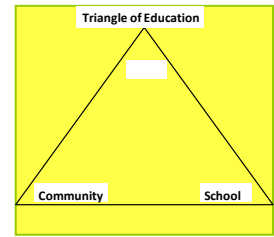


St. Fintan's National School
Mayglass Bridgetown
Co Wexford
Rolla:18133S



Draft Additional Support Policy

Support for All

Contents

Introductory Statement	Page 1
School Information	Page 1
Rationale Page 1	
Belief Statement Page 1	
Aims of the Policy Page 2	
Roles and Responsibilities Page 2	
Identifying Pupils with Additional Needs Page 6	
Information Gathering and Assessment Page 12	
Inventory of Test Materials Page 12	
Prevention and Early Intervention Strategies Page 13	
Meeting the Needs and Allocating Resources Page 13	
Timetabling Page 15	
Tracking, recording and reviewing progress Page 15	
Health and Safety Issues Page 18	
Supervision/Child Protection Page 18	
Ratification and Communication Page 18	
Implementation and Review Page 18	

Introductory Statement

Our SEN policy was coordinated by the learning support team, in consultation with staff in Term 2 2021/22.

The importance of drawing up the policy was highlighted due to the changes in procedures with the pandemic, our newer initiatives and the extra SET hours allocated to the school.

This policy is drawn up in accordance with Circular No 0013/2017.

School Information

St Fintan's NS is a rural, co-educational school in South County Wexford under the patronage of the Bishop of Ferns. It serves the community of Ballymore Mayglass and welcomes children from Junior Infants to 6th Class. Many of the families have very strong links to the community and are past pupils of the school. The school has a very small number of EAL pupils. Current enrolment stands at 113 pupils.

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 will be informed by regular reviews of progress (in consultation with parents and pupils), as outlined in the Continuum of Support (COS) Guidelines
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs
- 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

Overview

The purpose of this policy is to:

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

- St Fintan’s Ns Mayglass sets out to provide education for all its students, in line with legislation regarding students with SEN as listed below:
 1. The Education Act (1998)
 2. The Education Welfare Act (2000)
 3. The Equal Status Act (2000)
 4. The Education for Persons with Disabilities Bill (2003)
 5. The Equality Act (2004)
 6. The Data Protection Acts (1988, 1998 and 2003)
 7. The Freedom of Education Acts (1997 and 2003)
 8. The Education of Persons with Special Educational Needs Act (2004)

This policy is drafted in the context of:

- DES Circular Letters
- The guidelines published by the NCSE
- The guidelines on the Individual Education Plan Process 2006
- The Guidelines on the Continuum of Support for Primary Schools (NEPS).
- The guidelines published by the Special Educational Needs Support Service (SESS)

Rationale

- To enable the academic, practical, social and emotional learning of all students
- through their presence, participation and achievement in our school
- To enable the realistic inclusion of pupils with Additional Needs
- To outline our whole school approach to teaching and learning in relation to pupils with Additional Needs.
- To outline procedures and practices to be followed in relation to supporting the learning of pupils with Additional Needs.

Aims of the Policy

This policy aims to outline our procedures and practices in how we:

- Identify additional needs that our pupils may have
- Allocate resources to effectively meet the needs of children with additional needs
- Divide the roles and responsibilities among our school community in relation to children with additional needs

- Track, monitor, review and report on the progress of children with additional needs
- Communicate information effectively between SETs, mainstream teachers and families.
- Ensure that this policy engenders understanding that most children will have additional needs at some stage in their school life and that a school-wide approach is taken to ensure that the SEN department works for the whole school community

Roles and Responsibilities

Board of Management:

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

Principal:

The Learning Support Guidelines (2000, P.39) outline how the principal has overall responsibility for SEN procedures and practices in the school. The new allocation model states the principal's leadership role is central and includes the following;

The school principal should

- Implement and monitor the school's Additional Needs policy on an on-going basis.
- Assign staff strategically to teaching roles
- Co-ordinate 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
- Ensure 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 the education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area
- assign responsibility for coordinating additional support to an identified teacher (i.e.SENCO)
- Ensure that SET and mainstream teachers work together on School Support Plans and targets
- communicate with the SENO (Special Education Needs Organiser)
- oversee a whole school assessment and screening programme
- allocate time within the school timetable for the SET team to plan and consult with teachers and parents

- inform staff about external agencies and provide information on continuing professional development in the area of SET
- meet with parents regarding any concerns about their child and update them
- The school has appointed three SEN co-ordinators, with responsibilities specific to each area

SEN Co-ordinator:

SEN teachers should:

- communicate with the principal in relation to SEN matters on an on-going basis
- liaise with external agencies about the provision for pupils with additional needs
- liaise with the NEPS psychologist, the SET team and class teachers to prioritise children for NEPS intervention
- co-ordinate regular SET team planning meetings to ensure effective communication and support for children with additional needs
- collaborate with the SET team in creating timetables for additional support
- meet with parents regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their progress
- co-ordinate the whole-school standardised testing at each class level
- co-ordinate the screening of pupils for additional support, using the results of standardised tests
- select children for external diagnostic assessment, where parental permission has been sought and granted
- oversee the tracking system of test results on password-protected Aladdin and google drive software to monitor the progress of pupils
- maintain lists of pupils who are receiving additional support
- support the class teacher in the writing of classroom support plans
- where requested by the class teacher, meet parents to discuss moving a child from classroom support to school support or when referring to an outside agency

Class Teacher:

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

The Role of the Class Teacher:

Effective teaching and learning is critically important for all pupils, and especially for those with additional needs. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued. Mainstream class teachers have first-line responsibility for the education of all pupils in their classes.

Accordingly, classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom. This will include adapting their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern.

This may require targeted interventions to develop relevant adaptive skills related to these needs.

In class:

All mainstream class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs. These include:

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Heterogeneous group work
- Differentiation
- Interventions to promote social and emotional competence
- Embedding Information and communications technology (ICT) in teaching, learning and assessment

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. 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

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.

Planning assessment and communication:

They should

- administer and correct standardised tests of achievement in literacy and numeracy, following the school's guidelines
- discuss outcomes of standardised testing with SETs to assist in the selection of children for supplementary teaching
- meet with parents regarding any concerns about their child and update them regarding their progress
- gather information and assess children presenting with needs to inform teaching and learning using the Continuum of Support
- open a Pupil Support File once additional needs have been identified and require classroom support
- develop classroom support plans for children in receipt of Classroom Support
- collaborate with staff to develop Individual Support Files or Group Action Plans for each pupil in receipt of School Support
- meet and collaborate with Special Education Teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support and School Support Plus.
- adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session
- co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN within the class(es) to which they are assigned
- liaise with and seek advice from their Special Education Teacher. Planning time within school time will be arranged as much as possible

Special Education Teacher (SET)

Depending on the learning needs identified, a pupil with special educational needs may be supported by the Special Education Teacher at classroom level, or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models.

The SET teacher should:

- familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of need
- assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention
- collaboratively develop and review Support Plans and Group Action Plans for each pupil selected for school support teaching with class teachers and other staff
- meet with class Teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support Plus
- meet twice a year with class teachers, relevant staff and parents to review Support Files
- update and maintain planning and progress records for each individual or group of pupils in receipt of school support
- provide supplementary teaching for literacy and numeracy on a withdrawal and inclass support basis
- support whole-school procedures for screening
- administer and interpret diagnostic tests and inform class teachers and parents of the outcomes
- meet with parents regarding any concerns about their child and update them regarding their progress
- co-ordinate class groups and offer advice and support to class teachers regarding pupils on their caseload
- discuss the needs and progress of children on their caseload at planning meetings
- provide necessary information to a SEN pupil's receiving school once a transfer letter has been received

Special Needs Assistants:

The duties of the SNA carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/class teachers, the SNA will meet the care needs of the SEN pupils to which they have been assigned. (Circular 10/76).

The SNA should

- support the needs of pupils in effectively accessing the curriculum
- contribute to the quality of care and welfare of the pupils

- support learning and teaching in the classroom
- attend, where possible, training courses/workshops provided by the BOM
- attend IEP meetings and/or meetings with relevant professionals, when necessary
- ensure the safety of the SEN pupils in the schoolyard, and be present for the duration of the yard breaks along with the teachers on duty
- maintain a record of support provided to their SEN pupil
- accompany SEN pupil to supplementary lessons when appropriate

Parents/Guardians:

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

Parent/Guardian should:

- share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage.
- support the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning.
- attend meetings arranged by the class teacher or SET team. Both parents should attend meetings for school support + meetings, especially for those plans to do with behaviour and social skills. If this is not feasible, the school can meet each parent separately.
- support the targets outlined in their child's support plans and engage in all suggested
 - home-based activities
- inform the post-primary school of their child's needs, at the transition stage

Pupils:

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

- be given the opportunity to contribute to the setting of the medium and short-term learning targets
- become familiar with the targets that have been set for them
- 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
- contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

