



Bandonbridge U.S.

**Inclusion of Children
with
Special Educational Needs
Policy**

This policy has been reviewed in the 2017/2018 and 2018/2019 school year in light of the New General Allocation Model (GAM)/ Special Education Teacher Allocation Model.

It has been amended in the 2019/2020 school year and it is a working document.

Date of Review: September 2021

Introduction and Rationale

This policy was formulated taking cognisance of directives contained in the 1998 Education Act; The Learning Support Guidelines (2000); The Education for Persons with Special Educational Needs Act (EPSEN) 2004; This policy has been updated following Guidelines for Primary Schools, Supporting Pupils with Special Educational Needs in Mainstream Schools (DES, 2017) and Circular 13/2017 which replaces previous circulars relating to Special Needs Allocation.

As this new model is being introduced, the NCSE 'Low Incidence' allocations (Resource hours) have been equated with the complex needs' component for each school.

The purpose of this policy is to provide practical guidance to teachers, parents and other interested persons on the provision of effective support to pupils with learning difficulties and special needs in Bandonbridge National School, with a view to enabling all our pupils to meet with self-confidence and assurance the demands of life, both now and in the future.

Bandonbridge N.S. is a community where all pupils are respected irrespective of gender, social background, family circumstances, educational achievement, physical characteristics or intellectual functions.

We endeavour to be an inclusive school. The school aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available, and the admission criteria are fulfilled. The Education for Persons with Disabilities Act 2004 states that "A child is entitled to attend the school which is most suited to his or her overall needs".

Guiding Principles

- All our children have a right to an education, which is appropriate to them as individuals. We want all our children to feel that they are a valued part of our school community.
- The resources provided to support pupils with special educational needs, will be used to facilitate the development of a truly inclusive school.
- Supports provided to pupils with special educational needs will be based on identified needs and be informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines.
- Pupils with the greatest levels of need will have access to the greatest level of support, and whenever possible, these pupils will be supported by teachers with relevant expertise who can provide continuity of support.
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs.

Aims of Support

We are fully committed to the principle of inclusion. Our policy, as set out in this document, aims to:

- optimise the teaching and learning process to enable pupils with learning difficulties and/or Special Educational Needs to reach their potential.
- enable pupils with *complex needs* to become as far as is possible fully integrated members of the school community.
- enable pupils whose first language is not English (English as an Additional Language/EAL), to become, as far as is possible, fully integrated members of our school community.
- develop pupil wellbeing by developing positive self-esteem and positive attitudes about school and learning.
- provide additional teaching and/or additional support and resources in English and Mathematics for pupils with low achievement.
- involve parents in supporting their children's learning.
- promote collaboration among principal and teachers in the implementation of whole-school policies with regards to Special Education Teaching.

(These goals aim to be achieved by careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child to participate in them.)

Roles and Responsibilities

While the class teacher has the primary responsibility for the teaching, learning, social, emotional development and progress of the pupil in their care, the role of supporting learning is a collaborative responsibility shared by all of the school community.

The principal, class teachers, Special Education Teachers (SETs) and Special Needs Assistants (SNAs) work as a team supporting one another and sharing relevant information and expertise. Together they collaborate, consult and plan workloads and timetables to best implement school policy to support children with special needs in our school. The teachers meet on a monthly basis to discuss programmes of work, resources and any recent information obtained from outside agencies which relates to people with special needs.

The other partners in our support policy are the children themselves, parents, the Board of Management and a NEPS psychologist. Advice and support are sought from the National Council for Special Education (NCSE) and from external agencies from the Departments of Education and Health etc. It is important that everyone contributes to the implementation of our school plan on SEN (Special Education Needs) Provision.

Role of The Board of Management:

The BOM will fulfil its statutory duties towards pupils with special needs. It will ensure that the provision required is an integral part of the school development plan. Members will be knowledgeable about the school's SEN provision – funding equipment and personnel.

The BOM:

- Oversees the development, implementation and review of school policy on Support for Children with Extra Needs
- Provides adequate class accommodation and teaching resources
- Provides additional training for staff to upskill
- Provides a secure facility for storage of records.

Role of the Principal

The principal has overall responsibility for the day-to-day management of provision. She will work closely with the SEN Coordinator and will keep the B.O.M. informed about the working of this policy.

It will be the role of the principal, in collaboration with the SEN coordinator, to:

- Assume the overall responsibility for the day to day development and implementation of the school's policy on Support for Special Education Pupils in collaboration with the SEN coordinator.
- Assigns duties to the Deputy Principal who co-ordinates the support programme within the school.
- Work with teachers in the development of the school policy on an on-going basis.
- Assign staff strategically to teaching roles, including special education roles.
- 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, EAL teacher and special needs assistants) are clear regarding their roles and responsibilities in this area.
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored.
- Monitor the selection of pupils for additional support teaching.
- Ensuring that relevant teachers prepare suitable plans (School Support File- A Continuum of Support), individual, Group Plans, relevant reports on pupils etc.
- Advises parents/guardians on procedures for availing of special needs services.
- Liaises with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs.
- Arranges for exemptions from the study of Irish for pupils for whom this is appropriate.
- Liaises with SENO regarding all aspects of Special Education provision.
- Ensures that relevant children have Personal Pupil Plans (PPP) – **Appendix 16** prepared annually by the class teachers and SET/EAL responsible for individual children.
- Develop inclusive whole-school policies in collaboration with post-holders and monitor their implementation.
- Ensure the transfer of 6th class Pupil Passports to the appropriate post-primary school, on request in June

Role of the Special Needs Coordinator

The Special Needs Coordinator will be responsible for:

- Overseeing the day to day operation of the SEN policy in consultation with the Principal.
- Organising the SEN caseload and monitors timetabling for support teaching.
- Coordinating identification and provision of additional support for children with special educational needs in collaboration with SEN core team.
- Keeping a list of pupils who are receiving additional support teaching.
- Liaising with and advising fellow teachers where possible.
- Ensuring collaboration occurs between class teacher and support teacher (and SNA if relevant) in the drafting of plans.
- Liaising with and advising SNAs with regard to supporting children with special needs, in consultation with the relevant class teacher and the Principal.
- Liaising with parents of children with special needs and advising parents on procedures for availing of special needs services, in consultation with the class teacher and the Principal.
- Monitoring and evaluating SEN provision of additional support.
- Keeping teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Liaising with external agencies such as NEPS, in consultation with the Principal.

