be informed of this plan, invited to contribute and asked to sign it. This plan will be reviewed at the end of each instructional term and if significant concerns remain after a number of reviews, it may be necessary to involve outside agencies such as NEPS or the HSE. (Stage 3)

Stage 3. School Support Plus

The school may formally request a consultation from other professionals outside the school in respect of children who fail to make sufficient progress after supplementary teaching or the implementation of a behavioural programme, as appropriate. 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 class teacher, Special Education Teacher, parents and outside professional (if available) will draw up a Learning Programme for the child. **This plan will form the 3rd instructional page of the child's Continuum of Support.** In case of children identified at an early age as having significant special educational needs, intervention at Stage 3 will be necessary on their entry to school. Support in the classroom will be an essential component of any learning programme devised for such children and primary responsibility for the child will remain with the class teacher in consultation with the designated Special Education Teacher.

Note: The 'Log of Actions' in the Continuum of Support will be added to as appropriate (after a decision has been made or a meeting held). These additions will be made by the Class Teacher or the Special Education Teacher.

4.1.2 Identifying and selecting children for additional teaching support:-Children with the greatest level of need have access to the greatest level of supports.

Selection criteria

Circular 13/2017 states - "*Pupils under the new allocation model will be identified by schools for additional teaching support in accordance with the Continuum of Support Guidelines, and the Guidelines which accompany this Circular*" (p. 13).

Pages 15 and 16 of the Circular go into the following detail -

"The Guidelines which accompany this circular set out the manner in which schools should identify pupils for additional teaching support in schools. In summary, in identifying pupils for support, schools should take into account the following:

- *Standardised tests can be used to screen and identify pupils' performance in Reading and Mathematics. Those pupils performing below the 10th percentile should be prioritised for support in literacy and numeracy.*
- *Pupils who were previously in receipt of supplementary teaching from a resource or learning support teacher and who continue to experience significant learning difficulties.*
- *Pupils who are identified as having significant needs through a process of on-going assessment and intervention as set out in the Continuum of Support Process (DES, 2010). This will be evidenced through school-based assessment of attainment, and behavioural, social and emotional functioning and on-going monitoring of learning outcomes. Schools should also take into account needs set out in professional reports, where available.*
- *Pupils with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties. Pupils who have specific learning disabilities.*
- *Pupils with significant Special Educational Needs. For example, pupils with significant learning, behavioural, emotional, physical and sensory needs. These*

pupils need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs.

- *Schools should also carefully consider the needs of other pupils who may present with a range of learning difficulties whose interaction may present a significant barrier to the pupils' learning and ability to access the curriculum.*
- *Pupils who have additional literacy or language learning needs including those pupils who need additional English Additional language Support.*

The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process" (pages 15 and 16).

The following selection criteria encompass current DES Circulars, Guidelines and general good practice. The school will select pupils in accordance with these criteria, starting at point (1) and continuing on through the selection criteria until caseloads / timetables are full.

"Those with the highest level of need should have the greatest level of support" (2017 Guidelines: p. 19).

1. Children previously in receipt of "Resource hours" who continue to experience significant learning difficulties.
2. Children scoring at or below the 10th percentile on standardised assessments in Literacy and Maths.
3. Children scoring at or below the 12th percentile on standardised assessments in Literacy and Maths (to allow for a margin of error).
4. Children diagnosed as having Low Incidence Learning Disabilities since 2017.
5. Children diagnosed as having High Incidence Learning Disabilities.
6. Children who have English as an Additional Language (EAL) and whose English needs further support.
7. Early intervention in literacy and/or Maths - Infant class children who continue to experience difficulties in early literacy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
8. Children scoring at or below STEN 4 (30th percentile) on standardised assessments in literacy and/or Maths and who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
9. Children experiencing serious difficulties with oral language or social or emotional development or application to learning, despite interventions made by the Class Teacher at

Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.

10. Exceptionally Able/Gifted Children. Interventions will be made in the first instance by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it. Support from Centre for Talented Youth Ireland (CTYI) is accessed as appropriate.

Support may be provided to pupils at Classroom Support / School Support / School Support Plus level of the NEPS' Continuum of Support Process (DES, 2010).

1. Class Teacher (NEPS' Classroom Support):

Pupils deemed to need additional support with their learning (literacy & numeracy) and / or specific needs (oral language, social interaction, behaviour, emotional development and application to learning) will be supported in the classroom by the Class Teacher.

2. Special Education Teacher (NEPS' School Support and School Support Plus):

The Special Education Teacher may provide additional support for the following pupils, through withdrawal (1:1 or in a small group) or in-class support (e.g. station teaching / team teaching / in-class support / peer tutoring), depending on the child's needs.

4.2 Aims of Special Education.

- We strive to fulfil the needs of all pupils with special educational needs, including those with complex needs, through providing a holistic education which takes cognisance of their individual learning needs which may include developing life skills.
- Resources are directed towards pupils in greatest need.
- To ensure that the Staged Approach / NEPS Continuum of Support is implemented.
- To “*optimise the teaching and learning process in order to enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school*” (Learning-Support Guidelines [LSG]: p. 15). This support may be provided by the Class Teacher and / or the Special Education Teacher (Appendix 1: The Staged Approach, described in Circular 02/05).
- To enable pupils to participate in the full curriculum for their class level.
- To develop positive self-esteem in these pupils, and positive attitudes about school and learning in pupils.
- To support attainment, and behavioural, social and emotional functioning.
- To enable the pupils to monitor their learning and become independent learners.
- To provide supplementary teaching for these pupils in English, Maths, Language, social skills, behavioural etc.
- To involve parents in supporting their children.
- To promote collaboration among teachers in the implementation of whole school policies on Special Education.
- To establish early intervention programmes and other programmes designed to enhance learning and prevent difficulties.
- To guard the self-esteem and self-image of the learner.

(See Appendix 1: The Staged Approach, described in Circular 02/05; Also Behavioural, Emotional and Social Difficulties, Pages 12-14)

5.0 Principles

"The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process" (Circular 13/17: p. 16).

Effective learning programmes are based on the following principles:

- Quality of teaching. *"Research has consistently shown that the quality of teaching is the most critical factor in enhancing pupils' learning and educational experiences"* (2017 Guidelines: p. 27).
- Effective whole-school policies
- Direction of resources towards pupils in greatest need
- Implementation of a staged approach to support provision at Class Support / School Support / School Support Plus
- Provision of the Model of intervention appropriate for the pupil and the difficulty they are experiencing.

(1) Withdrawal Model:

- 1:1 interventions (vital when e.g. difficulties are very significant; when pupil needs do not match to form a small group)
- Small group interventions

"There appears to be little evidence to date that in-class models of support are effective in teaching reading. Shinn et al. (1997) found that an in-class model of support was not effective in raising the achievement of failing readers. Not surprisingly, many of the highly effective intervention programmes reviewed by Brooks (2007) are delivered in one to one or small group settings" (NEPS, 2015)
https://www.education.ie/en/Education-Staff/Information/NEPS-Literacy-Resource/neps_literacy_good_practice_guide.pdf

(2) In-Class Support Model:

- Station teaching / Team Teaching / Peer tutoring etc...
- Parental involvement
- Collaboration between Teachers
- Maintenance of Support Plans by Class Teachers and Special Education Teachers at Class Support / School Support / School Support Plus
- Thorough Assessment procedures
- Regular contact with SEN pupils
- Manageable caseloads / timetables
- Prevention of failure
- Provision of intensive early intervention
- Support from Outside Agencies
- Continuing Professional Development (CPD)

6.0 Roles and Responsibilities

The role of supporting learning is a collaborative responsibility shared by all of the school community:- The Board of Management; Principal Teacher; Class Teachers; Special Education Teachers; SNAs; Parents; Pupils and External Bodies & Agencies. It is important that everyone contributes to the implementation of our school plan on SEN Provision.

6.1 The Role of the Board of Management

"Schools should ensure that the additional Special Educational Needs Teaching supports are used in their entirety to support pupils identified with special educational needs, learning support needs, and additional literacy needs such as English Additional Language Support. The additional Teaching Resources which are being provided under this model cannot be used for mainstream class teaching, or to reduce the pupil teacher ratio in mainstream classes, or to provide additional subjects for pupils who do not have special educational needs. In cases where there is misuse of Special Educational Needs Teaching resources and where these resources are being used for purposes other than intended, as set out in this Circular, the Department reserves the right to review the allocations of Special Educational Needs Teaching Supports which have been made to those schools" (DES Circular 13/17: p. 21).

*"The special education teaching supports **cannot** be used to reduce the pupil-teacher ratio in mainstream classes. Neither can they be used to allow any special education teacher sole responsibility for the delivery of any curriculum subject to any particular class"* (2017 Guidelines: p. 5).

The Board of Management shall:

- Oversee the development, implementation and review of the SEN policy of Barefield NS, in line with the Department of Education and Science Guidelines
- Ratify the SEN policy
- Ensure that satisfactory classroom accommodation is provided for the Special Education Teachers.
- Ensure that teaching resources are provided for the Special Education Teachers.
- Provide adequate funds for the purchase of SEN materials. *"Funds provided for these materials should not be limited to the learning-support grant provided by the Department of Education and Science"*, (Learning-Support Guidelines, p. 47), or extra capitation provided. Note: the LSRT grant was cut several years ago and has not been replaced.
- Provide secure facilities for the storage of records relating to pupils in receipt of SEN.
- Facilitate teacher attendance at relevant in-career development and attendance at ILSA annual conferences.

6.2 The Role of the Principal

“The principal teacher has overall responsibility for the school’s learning-support programme and for the operation of services for children with special educational needs”. (Learning-Support Guidelines, p.38). The Education Act (1998) and the EPSEN Act (2004) have all reiterated this responsibility, along with Circular 13/17 and the accompanying Guidelines.

The Principal Teacher shall:

- Assume overall responsibility for the development and implementation of the school’s policies on special needs in co-operation with the Special Education Teachers.
- Work with teachers and parents in the development of the school plan on learning-support and special needs. Monitor the implementation of the school plan on SEN on an on-going basis.
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with very low achievement.
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.
- Keep teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Help teachers to increase their knowledge and skills in the area of learning-support.
- Encourage and facilitate staff members to attend CPD courses.
- Liaise regularly with the Special Education Teachers, The Principal Teacher will organise a meeting with the SEN team at least once a term.
- Arrange classroom accommodation for Special Education Teachers.
- Arrange for the provision of SEN funding and resources.
- Organise and co-ordinate the construction of Support Plans. Ensure that individualised planning takes place.
- Ensure that pupils who have been allocated SEN provision receive it.
- Organise the funding and provision of appropriate assessment tests.
- Complete application forms for outside agencies such as NCSE; NEPS; CAMHS etc....
- Assume direct responsibility for co-ordinating SEN and special needs services.
- Maintain a list of pupils who are receiving supplementary teaching and / or special educational services.
- Co-ordinate the caseloads / work schedules of the Special Education Teachers.
- Oversee and organise the implementation of a tracking system at whole-school level to monitor the progress of children with learning difficulties.
- Advise Parents on procedures for availing of special needs services.
- Liaise with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs.
- Co-ordinate and organise SNAs' work and timetabling.

The 2017 Guidelines add the following:

"The Learning Support Guidelines (2000, p.39) outlined the principal teacher's overall responsibility for the education of children with special educational needs.

Under the new allocation model the principal's leadership role is central and includes the following:

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

Depending on the school's size and context, some of these actions will be delegated to teams or other members of staff while the principal retains overall responsibility for the school's provision for pupils with special educational needs" (p. 23).

- In conjunction with the Principal and Support Staff, responsibility for the management, co-ordination, organisation and administering of Learning Support, as per Department Guidelines/Circulars and as per Board recommendations have been assigned to Post Holder.
- In conjunction with the Principal and Support Staff, responsibility for the management, co-ordination, organisation and administration of work relating to pupils with special needs (L.I.T.H.), as per Department Guidelines/Circulars and as per Board recommendations has been assigned to a Post Holder.
- The Principal will liaise with the SENO with regard to support hours and is responsible for personnel appointments.
- The Principal will also liaise with external Agencies such as NEPS to arrange assessments and special provision for pupils with special needs.

A Post Holder, Gillian Moore, currently undertakes the following duties, delegated by the Principal Teacher:

Co-ordination of Pupils with SEN in conjunction with the Principal and Support Staff;

1. Ensuring that Case conferences are held as required.
2. Ensuring the implementation of all stages of the Continuum of Support in the correct order.
3. Identifying areas where more detailed school based assessments may be needed.
4. Liaising with SENO as appropriate.
5. Liaising with NEPS psychologist where appropriate.
6. Liaising with Class teachers and Special Education teachers.
7. Liaising with parents of pupils with SEN.
8. Co-coordinating provision for pupils with SEN where furniture is required.
9. Co-ordination of the caseloads of Special Education Teachers with Support Staff.
10. Seeking reports from outside agencies.
11. Liaising with external agencies.

A Post Holder, Siobhán Enright, currently undertakes the following duties, delegated by the Principal Teacher:

Co-ordination of Pupils with Learning Support Needs in conjunction with the Principal and Support Staff;

1. Responsibility for the management, co-ordination, organisation and administration of Learning Support, as per Department Guidelines / Circulars and as per Board recommendations.
2. Maintaining a List of Pupils who are receiving supplementary teaching containing a brief description of their needs.
3. Co-ordinating the caseloads of Special Education Teachers with Support Staff.
4. Analysing the results of standardised test in literacy and numeracy using Aladdin software.
5. Co-ordinating the administration by Class Teachers of a whole-school screening programme to identify pupils with very low achievement and / or learning difficulties in English and Mathematics
6. Consulting with Class Teachers on the identification of pupils who may need diagnostic assessment, taking into account the pupils' scores on an appropriate standardised screening measure, agreed criteria for identifying pupils and teachers' own views of the pupils' difficulties and needs.
7. Tracking pupil performance in standardised tests, in particular, pupils with low scores.
8. Responsibility for sourcing and purchase of new/appropriate resources and equipment for this support area.
9. Responsibility for maintaining and managing an up-to-date inventory of equipment/resources required by all teachers in Special Education Teaching.

6.3 Role of the Class Teacher

- The Class Teacher has primary responsibility for the progress of all pupils in her / his class, including those selected for supplementary teaching. "*Mainstream class teachers have first-line responsibility for the education of all pupils in their classes*" (2017 Guidelines: p. 12).
- "*Since all teachers have responsibility for teaching pupils with special educational needs, it is important that all staff members engage in appropriate CPD*" (2017 Guidelines: p. 27).

Effective teaching and learning:

- The *Learning Support Guidelines* (2000) advocate a significant change in the role of the Class Teacher, in terms of increasing emphasis on differentiation and consultation with the Special Education Teacher and with Parents. Circular 13/17 reiterates that position.
- "*A particular responsibility of the class teacher is to create a classroom environment in which learning difficulties can be prevented or at least alleviated*" (Learning-Support Guidelines, p. 42).