Role of the Class Teacher

The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs.

- It is the responsibility of the classroom teacher to ensure that each pupil is taught in a stimulating and supportive classroom environment where all pupils feel equal and valued.
- In line with Continuum of Support Guidelines, the class teacher may gather information through formal and informal means, with a view to informing interventions. The classroom teacher also has a central role in identifying and responding to pupils with additional needs including differentiating the curriculum as appropriate. These responses will be informed and assisted by collaboration with SETs, SNAs, EAL teacher, parents/guardians and others such as the school's NEPS psychologist and the local Special Educational Needs Organiser (SENO)
- It is the responsibility of the class teacher to have a plan of work for all pupils in their room and also plans for SEN pupils where relevant.
- Ensure that SETs and SNAs are aware of the programme of work in the classroom to aid planning and support in literacy and numeracy, if appropriate.
- 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 including active learning, small-group tuition, individual teaching, etc. This may also require environmental adaptations and differentiation to promote curricular access to make specific accommodations for individuals within the class because of concerns about their progress, application, communication, behaviour or interaction with peers.
- The Class Teacher must keep adequate records of Staged Approach Progress Log of Actions and/or incidents that occur in the classroom. Follows guidelines in Special Educational Needs, A Continuum of Support "The Staged Approach" pg 6,7.
- A record of the staged approach will be in the Support File at the end of each year and passed onto the next teacher.

Role of the Support Teacher, Language Support (EAL) Teacher

Support Teachers (SETs), in consultation with class teachers, and SNAs if applicable, should plan interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant Continuum of Support plan.

- Special education teachers should make themselves familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches may include a combination of team-teaching initiatives, cooperative teaching, early intervention and small group or individual support.
- Provides advice to class teachers and also to parents in their programme planning for pupils experiencing learning difficulties.
- Depending on the learning needs identified, a pupil with special educational needs may be supported at classroom level with additional teaching delivered through in-class or withdrawal support models.
- Some pupils with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions should be based on careful identification of strengths and needs, assessment reports, when necessary.
- The type of support offered by SETs depends on the child's individual needs and may take the form of:
 - ❖ curriculum support - literacy, numeracy, IT
 - ❖ life skills
 - ❖ social skills training
 - ❖ gross motor development
 - ❖ fine motor development
 - ❖ speech/communication and/or language development
 - ❖ behaviour modification programmes
 - ❖ assistance with sensory modulation
 - ❖ development of anger management strategies
 - ❖ transient needs e.g a bereavement.
 - ❖ emotional support – pupil wellbeing (i.e. Friends for Life programme)
 - ❖ transitioning to Secondary School Programme – Get Up Stand UP. (GUSU)
 - ❖ a combination of some /all of the above
- Consults with class teachers on the identification of pupils who may need diagnostic assessment.
- Completes the Pupil Information sheet – **see Appendix 15**
- Liaises with parents of each pupil who has been selected for diagnostic assessment
- Carries out a diagnostic assessment of a pupil who has been identified with SEN and keep these assessments as a record. Results to be inputted into Support Plan.
- Devises and implements an Individual Educational Plan/Group Plan for each pupil who is selected for additional support teaching, in consultation with class teacher and parents and conducts reviews twice a year.
- SETs must prepare targets which are SMART: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime bound.
- Short-term planning should reflect the Support Plan targets and should break down the development of skills/strategies and content into small steps to address each pupil's specific needs.
- Every Support Teacher should be familiar with and implement the following policies in their engagement with the pupils:
 - ❖ Child Protection Policy - Child Safeguarding Statement
 - ❖ Anti-Bullying Policy
 - ❖ Code of Behaviour
 - ❖ Inclusion of Children with SEN Policy
 - ❖ AU Policy
 - ❖ Administration of Medication Policy (if relevant)

Role of the Child

In deciding the level and extent of access to Additional Teaching Support / SNA support to be provided for a child, the best interests of the child are of paramount consideration. As far as practicable, the views of a child capable of forming his/her own opinions/thoughts on his/her learning are obtained and given due weight, having regard to the age and maturity of the child. The views of the child, where possible, are also taken into account in reviewing the child's allocation: i.e. My Thoughts About School Checklist.

Role of Special Needs Assistants (SNAs)

An SNA's role is to carry out duties based on the Primary Care Needs of the child with children who have been granted SNA access. **(See SNA Policy)**

Role of Parents

- Keeping the class teacher informed of any home factors which may be affecting their child's progress.
- Signing and returning consent forms to the school regarding additional support teaching.
- Attending meetings at a mutually convenient time with school personnel.
- Supporting programmes and initiatives implemented by the school and outside agencies.
- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning. Some may include the following:-
 - Supervising, assisting with, showing interest in and signing homework.
 - Reading and telling stories to their child/children.
 - Listening to and giving supportive feedback on oral reading.
 - Implementing suggested home-based activities and discussing the outcomes with the child's teachers e.g. Toe by Toe.
 - Speaking positively about school and school work.
 - Helping children to develop their organisational skills.
 - Helping children to look after school books and other resources which are loaned to the children for use at home.
 - If a pupil has assistive technology, ensuring all is working and charged etc. and used only for the purpose for which it was provided.

Complaints: *If parents have a complaint about the Special Educational provision made, then they should in the first instance make an appointment to speak to Class Teacher. The class teacher may need to consult with the Special Education Teacher and the Special Education Needs Coordinator. The complaint will be investigated and dealt with as early as possible. If the matter is not resolved to the parents' satisfaction, then the matter proceeds next to the Principal. A letter should be written to the Board of Management if the parent is still dissatisfied with how the complaint has been dealt with.*

Whole School criteria for Identifying and Selecting pupils for additional support:

Meeting children's diverse learning needs-

We take into account the different backgrounds, experiences, interests and strengths that influence the way in which children learn when we plan our approaches to teaching and learning. In planning our support, the 'Planning Template outlining the 6 point action plan below will be utilised in Bandonbridge NS.