This can be achieved by:

- Grouping pupils for instruction

- Providing lower-achieving pupils with strategies for reading, spelling and problem solving
- Adapting learning materials for lower-achieving pupils and higher achieving pupils (through differentiation)
- Liaising closely with their Parents.
- *"Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued... classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom... adapt their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern"* (2017 Guidelines: p.12).
- *"Every pupil needs to be taught a broad and balanced curriculum that is appropriate to his/her developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies"* (2017 Guidelines: p.13).
- *"To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons. This can be achieved by:*
 - *Varying the level, structure, mode of instruction and pace of lessons to meet individual needs*
 - *Adapting lessons to take account of pupils' interests*
 - *Matching tasks to pupils' abilities and needs*
 - *Adapting and utilising resources, including the use of technology*
 - *Aspiring towards suitably challenging learning outcomes and assessing accordingly"* (2017 Guidelines: p.13).
- *"Teachers can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access"* (2017 Guidelines: p.13).
- With regard to teaching pupils with low achievement, the following general approaches and methods are recommended:
 - Modifying presentation and questioning techniques to maximise the involvement of pupils with low achievement in class activities
 - Placing an emphasis on oral language development across the curriculum
 - Providing pupils with extra tutoring in the key basic skills of literacy and numeracy
 - Setting learning targets at an appropriate level
 - Providing learning activities and materials which are suitably challenging but which also ensure success and progress
 - Carrying out error analyses of a pupil's work to pinpoint specific areas of difficulty, for particular attention in subsequent lessons
 - Setting up 'buddy systems' in class (high achievers collaboratively working with low achievers).

Identification of Learning Difficulties:

- The Class Teacher plays an important role in the initial identification of pupils who may have general or specific learning disabilities.

- In supporting the development and implementation of the school SEN Policy, the Class Teacher will administer and score appropriate screening measures, and discuss the outcomes with the Special Education Teacher(s).
- The Class Teacher will liaise closely with Parents and elicit relevant information from them regarding e.g. hearing / vision checks.

Classroom Support / Stage 1:

- Circular 02/05 demands the implementation of a Staged Approach (Appendix 1) for the provision of additional support, as does the NEPS Continuum of Support (Appendix 2).
- Stage 1 of the Staged Approach and NEPS' Classroom Support requires Class Teachers to support their pupils' learning, in the first instance.
- Stage 1 / Classroom Support will continue when School Support / School Support Plus is being phased out or discontinued, to meet the pupil's changing needs.

Support Plans:

- The Staged Approach requires Class Teachers to construct a simple, individual plan of support, to implement the plan and review its success regularly, before referring the child for Stage 2 interventions. The Class Teacher will open a Support Plan for the pupil at Stage 1 / Classroom Support level of interventions, including targets, interventions and progress.
- Circular 02/05 demands that, "*Interventions with pupils at stages 2 and 3 should include a classroom support plan to ensure that the pupils' needs are met for the whole school day*" (p. 7). The Class Teacher will collaborate to complete and update the Support Plan at School Support and School Support Plus.
- Log actions in the Support Plan on the Log of Actions page.
- For each pupil who is in receipt of supplementary teaching at School Support / School Support Plus, the Class Teacher will collaborate with the Special Education Teacher in the development of a Support Plan by identifying appropriate learning targets and by organising classroom activities to achieve those targets.
- For each pupil who is in receipt of supplementary teaching, the Class Teacher will adjust the class programme in line with the agreed learning targets and activities in the pupil's Support Plan and maintain a record of the pupil's progress towards achieving those learning targets.
- A key role of successful support is a high level of consultation and co-operation between the Class Teacher and the Special Education Teacher. Central to this consultation is the development, implementation and review of Support Plans. This consultation will be achieved through formal timetabling at least once per instructional term and through informal consultation as the need arises.

Communicating with Parents:

- It is accepted practice for Class Teachers to consult with the Parents of all pupils in the class from time to time. However, for Parents of pupils who are in receipt of supplementary teaching, additional time should be devoted to consultation and collaborative planning.

- In the case of each pupil who has been identified as experiencing low achievement and / or a learning difficulty following administration of an appropriate screening measure, the Class Teacher should:
- Make Parents aware of concerns about their child's progress.
- Outline the support that is available to pupils who experience low achievement and / or learning difficulties (Classroom Support / School Support or School Support Plus).
- Inform Parents that a meeting with the Special Education Teacher(s) and / or the Class Teacher will follow diagnostic assessments.
- Attend, if possible, the meeting between the pupil's Parents and the Special Education Teacher(s).
- Collaborate with Parents and Special Education Teachers on the formation of a Support Plan.
- Indicate to Parents how the pupil's class programme will be modified in order to achieve the agreed learning targets in the pupil's Support Plan.
- Parental permissions for school-based tests / assessments are sought when the child is placed on the school support stage, Stage 2 of the Continuum.

6.4. Role of the Special Education Teacher

"It is envisaged that schools will establish and maintain skilled special education support teams to guide provision" (2017 Guidelines: p. 27).

- Special Education Teacher activities should include both teaching and non-teaching duties. According to the Learning-Support Guidelines (2000): *"The particular balance that the Learning-Support Teacher achieves between supplementary teaching and consultative activities will depend on the specific circumstances of the school"* (p. 32). The Special Education Teacher's activities should include, where possible:
- Providing supplementary teaching commensurate with the child's particular and individual needs.
- Researching the pupil's learning difficulty / SEN, to become *au fait* with this leaning issue.
- Being *"familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs"* (2017 Guidelines p.13).
- Implementing suitable recommendations from outside agencies, wherever possible, and liaise with outside agencies pertinent to the children on their caseload.
- Developing a Support Plan for each pupil who is selected for supplementary teaching, in consultation with Class Teachers and Parents. *"Special education teachers, in consultation with class teachers, should plan their interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant Continuum of Support plan"* (2017 Guidelines p.14).
- Maintaining a Continuum of Support, or equivalent, for each individual or group of pupils in receipt of support.
- Maintaining a Continuum of Support, (together with the Class Teacher) for In-Class support.
- Providing supplementary teaching in English , Mathematics, Language, Social Skills, Behavioural etc. to pupils who experience low achievement and / or learning difficulties at School Support / School Support Plus (as per Selection Criteria).

- Delivering intensive early intervention programmes and other programmes designed to enhance learning and prevent difficulties caseload and selection criteria permitting.
- Assisting the implementation of whole-school procedures for the selection of pupils for supplementary teaching.
- Contributing to the development of policy on SEN at the whole school level / at the cluster level, if requested.
- Providing advice to the Class Teacher (if requested) about pupils who are experiencing learning difficulties in such areas as:
 - Individual pupil assessment
 - Programme planning
 - Curriculum differentiation
 - Approaches to language development
 - Approaches to reading
 - Approaches to spelling
 - Approaches to writing
 - Approaches to Mathematics
 - Behaviour difficulties
- Meeting with Class Teachers of each pupil who is in receipt of School Support / School Support Plus, to discuss targets and ways in which attainment of the targets can be supported throughout the school day.
- Meeting with Parents of each pupil who is in receipt of support, if possible, to discuss targets and ways in which attainment of the targets can be supported at home.
- Meeting with Parents of each pupil who is in receipt of support.
 - To review the pupil's attainment of agreed targets
 - To revise the pupil's Support Plan.
- Contributing at the school level to decision making regarding the purchase of learning resources, books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the Special Education Teacher's room.
- Liaising with external agencies such as speech and language therapists etc....
- Implementing school policies on preventing learning difficulties, screening pupils for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching, where it is deemed necessary.
- In addition to providing supplementary teaching to pupils, the Special Education Teacher is involved in administering a range of formal and informal assessments and in maintaining records of the outcomes of those assessments.

The Special Education Teacher shall:

- Conduct an initial diagnostic assessment of each pupil who has been identified as having low achievement and / or a learning difficulty, based on results of an appropriate screening measure and record the findings of the assessment in the pupil's Support Plan.
- Monitor the on-going progress of each pupil in receipt of supplementary teaching in relation to the attainment of agreed learning targets and short-term objectives that arise from them, and record the observations in the Continuum of Support or equivalent.

- Review the progress of each pupil at the end of an instructional term and record it on the pupil's Support Plan.
- Log actions in the Support Plan.
- "Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported at classroom level, or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models" (2017 Guidelines: p. 13).
- "It is also beneficial for teachers to become involved in local professional networks (within the school itself and with other schools) where good special educational needs practice and disability awareness can be shared and promoted" (2017 Guidelines: p. 27).

6.5 Role of the Special Needs Assistant (SNAs)

The purpose of the SNA scheme is to provide for the significant additional care needs, which some pupils with special educational needs may have.

1. Primary Care Needs SNA Tasks:

An SNA's role is to carry out duties based on the Primary Care Needs of the pupil.

(Taken verbatim from Circular 30/2014).

These may include:

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

social and emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc...

The tasks noted above are the primary care support tasks for which access to SNA support is provided.

2. Secondary Care Associated Tasks (SNA Tasks):

The following tasks are the type of secondary care associated tasks which SNAs will often perform, but only once they have been allocated on the basis of the primary care support tasks listed above. The indicative list of secondary associated tasks listed below is not definitive and is reflective of the tasks detailed in Circulars 08/02 and 71/2011.

The associated support tasks which may be carried out include:

- Preparation and tidying of workspaces and classrooms or assisting a pupil who is not physically able to perform such tasks to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another.

To assist with cleaning of materials.

- Assistance with the development of Personal Pupil Plans for pupils with Special Educational Needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans.
- Assist Teachers and / or Principal in maintaining a journal and care monitoring system for pupils including details of attendance and care needs. Assist in preparation of school files and materials relating to care and assistance required in class by students with special needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with Class Teachers and other Teachers such as the Resource Teacher and School Principal, attending meetings with Parents, SENO, NEPS Psychologists, or school staff meetings with the agreement and guidance of Class Teacher/Principal.

Assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of qualified personnel, including Class Teachers or Special Education Teachers.

Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff.

(See Appendix 3 Personal Pupil Plan (PPP))

6.6 Role of Parents

Parents through their unique knowledge of their own child, have much to contribute to their child's learning programmes.” (Learning-Support Guidelines, p.52). *"Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs"* (2017 Guidelines: p. 23).

Parents can support the work of the school in supporting their child by:

- Providing a home environment in which there are opportunities for adults and children to participate together in language, literacy and mathematical activities in the early years before formal schooling begins.
- Supporting the work of the school by participating with their child in such activities as:
 - Book sharing / reading stories

- Storytelling
- Paired reading (listening to and giving supportive feedback on oral reading)
- Discussions about school and other activities to build vocabulary and thinking skills
- Writing lists and short accounts about children’s experiences
- Counting and measuring and other activities involving number
- Visits to the zoo, museum, library etc.... to broaden the range of their child’s experiences
- Using Information and Communications Technology (ICTs), where available, to support learning in English and / or Mathematics
- Talking positively about school and school work.
- Availing of real-life situations to discuss the importance of language, literacy and mathematics.
- Modelling involvement in language, literacy and mathematical activities at home by engaging in and talking about these activities.
- Working on agreed Targets at home.
- Parents should keep the Class Teacher informed of the progress that they observe in their child’s learning. They should also let the school know of any learning difficulties that they observe in their child at home. If, following diagnostic assessment, the child has been identified as requiring supplementary teaching, the Parents should attend a meeting with the Special Education Teacher to discuss:
 - The results of the assessment
 - The learning targets in the child’s Support Plan
 - The ways in which attainment of the targets can be supported at home.
- Where a child is in receipt of supplementary teaching from the Special Education Teacher, the Parents should:
 - Discuss their child’s progress with the Special Education Teacher and, in cases where supplementary teaching is to be continued, discuss the revised learning targets and activities in their child’s Support Plan.

6.7 Role of Pupils

“The involvement of pupils in the development, implementation and review of their own learning programmes is an important principle underlining effective supplementary teaching” (Learning-Support Guidelines, p.54). “Good engagement and participation in their own education has many associated benefits for pupils. This is particularly important for pupils with special educational needs and can help enhance their academic and social and emotional outcomes” (2017 Guidelines: p. 24).

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

- Discuss and complete ‘My Thoughts about School’.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.
- Contribute to the Support Plan.
- Become familiar with the medium and short-term learning targets that have been set for them and they should be given the opportunity to contribute to the setting of such targets.
- Contribute to the selection of texts and other learning materials that are relevant to the attainment of their learning targets.

- Develop ‘ownership’ of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning.

6.8 Role of External Bodies and Agencies.

"Support and guidance is available to teachers from external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the NCSE Support Service, the Inspectorate, and allied health professionals. It is important that schools have established procedures / protocols for liaising with these services and bodies in order to optimise the quality of provision for pupils with special educational needs at the individual, group or whole-school level. This is especially important for those pupils with more significant and enduring needs who benefit from a multi-disciplinary approach to identification of need and the development of interventions.

The needs of many pupils span both health and education services. Health services (HSE and HSE-funded services) will continue to play an important role in early identification, assessment and diagnosis, intervention and review for pupils with special educational needs. It is important that schools are familiar with the range of health services in their locality, including referral pathways. Co-ordination is enhanced when schools liaise with and contribute to health-led assessment and delivery of interventions and when they facilitate meetings between parents and various support services. Schools should endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support" (2017 Guidelines: p. 25).

7.0 Prevention and Early Intervention:

Prevention and early intervention is a cornerstone of supporting learning.

7.1 Prevention Strategies.

Our strategies for preventing learning difficulties include:

- The development of agreed approaches to the teaching of English and Mathematics in order to ensure progression and continuity from class to class. (See Plean Scoile for English and for Mathematics).
- Careful development of phonological awareness and rhyming skills in the classroom, before the introduction of formal reading of words and books.
- The use of concrete materials at every opportunity.
- Implementation of whole school parental involvement programmes e.g. developing children’s oral language skills; shared reading at home; developing early mathematical skills etc...
- On-going structured observation and assessment of the language, literacy and numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties

- Close collaboration and consultation between the Infant Teachers and the Special Education Teachers.
- Thorough Assessment procedures throughout the school
- Provision of additional support in language development / early literacy / early mathematical skills to pupils who need it