<p>Action 1: Identification of pupils with special educational needs</p>	<p>Review existing information on pupils' needs, using school-based data, and any information from parents and external professionals. Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p> <p><u>SEN Identification Grid –(I need help to include this as a landscape doc please)</u> <u>Pupil Information sheets to be amended by SETs.-See Appendix 15</u></p>
<p>Action 2: Setting targets</p>	<p>Based on individual needs, set clear learning targets for each pupil at the relevant level on the Continuum of Support.</p> <p><u>Classroom Support Plan/ School Support Plan/ School Support Plus Plan/Behaviour Plan to be formulated.</u></p>
<p>Action 3: Planning teaching methods and approaches</p>	<p>Identify the level and type of intervention required to meet targets for each pupil on the Continuum of Support. Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. They should also be mindful that the interventions and supports that they are using are evidence-informed.</p> <p><u>Planning/ Review documents</u> <u>Whole School review: CP or Staff Meeting/SET Meeting, CPD .</u> <u>NCSE Planning Checklist , NCSE Toolkit P. 9-13: Reflection Questionnaire.</u></p>
<p>Action 4: Organising early intervention and prevention programmes</p>	<p>Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.</p> <p><u>Planning documents</u> <u>Whole School review: CP or Staff Meeting/SET Meeting, CPD .</u> <u>Teacher Timetables.</u></p>
<p>Action 5: Organising and deploying special education teaching resources</p>	<p>Cross-reference the needs of pupils at School Support and School Support Plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place.</p> <p>Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.</p> <p><u>SEN Caseloads, SET expertise and interest areas, SET Timetables.</u></p>
<p>Action 6: Tracking, recording and reviewing progress</p>	<p>Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:</p> <ul style="list-style-type: none"> •At Whole-school and Classroom Support level by all teachers •At the School Support and School Support Plus levels by class teachers and SET's. <p><u>Bandonbridge NS will use the Student Support File Log of Actions to track and monitor progress of pupils.</u> <u>At SS and SSP level we will review plans.</u></p>

Reference: Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs (Primary Guidelines, p. 19-20)

Planning of Educational Needs through the Continuum of Support Process :

A Step by Step guide for all to follow in Bandonbridge NS.

(One plan will only be devised for a pupil but may have elements of different stages on the Continuum.)

<p>Classroom Support - Support For All</p> <p>See Appendices 1-4</p>	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed by the Class Teacher and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <ul style="list-style-type: none">• A pupil who needs language support can avail of classroom support through a language teacher. (See EAL Policy) Screening tests of language skills= Primary School Assessment Kit. A Language Support plan can be devised once permission is received from Parents. An online permission form can be sent by the class teacher to parents.❖ If a teacher has a concern about a pupil that is sudden, the teacher will ask parents if any change has occurred for the child to find out if there are transient needs and will monitor the pupil.❖ If a teacher has a persistent concern, teacher designed measures will be put in place.❖ Quantify a formal observation length of time and schedule the observation e.g. <i>behaviour related</i>: 1 week to observe and do a TOAD Behaviour Observation chart.❖ <u>Record pre and post</u> these specific accommodations/formal observations – Log actions in pupil Support File.❖ A checklist may need to be completed: e.g.<ul style="list-style-type: none">*Basics Needs Checklist. <i>Special Education Needs A Continuum of Support P.2+3</i>*Learning environment checklist <i>Special Education Needs A Continuum of Support P.9 +10</i>*Pupil consultation – My Thoughts about School Checklist. <i>Special Education Needs A Continuum of Support P.11</i>* The class teacher can proceed to complete a Classroom Support Checklist <i>Special Education Needs A Continuum of Support P. 12 + 13.</i>❖ Literacy and Numeracy class test results and most recent standardised test results can be consulted to see a trend of results.❖ If differentiation needs to continue , a Classroom Support Plan needs to be completed❖ A timeframe needs to be specified. If specific accommodations are exhausted after a reasonable length of time, the class teacher will consult with the Principal/SEN coordinator/ SEN support team.❖ The Classroom Support plan will be files in the Student Support File with the class teacher.❖ As regards, EAL plans, the EAL teacher will keep EAL plans in a separate folder and will put them in the School Support File at the end of 2 years of EAL support. These plans are to be uploaded to Aladdin under the relevant pupil’s name.❖ Teachers <u>inform</u> parents/guardians that their child’s needs require additional support.❖ A meeting needs to be arranged with Parents to discuss. <p><u>Additional Interventions may be required if one or some of the following are evident:</u></p> <ul style="list-style-type: none">• The child makes little or no progress even when teaching approaches are directed at an identified area of weakness• The child shows signs of difficulty in developing literacy and numeracy skills, which result in poor attainment. Standardised tests can be used to screen and identify pupils’ performance in reading and mathematics. Those pupils performing below the 10th percentile <i>should be prioritised</i> for support in literacy and numeracy.• Persistent emotional or behavioural difficulties which do not respond to behaviour management techniques used by the school.• Has sensory or physical difficulties.• Has communication and/ or relationship difficulties.
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School
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See
Appendices
5-8, 13

In cases where the Classroom Support Plan indicates that progress has not been made, or if the results of tests and teacher observation indicate this to be the case, intervention in the form of an additional support teacher will be accessed.

- ❖ Class teachers will discuss their concerns with the child's parents at a planning meeting virtually. A Support Plan checklist can be completed. ***Special Education Needs A Continuum of Support P. 17.*** Permission will be required to give additional support. The class teacher will send this form online to Parents.
 - ❖ ***(If a pupil is moving from EAL support to additional support, a new permission form needs to be sent home for Additional Support.)***
 - ❖ The class teacher and support teacher will differentiate the curriculum in specific areas with achievable goals (SMART Targets) to be implemented by the class teacher and support teacher supported by observations and records.
 - ❖ Evidence will be gathered by the support teacher and class teacher may take the form of:
 - Teacher observation records
 - Teacher-designed measures/assessments
 - Parent and pupil interviews , Pupils may complete My Thoughts about School Checklist- *Special Education Needs- A Continuum of Support P.11* either with adult assistance or on their own – depending on age and ability.
 - Learning environment checklist
 - Screening tests
 - Standardised tests.
 - Diagnostic assessments in literacy/numeracy
 - Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties e.g. TOAD may be carried out by the support teacher, Formal observation of behaviour including ABC charts, frequency measures etc.
- See Behavioural, Emotional and Social Difficulties – A Continuum of Support by DES.*
- ❖ A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition.
 - ❖ A School Support Plan operates from October to February and February to June. It is subject to review at all times and may be amended during the implementation period, if necessary.
 - ❖ A formal review will be carried out in February and June.
 - ❖ These plans and reviews will be uploaded to Aladdin under the relevant pupil's name.
 - ❖ Where progress is such that the child is no longer giving cause for concern, the child will revert to the usual differentiated curriculum available to all children- classroom support.

A School Support Plan operates for an agreed period of time and is subject to review and amendment, as necessary.

School
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Support
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See
Appendices
9-14

The triggers for extra intervention at this level could be that, despite receiving an individualised programme, the child:

- ❖ Makes little or no progress over a long period of time
- ❖ Continues to work at Primary Curriculum levels substantially below that of children of a similar age
- ❖ Continues to have literacy and numeracy difficulties
- ❖ Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning, or that of other children, despite an appropriate behaviour management programme and plan
- ❖ Has sensory and/or physical needs, and requires additional specialist equipment or regular visits from an advisory service
- ❖ Has an ongoing communication or relationship difficulty that prevents social development, and acts as a barrier to learning.

This level of support on the Continuum at this level will need to be informed by a more detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools available in Bandonbridge NS and information from reports from outside professionals where applicable.

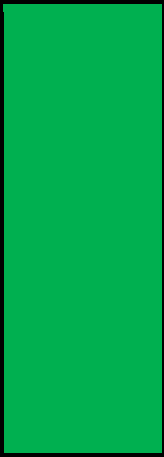
The following will still be necessary:

- Teacher observation and teacher-designed measures
- Parent and pupil interviews
- Functional assessment
- Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc.
- Checklists

Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which step to take next.

When it has been identified that a child is not coping emotionally or is still struggling with motor skills or performing within **the tenth percentile ??** and below in Numeracy/ Literacy despite School Action, the class teacher with the support teacher and SEN coordinator, in consultation with the child's parents, may consider the following actions:

- A Speech and Language Referral. (Form available in the office)
- OT Referral. (Form available in the office or can be downloaded online- HSE)
- Assessment of Need – Form available in the office. (*Better route if a few difficulties*)
- Early Intervention Application.
- Ask Parents to speak to GP to get into CAHMS service. (A GP must refer)
- Contact with NEPS Psychologist and psychological assessment may need to be arranged. (Current NEPS Psychologist= Cáit Fair)
- If it is felt by the psychologist that a child has Primary Care Needs, a special needs assistant (SNA) may be applied for through NCSE guidelines.
- If the psychologist recommends an exemption from Irish the Principal will see to this under guidance from the Department of Ed. And Skills. See Circular 0052/2019- Primary- Irish Exemption)
- Other outside agencies may need to be contacted, who will advise on a range of provision including IEP targets and strategies.
- In circumstances where a child may use specialised equipment, consultants will be required to demonstrate how the equipment is to be used to SNAs and either the class or support teacher. The SEN co-ordinator can also be present.

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- Courses (CPD) will be encouraged on an ongoing basis to train staff in the relevant areas.
 - A School Support Plus Plan operates from October to February and February to June. It is subject to review at all times and may be amended during the implementation period, if necessary.
 - A formal review will be carried out in February and June.
 - For pupils on SSP in 6th class, a NEPS Transfer Review Form will be filled out with permission from parents and forwarded to the relevant Secondary School.
 - Where progress is such that the child is no longer giving cause for concern, the child will revert to the usual differentiated curriculum available to all children.
 - These plans and reviews will be uploaded to Aladdin under the relevant pupil's name.

Whole School Strategies for Prevention and Intervention

Our strategies in Bandonbridge NS for prevention and intervention may include:

Early Intervention

We believe it is very important to identify and assess children with SEN as early as possible so that effective interventions can be put in place e.g. teacher observation, Test 2R in Senior Infants.

Implementation of early intervention programmes from Junior Infants to Second Class is an effective way of meeting the needs of children who experience low achievement and/or learning/behavioural difficulties.

The Staged Approach to intervention will be used using the Special Educational Needs: A Continuum of Support Guidelines for Teachers (pg 7, 8).

Promotion of Literacy:

- Whole school promotion of Reading for Pleasure ...
- Aistear in Junior and Senior Infants
- Language Support Teacher to promote English Language (EAL)
- Whole school policy on language development using the Primary Language Curriculum
- Whole school policy on phonological and phonemic awareness – see J.I to 2nd Class plan. POLICY???
- Building Bridges Comprehension Strategies
- Varied Genre Writing
- Guided Reading from Senior Infants to 6th class.
- Print rich environment
- Shared/paired reading
- Buddy Reading- e.g. 6th class and 1st class.(virtually during covid via Zoom)
- Story time, Library time, DEAR time, Book Weeks, Reading Buddies, Word games, Class library, visiting authors, Visiting poets etc
- Write -a- Book Projects
- Access to Literacy apps on school iPads
- Home school Links - Literacy ideas e.g. Seesaw online resources
- Writing competitions
- Digital learning activities using the school laptops (see also our School Improvement Plan for 2019/2020) : word processing, typing skills, research etc.

Developing Listening Skills:

- Promote a classroom environment where children listen to others, do not interrupt the speaker and wait their turn e.g. circle time, listening games/activities, listening programmes, listening to music, discussion, debates, small group activities etc.
- Pupils will be encouraged to respond to what they've heard, summarise the key points, follow on from one point to another, sequence thoughts/storylines accurately etc. This will assist the class teacher to assess a child's processing and expressive language arising from listening activities.

Promoting Numeracy skills

- Whole school policy on Maths language development – see Mathematics Policy.
- Whole school policy on Maths Operations – see Mathematics Policy.
- Spiral Approach to Maths Teaching Resources – Busy at Maths resource in all classrooms.
- Use of environment to teach Maths – Maths trails etc.
- Use of concrete materials
- Team teaching of maths concepts/In-class support by the SET daily in all classrooms.

End of Year Reports ??

- Support teachers will write separate end of year reports for GAM pupils on SS and SSP and EAL pupils. **See Appendix 17.**
- These reports will be uploaded to Aladdin for the Principal to read. All reports will be available on Aladdin only and all other copies on laptops are to be deleted.