7.2 Early Intervention Programmes.

- Early intervention is a vital component of the NEPS Continuum of Support model.
- Early intervention programmes may be provided by the Class Teacher and / or by the Special Education Teacher, in accordance with the Staged Approach (Appendix 1) and the NEPS Continuum.
- Close collaboration and consultation between the Class Teachers and the Special Education Teachers, should identify pupils who may be in need of early intervention. Teacher observation and professional opinion will be given due consideration in the selection of pupils for early intervention programmes at Classroom Support / School Support level.
- Intensive early intervention programmes in the early primary classes can be an effective response to meeting the needs of children with low achievement. Such programmes will:
 - Be set within a specific time frame
 - Be based on a shared expectation of success by everyone involved
 - Involve small group teaching or one-to-one teaching where small group teaching has not been effective / difficulties are significant
 - Include a strong focus on oral language, laying the foundation for meaningful reading activities and further development of language and comprehension skills
 - Emphasise the development of phonemic awareness
 - Develop phonic skills, once phonological awareness has been developed well
 - Develop word identification skills
 - Engage the pupils in frequent supervised oral and silent reading of texts at appropriate levels of difficulty and monitor their comprehension
 - Stress the interconnected nature of listening, speaking, reading and writing.
 - Focus on language development in mathematics, and in the development of mathematical procedures and concepts.
- Early intervention programmes we use annually are Aistear in Junior & Senior Infants, Literacy Lift Off in First Class and Mata sa Rang in First Class. Some staff members have been trained in Reading Recovery, Incredible Years and Friends for Life and these programmes may be delivered if required.
- Programmes such as "*the Incredible Years – Teacher Classroom Management programme as a means of preventing the emergence of behavioural difficulties; FRIENDS for Life as a means of preventing anxiety and building resilience, or similar evidence-based programmes*" (2017 Guidelines, p.15).
- "*The use of early-intervention and prevention programmes helps mitigate the development of learning, social and emotional difficulties. A Balanced Approach to Literacy Development is an example of a resource for early-intervention and prevention of literacy difficulties*" (2017 Guidelines, p.14-15).
- "*The Department's support services offer a wide range of programmes and resource materials related to the social, emotional and behavioural needs of all pupils,*

including those with special educational needs. These programmes cover such issues as bullying, transition and behaviour management. A sample of programmes currently available includes: Anti-Bullying Support Materials; Transition from Primary to Post-Primary; Challenging Behaviour, Social Skills and Pupils with Special Educational Needs" (2017 Guidelines, p.15).

8.0 Parental Permission; Screening; Assessment; Caseload Decisions:

8.1 Parental Permission

The class teacher informs the parents of a pupil identified as having difficulties. This takes place in the third term after screening. Permission is sought to have them referred to the Special Education teacher for diagnostic assessment and supplementary teaching if necessary. The Special Education Teacher may start testing in June or early September. Written parental permission is required before any child is withdrawn for Diagnostic Testing or Supplementary Teaching.

In summary:

- Written Parental permission must be obtained for a child to attend Special Education Teaching.
- Permission is also required before any child undertakes diagnostic testing.
- Written permission is obtained when a pupil is discontinuing from Special Education Teaching.
- A parent's refusal of support must also be retained on file.
- Permission letters are retained in the child's school file in the office.

8.2 Whole School Screening Procedures

Class teachers have the responsibility for administering and correcting all screening tests.

- M.I.S.T. is administered to the Senior Infants in the Spring Term;
- Drumcondra Primary Reading Tests are administered from first to sixth classes in May;
- Sigma T Mathematics Tests are administered from first to sixth classes in May;
- Drumcondra Spelling Tests are administered from first to sixth classes in May;
- Drumcondra Irish Tests are administered in May;
- CAT administered to Rang 3 by the end of November.

8.3 Caseload Decisions

The Staged Approach (Appendix 1), together with current guidelines (2017), and DES Circulars will inform all decision-making regarding the Special Education Teachers' caseloads.

Two Post Holders hold discussions with Class and Special Education teachers after the Standardised Test results become available each year to identify the pupils requiring support for the following year. The Post Holders collaborate to find a workable solution, assigning the pupils requiring support to members of the Support Team. The solution is then discussed with the Principal prior to approval.

9.0 Allocating Additional Teaching Supports; Time Management and Review.

9.1 Allocating Additional Teaching Supports:

The 6 Steps from Circular 02/05.

(1) **Step 1 Circular 02/05, p. 7.** A list of every pupil in the school, who has been highlighted as being in need of support, will be compiled.

(2) **Step 2 Circular 02/05, p. 7.** This list will be examined in consultation with Circular 02/05, and each child will be allocated support, as appropriate, under the terms of the Staged Approach.

(3) **Step 3 Circular 02/05, p. 7.** A list of members of the teaching staff will be compiled.

(4) **Step 4 Circular 02/05, p. 8.** A member of staff will be allocated to support the learning of each pupil identified, taking into account: the Staged Approach; the needs of the pupils; the expertise and experience of the teacher; and practical considerations.

(5) **Step 5 Circular 02/05, p. 8.** Pupils with similar needs may be grouped for support.

(6) **Step 6 Circular 02/05, p. 8.** A tracking and recording system will be established. All teachers will actively monitor the progress of their pupils.

The 3 Steps from the 2017 Guidelines:

Step 1: Identify Needs –

"The Continuum of Support is a problem-solving model of assessment and intervention that enables schools to gather and analyse data" (2017 Guidelines: p.6).

*"Identification of educational needs is central to the new model. Using the Continuum of Support framework, schools can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. The framework emphasises the importance of looking at a pupil's needs in context, and provides useful resources to support this (for example, Learning Environment Checklist, Teacher Checklist for Whole-class Structures and Supports)...Of course, the principle that **pupils with the greatest level of need have access to the greatest levels of support** is of primary importance. This approach is also supported by information and engagement with external professionals, as required" (2017 Guidelines: p.7).*

(Appendix 5: Table 1 from the 2017 Guidelines: Identification of Educational Needs through the Continuum of Support Process).

"For pupils with significant, enduring and complex needs, collaboration with external professionals, including multi-disciplinary teams, is advised (for example, occupational therapist, speech and language therapist and psychologist)" (2017 Guidelines: p.11-12).

Planning: *"A Student Support File has been developed to enable schools to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates teachers in*

documenting progress and needs over time and assists them in providing an appropriate level of support to pupils, in line with their level of need. Following a period of intervention and review of progress, a decision is made as to the appropriate level of support required by the pupil. This may result in a decision to discontinue support, to continue the same level of support, or move to a higher or lower level of support" (2017 Guidelines: p.10).

The 2017 Guidelines provide a template to Special Education Teachers in maintaining a list of pupils who are in receipt of interventions through the Continuum of Support Framework (Appendix 6).

Step 2: Meeting Needs -

"Having identified a pupil's needs and the educational planning required to meet those needs, this second step emphasises the importance of effective teaching and learning strategies. The benefits of early-intervention and prevention programmes are highlighted. Guidance is also provided on target-setting" (2017 Guidelines: p.10).

See also the sections in this policy that address:

- the Roles of the school community members involved in our whole-school policy
- Prevention and Early Intervention
- Programmes and resources mentioned in the 2017 Guidelines.
- Maintaining Support Plans at each level of support (Educational Planning from the 2017 Guidelines are outlined in Appendix 7).

➤ Target Setting:

"Good target-setting is central to effective teaching and learning for pupils with special education needs. There are four guiding principles when devising targets for pupils.

Targets should be:

- *Linked to assessment*
- *Strengths-based*
- *Linked to interventions*
- *Developed collaboratively*

Best practice indicates that targets should be few in number; they should be informed by priority learning needs and directly linked to suitable interventions. Targets should be based on the evidence collected through both formal and informal assessment approaches. Schools should consult with parents when setting targets and reviewing progress. The views of pupils should also be included in this process, through their direct involvement in the discussion or by gathering their views in advance of the review process. This collaboration will help ensure that targets are relevant, meaningful, realistic, and that they draw on the strengths and interests of pupils.

Targets should be expressed in a way that is measurable and observable, and should reflect the specific special educational needs of individual pupils (for example, focus on social and emotional difficulties if that is a primary area of concern). While targets should be achievable within a specified time frame, they should also challenge and build on existing knowledge and address pupils' holistic needs" (2017 Guidelines: p. 16).