Timetabling

- The principal oversees timetabling in the school.
- Class teachers and the Support teachers will meet at the start of the school year to formulate a timetable. If a SEN pupil has SNA access, the SNA will also contribute to the formulation the timetable.
- Once finalised, the Support teacher will give the timetable to the class teacher, who will ensure that their SEN pupils and the Special Needs Assistant are aware of the final schedule. The timetable will be reviewed for each instructional term.
- A copy of each Support teacher's timetable needs to be given to the Principal and the SEN Coordinator.
- Every effort is made by teachers to ensure that Art, PE -Swimming, Music etc will not be infringed upon in order to avoid negative associations with additional support. Every effort is made to avoid students missing out on the same curricular area each time they receive support teaching.
- A timetable of meetings needs to be drawn up at the start of the year so class teachers and support teachers can liaise and plan effectively.
- The Support core team will meet weekly on a Tuesday from 1.30pm- 2.15pm.

Data Storage

- All pupil's confidentiality needs to be respected.
- Class teachers will keep The School Support File in their classroom, in a locked cabinet. This will not be removed from school.
- Support teachers will keep individualised folders for each pupil on their caseload. This file will have the Pupil information sheet (***see Appendix 15***) log of important phonecalls/meetings, SS plan or SSP plan, relevant reviews and testing cover sheets data. These files cannot be removed from school unless the prior permission from the Principal or the B.O.M.
- The Language support teacher will keep EAL- Classroom support plans in one folder. These will return to the School Support File after 2 years.
- All reports received from outside professionals in relation to a pupil will be filed in the office filing cabinet. Teachers can have access to them at school. These files cannot be removed from school. When a report is received we need to write on it the date it is received to school and whether permission has been granted to copy it if necessary.
- All documents and reports on SEN pupils can never be destroyed and are kept for life. However, if there are duplicate copies of plans/reports, they need to be shredded.
- At the end of 6th class, all relevant files are passed on to the Principal to archive.

It would be useful to have grid to show retention of documents

Note: All teacher's school used laptops should be password protected in line with GDPR guidelines.

Supports for Schools:

- Additional support and guidance will be available for school management and staff from Department agencies and services such as the National Educational Psychological Service (NEPS), the National Council for Special Education (NCSE), PDST, and the DES Inspectorate.
- A list of CPD needs and requests from teachers and SNAs may be drawn up at the first staff meeting of the new school year. The Principal and SEN coordinator may arrange for CPD during C.P. meetings.

Covid Response Plan of Action in relation to Additional Support

In line with our Covid Response Plan and Risk Assessment policies, all staff will bear in mind these policies as they implement and plan for pupils with SEN. The following actions will be in place:

- Each support teacher will be designated to no more than 2 classes.
- In class teaching will be preferable but pupils can be withdrawn if the support is more appropriate to do so.
- Class teachers will where possible have SEN pupils grouped in the same pod.
- Pupils in the same pod can be withdrawn together subject to social distancing in the support room.
- Pupils will sanitise/wash hands on leaving their classroom and then on returning to their classroom.
- Support teachers will ensure all workspaces are cleaned down before another pupil uses it.
- Books will not be shared with SEN pupils.
- Theraputty or individual resources will be supplied by the pupil's parents. They will be kept in the support room.
- When support teachers are in class, support teachers will sanitise hands if they move between pods.
- Support teachers will wear a mask when in class and also when in close proximity to a pupil or small group.
- Virtual planning meetings will be conducted via zoom or similar and parents/guardians will be notified of meetings via email.
- Plans will be sent to Parents via email/Aladdin.
- Notes where possible are to be emailed to class teachers.

Review of Policy

This policy has been reviewed in the 2017/2018 and 2018/2019 school year in light of the New General Allocation Model (GAM)/ Special Education Teacher Allocation Model.

It has been amended in the 2019/2020 school year , September 2019 and it is a working document.

The Principal and Learning Support co-ordinator will initiate a review of the policy in September 2021 unless the need arises and legislation changes.

9. Ratification and Communication

The original policy was ratified by the Board of Management in 2015. Changes were ratified in October 2017 and November 2018.

A copy has been given to the Board of Management and each staff member. A copy will be kept on file at the school and parents/guardians will have access to the policy on the school website.

Changes ratified:

Date: _____

Signed : 

APPENDIX 1

Bandonbridge N.S.



STUDENT SUPPORT FILE

Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

Student Support File, Log of Actions

Date	Actions	Review
		Date: →Emerging ✓ Achieved x Not achieved

Student Support File, Log of Actions

Date	Actions	Review
		Date: →Emerging ✓ Achieved x Not achieved

APPENDIX 2

Classroom Support Plan/Review

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

Name:	Age:	Class:	Today's Date:
--------------	-------------	---------------	----------------------

Student's Strengths/Progress Made:

Concerns/Continued Concerns:

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

Targets we want to achieve:

Strategies we will use: *(SEN- A Continuum of Support- Guidelines for Teachers p14; BESD: A Continuum of Support-Guidelines for Teachers (pages 110-122))*

Parents were consulted on _____ via _____

Review date and outcomes (targets met and unmet):

Outcome of Review:

New Classroom Support Plan to be agreed	<input type="checkbox"/>	Classroom Support Plan no longer necessary	<input type="checkbox"/>	School Support Plan to be initiated	<input type="checkbox"/>	Request consultation with other professional e.g. NEPS psychologist or S & L Therapist	<input type="checkbox"/>
--	--------------------------	---	--------------------------	--	--------------------------	---	--------------------------

APPENDIX 3

Classroom Support Checklist

(Essential references: SEN: A Continuum of Support: Resource Pack for Teachers, pages 15 to 17)

Name:	Age:	Class:	Today's Date:
General Information	Checked Yes/No	Comments	
1. Parents Consulted			
2. Information from previous school/preschool gathered			
3. Hearing			
4. Vision			
5. Medical Needs			
6. Basic Needs Checklist completed			
7. Assessment of learning-screening			
8. Observation of learning style/approach to learning			
9. Observation of behaviour			
10. Interview with pupil			
11. Classroom work differentiated?			
12. Learning environment adapted?			
13. Yard/school environments adapted?			
14. Informal consultation with outside professionals?			
Action needed?			
Actions agreed with parents and relevant staff?			
Staff involved: _____			
Parents/Guardians consulted: _____ Date: _____			