(Appendix 8: Appendix 1 of the 2017 Guidelines: Target setting as part of the problem-solving framework).

Step 3: Monitor and Record Progress -

"It is important that school leaders oversee a whole-school approach to monitoring and recording of progress. Pupils' progress in relation to achieving their targets should be

regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress. This should lead to the establishment of specific targets to be achieved within a defined timeframe as outlined below. Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn should lead to adjustments in support plans. The Student Support File provides schools with a useful resource to support and record this process. It includes a Support Review Record to guide teachers when monitoring progress and reviewing outcomes with parents and pupils. Such monitoring of progress, and subsequent adaptation of support plans, are key drivers of effective practice.

In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review could include measures of attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for pupils with special educational needs" (2017 Guidelines: p. 17).

Determine current level of performance ► Identify specific time-bound targets ► Measure progress.

The 2017 Guidelines go into further detail on planning the allocation of special education teaching supports (p.19) and include Table 2 (Appendix 9: Table 2: Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs).

"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.

In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development and application to learning. To guide them in allocating teaching supports, schools are again referred to the principles set out on page 5 of these guidelines. A planning template is provided in Table 2 to assist schools in the allocation of special education teaching " (2017 Guidelines: p.19).

9.2 Time Management:

Whole School Strategies for Communicating Information

- The SEN team meet formally once per term and relevant information is communicated to whole school staff meetings.
- Class Teachers and Special Education Special Education Teachers are given a formal time to meet and discuss programmes of work at the beginning of each term
- Special Education Teachers and the Principal meet with the Educational Psychologist at the beginning of the first term to outline educational psychological requirements for the year in the area of assessment and support work.
- Informal Occasions. Informal meeting between classroom and Special Education Teachers take place during the school day (e.g. classroom visits).

Parent-Teacher Meetings

- The nature of SEN support means that meetings with parents are on-going and regular.

Travelling Time.

- The shared Special Education Teachers will ensure that the time spent travelling between schools is kept to the minimum possible, while providing regular support to pupils.

9.3 Review of SEN Policy.

- The **SPECIAL EDUCATION TEACHING POLICY** is reviewed annually.

10.0 Whole School Procedures and criteria for continuing / discontinuing pupils in receipt of supplementary teaching.

- In cases where supplementary teaching is to be continued, a meeting will be held between the Special Education Teachers and the child's parents to discuss revised learning targets and activities.
- Supplementary teaching will normally be discontinued where some/all of the targets have been met and the pupil is able to cope in the classroom context. It will be based on an agreed decision collaboratively reached by teachers and agreed by parents. Parents will also be informed by letter. This discontinuation letter must be signed by parents and retained in the child's school file.

11.0 Monitoring Progress

Monitoring the academic progress of the pupils in this school will be accomplished by:

- Implementing Step 3 of the 2017 Guidelines, as previously mentioned in this policy (9.1 on page 27)
- On-going structured observation and assessment of the language, literacy and numeracy skills of the pupils in the infant classes to facilitate early identification of possible learning difficulties by the Class Teacher.
- Checklists used by class teachers
- Formal and informal testing and observation of work by the Class Teacher.
- Implementing the school policies on screening and the selection of pupils for supplementary teaching in English and / or in Mathematics by administering and scoring appropriate measures.
- Standardised assessments administered by the Class Teacher.
- Diagnostic testing and running records administered by the Special Education Teacher.
- Record keeping.

- Support Plans - opened, maintained and updated by Class Teachers at Classroom Support level.
- Support Plans - opened, maintained and updated by both Class Teachers and Special Education Teachers at School Support / School Support Plus level.
- Results of Star Reading Tests and Literacy Lift-Off (PM Benchmarking).

12.0 Liaising with Parents.

Effective communication with parents is critically important to the success of a support programme.

12.1 Communication with Parents.

- Teachers will take every opportunity to make parents familiar with the purpose and procedures of the school's support team.
- Activities may be organised in our school, from time to time, to increase the involvement of parents in their children's learning, e.g. Shared reading
- Parents will be encouraged to support their child's learning through:
 - Developing children's oral language through discussion
 - Motivating children to read more
 - Creating a home environment where literacy can thrive
 - Selecting books that interest children
 - Counting, measuring and other activities involving number.

12.2 Principal Teacher Liaising with Parents.

While the Special Education Teacher will consult with parents and outside agencies on an on-going basis, the Principal Teacher can facilitate the involvement of parents in the support process by:

- Establishing school policies and procedures, which enable parents to become involved effectively in the provision of support.
- Overseeing the development of links between teachers and service providers e.g. Speech and Language Therapists etc....

12.3 Class Teacher Liaising with Parents.

- Once a pupil has come to the attention of the school because of low achievement it will be possible for the Class Teacher (in the context of on-going contact with the parents) to make them aware of the situation and to ascertain parental views about the child's performance at school.
- Meet with the parents of each pupil who has been selected for diagnostic assessment (if such a meeting is requested at this point by the parents).
- Indicate that a meeting with the Class Teacher and / or the Special Education Teacher and parents will take place following diagnostic assessment.
- If the pupil is selected for Classroom Support, the Class Teacher will:

- Discuss priority learning needs and learning targets for the child's Support Plan with parents.
- Discuss ways in which attainment of the agreed targets can be supported at home.
- Communicate regularly with parents of pupils who are receiving supplementary teaching at Classroom Support.
- Consult with parents when Classroom Support is to be discontinued (or escalated) and identify ways in which the pupil's learning can continue to be supported at school and at home.

12.4 The Special Education Teacher Liaising with Parents.

In addition to providing general information to parents about the support provision that is available in the school, the Special Education Teacher should:

- After diagnostic assessments have been completed, discuss with each pupil's parents if possible the outcomes of the assessments.
- If the pupil is selected for School Support / School Support Plus, the Special Education Teacher will:
 - Seek written parental permission for their child to receive supplementary teaching at School Support / School Support Plus.
 - Discuss priority learning needs and possible learning targets for the child's Support Plan with the parents.
 - Discuss ways in which attainment of the agreed targets can be supported at home.
 - Communicate on an on-going basis with the parents of each pupil who is in receipt of supplementary teaching at School Support / School Support Plus, so that progress can be positively affirmed and any difficulties in implementing the pupil's learning programme at school or at home can either be anticipated and avoided or addressed without delay.
 - Consult with the parents of each pupil who is in receipt of supplementary teaching at School Support / School Support Plus level in spring to review the pupil's attainment of agreed learning targets, to discuss the level of supplementary teaching (if any) that will be provided in the next instructional term and to revise the pupil's Support Plan, if necessary.
 - Consult with parents when supplementary teaching is to be discontinued at School Support / School Support Plus, and identify ways in which the pupil's learning can continue to be supported at school and at home.
 - Demonstrate techniques and strategies to parents that will enable them to help with their child's development in such areas as oral language, reading, writing, spelling and mathematics, as appropriate.
 - Where relevant, collaborate with other teachers to advise parents on ways in which they can support their children's learning at home.

13.0 ASD Enrolment Policy



ASD CLASS

ENROLMENT POLICY

BAREFIELD NATIONAL SCHOOL

ENROLMENT POLICY

Class for Pupils with Autistic Spectrum Disorders (ASD)

The Board of Management Barefield N.S. has set out this policy in accordance with the provisions of the Education Act of 1998, the Education Welfare Act 2000, the Equal Status Act 2000 and the Disabilities Act 2002.

The decision to provide a special class for children with a diagnosis of Autistic Spectrum Disorder in Barefield National School was taken by the Board of Management of the school in conjunction with the Principal and staff in December 2018. The decision was taken with a view to provide an education in a mainstream setting for children who have an Autistic Spectrum Disorder and who fulfil the enrolment criteria.

Barefield National School is a mainstream co-educational primary school with an enrolment of approximately 380 pupils. Barefield National School has a Catholic ethos under the patronage of the Bishop of Killaloe.

The ASD class at Barefield National School is a class for children with ASD who have been recommended for placement in an ASD class in a mainstream primary school and who have the potential to integrate into a mainstream, age appropriate class. All placements will be reviewed annually in order to ensure that the placement continues to be appropriate for each child. The maximum class size is 6 pupils. Access to speech therapy, occupational therapy, physiotherapy etc. will be dependent on local H.S.E. services.

Our Aims

We aim to offer a positive meaningful educational experience, which allows the child to develop to his/her full learning potential in an environment that offers clarity, predictability and calm.

Our ASD class offers an autism specific learning environment within a mainstream co-educational national school. This setting facilitates optimum inclusion in mainstream education as part of the school community as appropriate, with regard to levels of general learning disability resources and suitability for such inclusion.

We wish to provide a broad curriculum which focuses on the abilities and strengths of each child while supporting their areas of need.

Application Procedure for Enrolment

1. Enrolment Application Forms for the ASD Class will be accepted until the closing date for submission of enrolment applications which is the first Friday in February annually. All applications will be placed on a Waiting List. Applications received on or before this date will be acknowledged within one calendar month of the closing day for the submission of applications.
2. Requests for Enrolment Application Forms for ASD Class and queries regarding supporting documentation should be made to: Principal, Barefield National School, Barefield, Co. Clare. Telephone: (065) 6820303.

Receipt of acknowledgement of an enrolment application by the school does not constitute an offer of a place nor does it not guarantee a place in the school. It is simply the recording of an application for admission to our school. Decisions in relation to applications for enrolment are made by the Board of Management in accordance with our enrolment policy.

The Enrolment Application must be accompanied by all of the following supporting documentation supplied by parents:

- ▶ The child must have a diagnosis of Autism/Autistic Spectrum Disorder made using the DSM-IV/V or ICD 10 by the psychologist or team.
 - ▶ Original Birth Certificate.
 - ▶ A written psychological assessment/report dated within 2 years of being submitted or a written report from a multi-disciplinary team must be provided. A multi-disciplinary team may consist of a Clinical Psychologist, Occupational Therapist, Speech & Language Therapist, Social Worker and a physiotherapist. Please note all reports in operation on a child should be provided to the school for assessment by the Admissions Team.
 - ▶ There must be a recommendation by the relevant professionals in the report that a special class placement in a mainstream school is both necessary and suitable for the child. In this regard it should be noted that the academic ability of the child will be taken into account when considering an application and will be subject to continuous assessment and review.
3. All applications received by the closing date will be considered by the Admissions Team. Late or incomplete applications will not be considered. The team will include the school Principal, Deputy Principal, Assistant Principal 1, Special Needs Co-ordinator and a special class Teacher. The Admissions Team may seek the advice of the school's allocated NEPS psychologist.

The function of the Admissions Team is to:

- ▶ Ascertain how many places are to be filled in the ASD Class. The maximum number of pupils in the class will be 6 pupils.

- ▶ Review all applications and all documentation relevant to a child applying for a place in the ASD class.
- ▶ Verify the class's suitability in meeting the needs of the child.
- ▶ Verify that there is a recommendation from a psychologist for placement in a special class in a mainstream school.
- ▶ Verify the suitability of the child for potential meaningful integration in an age appropriate mainstream class.
- ▶ Verify that the child is at least 4 years old on or before September 1st on the year of enrolment.
- ▶ Verify that the child has an intelligence score in the average or low average range (a Full Scale Intelligence Quotient score of 75 or greater) when compared to other children of a similar age.
- ▶ Identify qualifying applicants with reference to these criteria.
- ▶ Prioritise each qualifying applicant with reference to selection criteria (Point 3 below).
- ▶ Make a recommendation based on these findings to the Board of Management.

The Board of Management is responsible for and must respect the rights of the existing school community and in particular the children already enrolled. The Board of Management has the right to endorse or overrule any decision made by the Admissions Team. In particular, the Board of Management reserves the right to refuse enrolment if they believe the school cannot meet the needs of a particular child. The decision of the Board of Management is final.

4. In the event that the number of children that apply for a place is greater than the number of places, such places will be filled on review of Enrolment Applications received in the following order of priority:
 - (a) Siblings of current pupils of the school;
 - (b) Children of current school staff;
 - (c) Children with an ASD diagnosis currently enrolled in the school;
 - (d) Children living within Doora-Barefield parish;
 - (e) Children of past pupils;
 - (f) Children living outside Doora-Barefield parish.

In the event of the number of children in any category exceeds the number of places available, qualifying applicants will be determined by the Admissions Team.

5. When a place becomes available, parents and Principal complete the "Notification to NCSE of enrolment in a special class". This is Form 7, available on www.ncse.ie Completed Form 7 is posted to SENO.
6. All successful qualifying applicants will be placed on a Placement List, in accordance with the above criteria for places that may become available. All unsuccessful applicants have a right of appeal under Section 29 of the Education Act, 1998 within 42 days from the date of the decision by the Board of Management. The placement list is valid for vacancies which occur in the current school year only. All applications will be reviewed with reference to the selection criteria each year.

7. Parents who are offered a place must complete and return our regular Enrolment registration Form within two weeks of the letter of offer to accept a placement. If the school does not receive the Registration Form within the two week period, the place will be offered to the next child on the placement list for that school year.

Pupils Transferring

Pupils may transfer to the ASD class during the school year subject to availability of places. Pupils transferring must enter the same class level that they are leaving, and have the necessary diagnosis and recommendations as outlined above.

Placement

1. After placement in the class a relevant Individual Education Plan/Continuum of Support will be provided for the child. This plan will have an input from all parties involved with the education of the child. The ASD Class teacher is only obliged to produce one Individual Education Plan/Continuum of Support per school year. It is up to the professional opinion of the teacher involved if the Individual Education Plan/Continuum of Support needs to be updated more frequently.
2. Each child in the A.S.D. class will be assigned to an age appropriate mainstream class for integration purposes provided that this is in the best interests of the child, while having due regard to the educational benefit of all pupils enrolled in our school. Every opportunity will be used to promote inclusion in mainstream classes provided the child is ready for this step and has the necessary supports in place.
3. A review will take place at the end of the child's first year to assess whether the child's placement is appropriate.
 - The review will be carried out by school staff with parental involvement.
 - The outcome of the review will be examined by the Board of Management.
 - If in the event that a placement is inappropriate, the school will liaise with appropriate agencies in an effort to obtain a more suitable placement.

Behaviour

It is accepted that children with special educational needs may display difficult, defiant or oppositional behaviours. All efforts will be made by the school to manage such behaviour using various strategies and through the implementation of the child's Individual Education Plan/Continuum of Support. Where a child's behaviour impacts in a negative way on the other children in the class to the extent that their constitutional right to an education is being interfered with as judged by the Board of Management of the school, the school reserves the right to advise parents that a more suitable setting should be found for their child. The decision of the Board of Management is final.

Discharge

It is school policy to facilitate the discharge of pupils from the classroom once they have reached the age of 13. It will be deemed compulsory that the year that the student turns 13 will be their last year. Pupils who reach the age of 13 after September 30th in any year will be permitted to complete that academic year. This means a June discharge in the following year. The onus will be on the parents to negotiate the placement with a suitable secondary school. Barefield National School will facilitate all transfer of records/reports as well as assist with any information required with regards to the student and Barefield National School will be deemed to have authority to forward all relevant reports and assessments to the Secondary school unless specifically instructed in writing not to do so.