Appendix 4

Language Support Plan (EAL) - Classroom Support							
Pupil's Name:		D.O.B:		Start Date of Plan:			
Special Education Teacher:		Class:		Review Date:			
Class Teacher:							
Student's Strengths:			Priority Concerns:				
Other Relevant Information/Possible Reasons for Concerns:							
•							
Long Term Targets we would like to achieve:							
Parents(names), Class Teacher (name), SET(name) have agreed to enable Pupil (name) to :							
Short-term targets and strategies:				Staff Involved:			
Target:	Activities and Strategies:			Staff Member Responsible	Key :		
					→ =Emerging √ = Achieved X = Not achieved		
1.							
Review Target 1.							
2.							
Review Target 2.							
Overall Outcome of Review:							
Parents/Guardians were informed of supports in place from this plan on _____							
School Staff: _____							
Review Date: _____							
New Classroom Support Plan to be agreed (EAL)	<input type="checkbox"/>	Classroom Support Plan no longer necessary (EAL)	<input type="checkbox"/>	School Support Plan to be initiated.	<input type="checkbox"/>	Request consultation with other professional e.g. NEPS psychologist or S & L Therapist	<input type="checkbox"/>

Appendix 5

School Support Checklist

(Essential references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 18 to 20; BESD: A Continuum of Support, p 71)

Name:	Age:	Class:	Today's Date:
General Information	Checked Yes/No	Comments	
1. Parents Consulted			
2. Information from previous school/preschool gathered			
3. Hearing			
4. Vision			
5. Medical Needs			
6. Basic Needs Checklist completed			
7. Assessment of learning- screening			
8. Observation of learning style/approach to learning			
9. Observation of behaviour			
10. Interview with pupil			
11. Classroom work differentiated?			
12. Learning environment adapted?			
13. Yard/school environments adapted?			
14. Informal or formal consultation/advice with outside professionals?			
15. Advice given by learning support/resource teacher or other school staff?			
16. Other interventions put in place in school?			
Action needed			

Appendix 6

School Support Plan							
Name _____		Class _____		D.O.B. _____		Individual/Group	
Timeframe: Start Date of Plan _____				Review Date of Plan _____			
Pupil's Strengths and Interests:		Priority Concerns- Difficulties: Possible Reasons for Concerns:		Long Term Targets we would like to Achieve : Parents(names), Class Teacher (name), SET(name)SNA (name) have agreed to enable Pupil (name) to :			
Date:	Current Age:	Name of Test:		Outcome/Results:			
Special Education Teacher- <i>(Name)</i> Targets and Strategies I will use:						Key: = Emerging ✓ = Achieved X = Not Achieved	
Signed by SET: _____							
Class Teacher- <i>(Name)</i> Targets and Strategies I will use:			Key: → =Emerging ✓ = Achieved X = Not Achieved		Home Support- Strategies we will use:		
•					•		
Signed : _____					This plan was sent to _____ On _____ via _____ School _____ Staff: _____ Review Date: _____		
SNA <i>(Where applicable)</i> :							
Outcome of Review:							
New School Support Plan to be agreed	<input type="checkbox"/>	Revert to Classroom Support	<input type="checkbox"/>	School Support Plus Plan to be initiated	<input type="checkbox"/>	Request consultation with other professional e.g. NEPS psychologist or S & L Therapist	<input type="checkbox"/>
						Name: _____	

Appendix 7

School Support - Review / Planning Sheet

Pupil's Name:	Current Age:	Class:
Present for Review:		Review Date:
Progress to date/Strengths: The nature and degree of the student's abilities, skills and talents	•	
Areas for Improvement/presenting difficulties: The nature and degree of the student's special educational needs and how those needs affect his/her progress	•	
Present level of educational performance of the student	•	
Summary of Special Educational Needs of the student	•	
Special Educational Provision: The special education and related support services to be provided to the child	•	
Further Information		
	Outcome of Review:	

Appendix 8

School Support - Review (Prompts Sheet)

Pupil's Name:	Current Age:	Class:
Present for Review:		Review Date:
Progress to date/Strengths: The nature and degree of the student's abilities, skills and talents	Positivity? Successes? Any improvements or significant progress in specific areas- Social Skills/IT/Behaviour/typing etc. Current interests of pupil. Any new interests? Pupil's strengths?	
Areas for Improvement/presenting difficulties: The nature and degree of the student's special educational needs and how those needs affect his/her progress	Academic? Difficulties? Behavioural Difficulties? Yard? Environmental difficulties? Anything compromising- complex needs/diagnosed needs/ sensory needs Current needs? Triggers?	
Present level of educational performance of the student	Assessments? Any recent Standardised testing/diagnostic/checklists/observations/ etc.	
Summary of Special Educational Needs of the student	What are the current needs of pupil? Diagnosed needs? Continues to need additional support? What level of support- move up or down on continuum? Needs outside professional services? Referral to services/advice from NEPS? Attends any services / therapies already?	
Special Educational Provision: The special education and related support services to be provided to the child	Who is involved? SET/SNA/OT etc. Timetabled support? What is the targeted focus of support?/ Identified needs to focus on: Literacy/Numeracy/ social skills/etc. Group support/Individual/In Class/ Team teach etc. Action needed or recommended? Any resources that would be useful for pupil e.g. slanted writing board/stress ball/tri pencil/ etc. (Any reports to act upon since last plan in place?)	
Further Information (Pupil, Parent's Comments?)	New Medical needs? Hearing issues? Vision issues? Any other information?	
Outcome of Review:	Recommendations for Parents? Tips? Targets to implement at home?	

Appendix 9

School Support Plus Checklist

(Essential references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 18 to 20; BESD: A Continuum of Support, p 71)

School Support Plus Checklist			
(Essential references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 18 to 20; BESD: A Continuum of Support, p 71)			
Name:	Age:	Class:	Today's Date:
General Information	Checked Yes/No	Comments	
17. Parents Consulted			
18. Information from previous school/preschool gathered			
19. Hearing			
20. Vision			
21. Medical Needs			
22. Basic Needs Checklist completed			
23. Assessment of learning- screening			
24. Observation of learning style/approach to learning			
25. Observation of behaviour			
26. Interview with pupil			
27. Classroom work differentiated?			
28. Learning environment adapted?			
29. Yard/school environments adapted?			
30. Informal or formal consultation/advice with outside professionals?			
31. Advice given by learning support/resource teacher or other school staff?			
32. Other interventions put in place in school?			
Action needed			

Appendix 10

School Support Plus Plan

Name:		Class:	
Date Of Birth:		Current Class Teacher:	
Commencement of Special Education Teaching:		Current Special Education Teacher:	
Timeframe : Start Date of Plan:		Review Date of Plan:	
S.N.A. (If applicable)			
Special Educational Provision: (Outside Professionals/Support Services/ Assessments)			
Date:	Professional:	Assessment :	Outcome & Interventions Recommended:
Summary of Other Information: (For example, from Pupil, Parents, Class Teacher etc.)			
Strengths and Interests of Pupil:			
Summary of Educational Needs of Pupil -Difficulties:			
Tests: Most Recent Standardised Test Results: Diagnostic Test results:			
Learning Targets: (Long Term Goals) Parents(names), Class Teacher (name), SET(name)SNA (name) have agreed to enable Pupil (name) to : 1. 2. 3. 4.			
Short -Term Targets and Strategies: SET Signed by SET _____			
Target :	Activities and Strategies:	Key: → = Emerging √ = Achieved X = Not Achieved	
1.			
2.			
3.			
4.			
Short -Term Targets and Strategies: Class Teacher. Signed: _____			
Target :	Activities and Strategies:	Key: → = Emerging √ = Achieved X = Not Achieved	
1.			
2.			
3.			
4.			
Short -Term Targets and Strategies: SNA (If Applicable)			
Target :	Activities and Strategies:	Key: → = Emerging	

		√ = Achieved X = Not Achieved
1.		
2.		
3.		
4.		

Home Support:

-

This plan was sent to _____
 On _____ via _____
 School Staff: _____
 Review Date: _____

Outcome of Review:

New School Support Plus Plan to be agreed	<input type="checkbox"/>	Revert to Classroom Support	<input type="checkbox"/>	Revert to School Support Plan	<input type="checkbox"/>	Request consultation with other professional e.g. NEPS psychologist or S & L Therapist Name: _____	<input type="checkbox"/>
---	--------------------------	-----------------------------	--------------------------	-------------------------------	--------------------------	---	--------------------------

School Support Plus - Review/ Planning Sheet

Pupil's Name:	Current Age:	Class:
Present for Review:		Review Date:
Progress to date/Strengths: The nature and degree of the student's abilities, skills and talents	<ul style="list-style-type: none"> • 	
Areas for Improvement/presenting difficulties: The nature and degree of the student's special educational needs and how those needs affect his/her progress	<ul style="list-style-type: none"> • 	
Present level of educational performance of the student	<ul style="list-style-type: none"> • 	
Summary of Special Educational Needs of the student	<ul style="list-style-type: none"> • 	
Special Educational Provision: The special education and related support services to be provided to the child	<ul style="list-style-type: none"> • 	
Further Information		
	Parents/ Guardians consulted: Date: _____ Class Teacher: _____ Special Education Teacher: _____ SNA _____	
	Outcome of Review:	

Appendix 12

School Support Plus - Review (Prompts)		
Pupil's Name:	Current Age:	Class:
Present for Review:		Review Date:
Progress to date/Strengths: The nature and degree of the student's abilities, skills and talents	Positivity? Successes? Any improvements or significant progress in specific areas- Social Skills/IT/Behaviour/typing etc. Current interests of pupil. Any new interests? Pupil's strengths?	
Areas for Improvement/presenting difficulties: The nature and degree of the student's special educational needs and how those needs affect his/her progress	Academic? Difficulties? Behavioural Difficulties? Yard? Environmental difficulties? Anything compromising- complex needs/ diagnosed needs/ sensory needs Current needs? Triggers?	
Present level of educational performance of the student	Assessments? Any recent Standardised testing/diagnostic/checklists/observations/ etc.	
Summary of Special Educational Needs of the student	What are the current needs of pupil? Diagnosed needs? Continues to need additional support? What level of support- move up or down on continuum? Needs outside professional services? Referral to services/advice from NEPS? Attends any services / therapies already?	
Special Educational Provision: The special education and related support services to be provided to the child	Who is involved? SET/SNA/OT etc. Timetabled support? What is the targeted focus of support?/ Identified needs to focus on: Literacy/Numeracy/ social skills/etc. Group support/Individual/In Class/ Team teach etc. Action needed or recommended? Any resources that would be useful for pupil e.g. slanted writing board/stress ball/tri pencil/ etc. (Any reports to act upon since last plan in place?)	
Further Information (Pupil, Parent's Comments?)	New Medical needs? Hearing issues? Vision issues? Any other information?	
Outcome of Review:	Recommendations for Parents? Tips? Targets to implement at home?	

Individual Plan - Bandonbridge N.S.

(School Support / School Support Plus : Behaviour Plan

Name of Pupil:	Support Teacher:
Date of Birth:	Class Teacher:
Parents / Guardians:	Class:
Date of Planning Meeting:	Review Date :
Persons Involved in Implementing Plan :	

Relevant Background Information:

Date:	C.A.	Name of Test	Outcome/Results:

Informal Assessment-Information from pupils, parents and teachers.	
Ability to Keep Class Rules and Routines:	
Student's ability to access curriculum/need for differentiation?	
Strengths	Difficulties
Priority Needs-Goals	

Targets(What?)	Strategies, Materials & Resources(How?)	I know this has been achieved when....	Progress/Outcomes Key → = Emerging ✓ = Achieved X = Not Achieved DATE:

This plan was sent to _____

On _____ via _____

School Staff: _____

Review Date: _____

Post Primary Transfer Review Confidential

Name:

Home Language:

Address:

Date of Birth:

Present School:

SECTION ONE: BACKGROUND INFORMATION

Assessment

Has student undergone assessment/s? Yes No

Date(s) of Assessment(s):

Nature of difficulties indicated?

Has the student been involved with any agency providing Psychological/Psychiatric Services, Speech Therapy, Occupational Therapy etc ?

Yes No

If yes, please give details:

Exemption from Irish? (Please circle) Yes No

Access to specialist IT supports? Yes No

If yes, please give details:

Specify what (if any) equipment will transfer with this student.

Results of recently administered tests

Area tested	Name of Test	Date	Standard scores/ quotient	Percentile rank
Ability				
Reading				
Spelling				
Numeracy				
Other				

Strengths/ needs and recommendations

Strengths:

Identified Needs:

Recommendations:

SECTION TWO: PROVISION IN PRIMARY SCHOOL

Type of Support Learning Support/ Resource/SNA

Frequency/ Grouping

Key Areas of Learning/ Behaviour Addressed:

Any special programmes/ methodologies/materials used? (e.g. Specific reading programme, Social Skills groups etc)?