Discharge may also be recommended after the first and/or any subsequent year if following psychological assessments and consultation with the parents/guardians, it is felt that the placement is no longer appropriate. The Board of Management has the right to overrule any decision made in this regard. The decision of the Board of Management is final.

Discharge from the unit may also happen if a pupil is fully integrated into his/her respective mainstream class.

14.0 Procedure for Referral to an Outside Agency

The SEN team with the Principal, and the post holder assigned responsibility for the co-ordination of special needs education in the school and relevant class teachers adopt a staged approach to intervention. If concern remains after intervention and additional support from the teacher and SEN team, the Special Education Teacher in collaboration with the class teacher and the SENO will liaise with the Principal, the post holder and parents regarding further assessment by outside agencies which may include the NEPS Psychologist, Speech and Language Therapist, Occupational Therapist etc.

The Special Education Teacher, Class teacher and parents complete the NEPS referral forms with relevant assessments and reports provided. All referrals will be under the direction of the Principal and Deputy Principal. Recommendations from the psychologist will inform the IEP and the post holder will apply for resources from the SENO.

15.0 Models of Support

15.1 Early Intervention/ In-class Support:

Early intervention is a vital component of the NEPS Continuum of Support model. Early Intervention programmes may be provided by the Class Teacher and/or by the Special Education Teacher. All of our intervention programmes are based on the needs of the pupils and involve close collaboration and consultation between the Class Teacher and Special Education Teacher. Eg. Aistear – an active learning programme for all Junior Infant & Senior Infant children with specific emphasis on oral language development, underpinned by the principles of the Aistear programme and the new Language Curriculum.

15.2 Team Teaching:

Team teaching is practised in classes throughout the school. The classes involved are taught in small groups in class where literacy and numeracy are targeted.

Eg Literacy Lift Off & Mata sa Rang involves collaboration between the class teachers and three Special Education Teachers in planning lessons and providing resources.

15.3 Withdrawal:

This model of delivery is also used in the school where it is in the interests of the children to work individually or in a small group outside the classroom. Children in receipt of supplementary teaching are withdrawn in small groups and taught in the Support room. The Special Education Teacher reviews and monitors progress in consultation with the class teacher. Those pupils who are eligible for resource hours may be taken on a one to one basis in the resource room with the staff room also being used for cookery lessons.

16.0 Transition to Secondary School

“Good planning and support for transition helps to ensure the successful transfer of pupils from pre-school to primary school, from primary school to post-primary school and between special and mainstream settings. Effective transition support and planning can enhance the educational experience of the child and help reduce potential anxiety. Many schools already have excellent practices in place to support pupils at various transitional points. The National Council for Curriculum and Assessment (NCCA) has developed a suite of materials to support the reporting and transfer of pupil information from primary to post-primary schools. The materials are presented under the umbrella title of Education Passport and are available at www.ncca.ie/transfer. They include:

- *6th Class Report Card*
- *My Profile sheet (for children)*
- *My Child’s Profile sheet (for parents)*
- *A Special Educational Needs Summary Form is included to support the sharing of information for children with identified learning needs.*

Since the 2014/15 school year schools have been required to use the Education Passport materials detailed above and forward to the relevant post-primary school, following confirmation of enrolment, ideally by end of June (Circular 45/2014). Additional resources for schools in planning for effective transitions are available at the Department of Education and Skills and NCSE websites.”2017 Guidelines

17.0 Procedural Matters

Record keeping:

The Special Education Teacher has a file pertaining to the children on their caseload at stage II and III. It may contain pupil profiles, test results and programme plans. These files will be stored in the filing cabinet.

All reports of educational psychological, speech and language assessment will be kept in the child’s school file. These are stored in the office filing cabinet. Photocopying of reports is not permitted and confidentiality is paramount.

To facilitate planning, the Special Education Teacher may study educational assessment reports in their relevant rooms. All reports must be returned to the child’s office file as soon as possible that day.

Parents will have the right to see Special Education teaching records relating to their child. All records will be kept in accordance with the Regulations as outlined in Data Protection i.e. Records Retention schedule, attached as Appendix in our Data Protection Policy.

Psychological Reports: Each child that has been assessed by an educational psychologist as having difficulties has a psychological report, which is kept in a secure filing cabinet in the secretary’s office. It is at all times crucial to ensure confidentiality with regards to these documents.

Individual Education Plans:

The Individual Education Plan forms part of the Continuum of Support document for pupils at Stage 3/School Support Plus.

- An individual education plan is a document that focuses on the setting and resetting of clear, educationally achievable targets.
- It should contain information about the child, e.g. relevant background information. It should also contain the specific areas of focus for a child and educational targets that they hoped to be achieved with that particular child.
- Input is given by parents, the class teacher, and other Professionals (if necessary). A copy of the child's IEP is given to the class teacher. Parents also receive a copy. Special Education Teachers, mainstream teachers and parents are to sign and date the IEP to indicate that they agree with its contents by the end of October annually. The IEP is formally reviewed in February of each year, at which point it is forwarded to the Principal for filing in child's file in the Office.

18.0 Homework

- Classroom teacher and Special Education teacher in consultation with parent agree on quantity of homework in accordance with the child's needs.

19.0 Resources

- Resources will be made available to the staff for use with individuals or groups in their class. This inventory is available on the school server.

20.0 Time-tabling

- A flexible approach to timetabling should be adopted by both the class teacher and Special Education teacher. Adherence to the following principles is necessary:
 - The Special Education Teacher will draw up a timetable for withdrawal which in so far as possible is designed to ensure that the pupils have full access to the curriculum
 - Pupils should not miss out on the same curriculum area each time they receive supplementary teaching
 - Class teachers must take the schedule of the Support teacher into account
 - The supplementary teaching session will last thirty to forty minutes.

21.0 Monitoring and Review

- Monitoring of Special Education teaching is an on-going procedure. The policy will be reviewed annually.

Ratification

This Policy was ratified by the Board of Management of Barefield National School at its meeting on 30th April 2013 .

Signed: Stephanie O'Halloran
(Chairperson, Board of Management)

Date: 30/04/2013

Update and Review

This Policy was reviewed and updated by the Board of Management of Barefield National School at its meeting on 17/02/2015 .

Signed: Stephanie O'Halloran
(Chairperson, Board of Management)

Date: 17/02/2015

Update and Review

This Policy was reviewed and updated by the Board of Management of Barefield National School at its meeting on 26/10/2016.

Signed: John Casey
(Chairperson, Board of Management)

Date: 26/10/2016

Update and Review

This Policy was reviewed and updated by the Board of Management of Barefield National School at its meeting on 10/05/2017..

Signed: John Casey
(Chairperson, Board of Management)

Date: 10/05/2017

Update and Review

This Policy was reviewed and updated by the Board of Management of Barefield National School at its meeting on 28/05/2018

Signed: John Casey
(Chairperson, Board of Management)

Date: 28/05/2018

Update and Review

This Policy was reviewed and updated by the Board of Management of Barefield National School at its meeting on 23-05-2018

Signed: John Casey
(Chairperson, Board of Management)

Date: 23/05/2018

Update and Review

This Policy was reviewed and updated by the Board of Management of Barefield National School at its meeting on 11th February, 2021

Signed: *Elaine Casey*

Date: 11-02-2021

(Chairperson, Board of Management)