Any special arrangements in place? (e.g. differentiated homework/ use of technology/ positioning in the classroom)

Please attach copy of recent Support Plans/ Reviews/ IEPs/ ILPs/

(Parents consent to these above documents being attached)

SECTION THREE: PLANNING FOR TRANSFER

Curriculum Needs (able for a full subject choice/ reduced timetable/ subject strengths & difficulties)

Learning Skills (following instructions/ reading/ writing/ contributing to oral work)

Organisational Skills (ability to find way around the school/ manage locker/ keep equipment)

Social Skills (particular friendships/ ability to get on with others)

Other (any particular issues/challenges)

Names of persons involved in review:

Do parents give consent for this information to be passed to post-primary school?

Parents / Guardians:

Please name school _____

Date:

H- Post-Primary Transfer Profile, 2015, NEPS, Continuum of Support- PP- Resources

Appendix 15

Pupil Information

(This will be the layout used in the Support teacher's file)

Name:			
D.O.B.			
Parents / Guardians:			

Permission received for EAL Teaching: Date: _____ Support Teaching: Date: _____
 Commencement date of Additional Support Teaching: _____

	Outside Professionals:	Dates of Assessments/Supports	Diagnosis Made
Assessment of Need. <i>Referred by:</i> _____		Date referred: _____ Date Assessed: _____ Discharge Date: _____	
SLT <i>Referred by:</i> _____		Date referred: _____ Date Assessed: _____ Discharge Date: _____	
OT <i>Referred by:</i> _____		Date referred: _____ Date Assessed: _____ Discharge Date: _____	
Educational Psychologist. <i>Referred by:</i> _____	NEPS <input type="checkbox"/> Private <input type="checkbox"/>	Date referred: _____ Date Assessed: _____ Discharge Date: _____	
Clinical Psychologist. <i>Referred by:</i> _____		Date referred: _____ Date Assessed: _____ Discharge Date: _____	
Physiotherapist <i>Referred by:</i> _____		Date referred: _____ Date Assessed: _____ Discharge Date: _____	
CAHMS (must be referred by Doctor)		Date referred: _____ Date Assessed: _____ Discharge Date: _____	
Other:		Date referred: _____ Date Assessed: _____ Discharge Date: _____	

SNA Application Submission Date of Application: _____
 Outcome of Application: access granted / access not granted. **SENO:** _____

Irish Exemption Date in place:
 Certificate given to Parents Date: _____

Teachers

Class	Year	Class Teacher(s)	Support Teacher(s)
Junior Infants			
Senior Infants			
1 st Class			
2 nd Class			
3 rd Class			
4 th Class			
5 th Class			
6 th Class			

Important Meetings or Phonecalls with Parents and relevant Professionals.

Date	Information
<u>Important Meetings or Phonecalls with Parents and relevant Professionals.</u>	

Appendix 16

Personal Pupil Plan – PPP

(This is for SNA access pupils only)

Name:	Date of Birth:
Class:	Class Teacher:
Support Teacher:	SNAs:
Original LITH:	DES Category of Disability:

Pupil's Identified Care Needs: As agreed with SENO (in line with DES Circular 0030/2014)
<p>e.g.</p> <ul style="list-style-type: none"> ▪ Assisting teachers to provide supervision in the class, playground and school grounds ▪ Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential ▪ Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs
Timeframe for which care support is expected to be required:

Targets for the Development of Independence Skills (as per care needs identified above)

Identify targets to reduce/eliminate dependence on care support:

Long Term:	<p>(1)</p> <p>(2)</p> <p>(3)</p> <p>(4)</p>
Shorter Term:	<p>(1)</p> <p>(2)</p> <p>(3)</p> <p>(4)</p>

Programmes/Strategies that will be employed to achieve short term targets listed above

Key: CT = class Teacher, P = Pupil, SNA = Special Needs Assistant, OC = Other Child, ST = Support Teacher

Programmes/Strategies	Personnel (see above key)	Indicate Frequency Daily	Timeframe of programme e.g: 3 months, 6 months, 9 months, etc	Review Date <u>Dec '17</u> Key : → = Emerging √ = Achieved X = Not Achieved

SNA Care Timetable i.e. when is the SNA required to address the presenting care needs

Times	Mon	Tues	Wed	Thurs	Fri	On - Call

Signed:

_____ Class Teacher

_____ Support Teacher

_____ SNAs

_____ Parent/Guardian

_____ Pupil (if appropriate)

Appendix 17

Support Teacher Report Summer _____

Name:

Class:



Area of support: English Language support (v)

Your child's learning during the year

- 1. Experiencing significant difficulty
- 2. Experiencing some difficulty
- 3. Managing comfortably
- 4. Capable and competent
- 5. Highly capable and competent

	1	2	3	4	5
Ability to communicate with peers					
Ability to communicate with adults					
Oral sentence structure					
Vocabulary					

How can you further support your child's use of the English language?

Support Teacher: _____

Principal: _____

Date: June _____

Support Teacher- Report Summer _____



Name:

Class:

Special Education Report- ***(Support Teacher's name)***

Large empty rectangular box for writing the Special Education Report.

How can you further support your child's learning?

Large empty rectangular box for writing suggestions on how to further support the child's learning.

Support Teacher: _____

Principal: _____

Date: June _____

Abbreviations:

ADHD Attention deficit hyperactivity disorder
ASD Autistic Spectrum Disorders
BESD Behavioural, emotional and social difficulties
BSC Behaviour Support Classroom
CAMHS Child and Adolescent Mental Health Service
CBT Cognitive Behavioural Therapy
CMHT Community Mental Health Teams
CPD Continuous professional development
EBD Emotional disturbance/behavioural disorder
EPSEN Education for Persons with Special Educational Needs
GAM General Allocation Model
HSCL Home School Community Liaison
HSE Health Service Executive
IBP Individual Behaviour Plan
NCCA National Council for Curriculum and Assessment
NBSS National Behaviour Support Service
NCSE National Council for Special Education
NEPS National Educational Psychological Service
NEWB National Educational Welfare Board
SEAL Social and emotional aspects of learning
SEBD Social, emotional and behavioural difficulties
SENO Special educational needs organiser
SESS Special Education Support Service Severe
SET Special Education Teacher
SNA Special needs assistant SPHE Social, personal and health education
TOAD "Talking", "Out of Seat", "Attention" "Disruption"- *Behaviour Test*