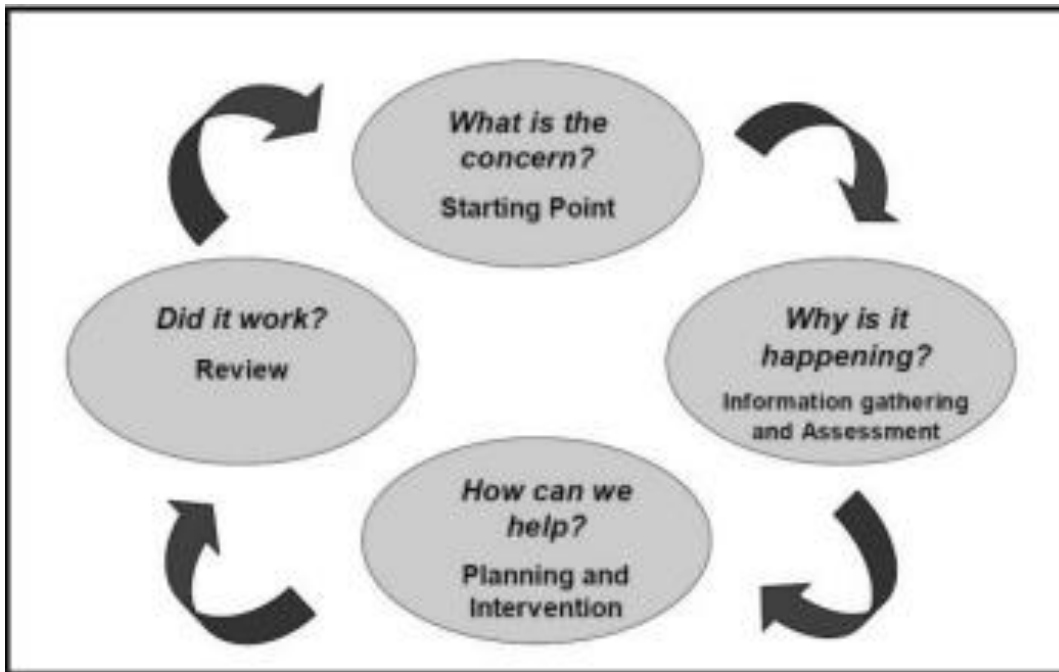
Identifying Pupils with Additional Needs

Continuum of Support

We use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

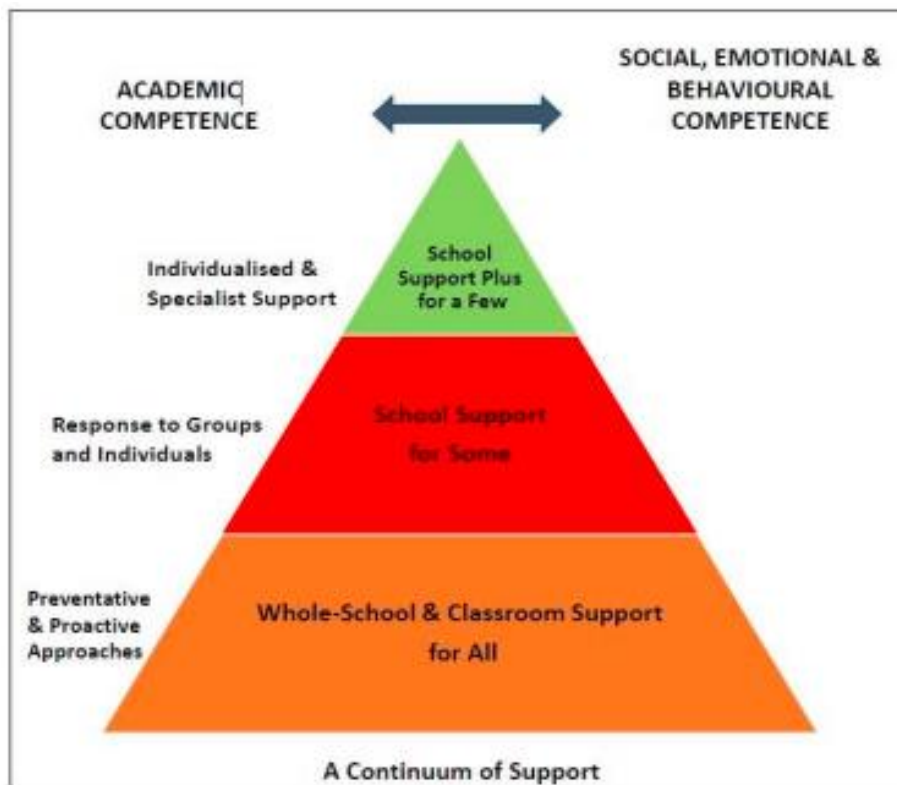
The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

This problem-solving process is illustrated as follows:



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

The Continuum of Support suggests the following levels of support:



STAGE 1 CLASSROOM SUPPORT (S1)

Classroom Support is the first response to emerging needs. Because of the generous allocation of EN hours allocated to our school, we also have the opportunity to introduce classroom support by both SET and class teacher so that the same targets can be worked on in the classroom and during group/1:1 sessions. Co-planning is crucial to the success of such an approach.

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

Examples of learning issues that would be addressed with Classroom Support :

Infants : A pupil who seems unsure of some phonemes/letter formation and the class teacher considers that they need to go over the material again. A classroom support plan with parents on board can be enough to solve this kind of issue without recourse to school support or school support plus.

3rd 4th : A pupil who needs help with organisation or getting their work completed. A targeted approach with parents on board is very effective with this kind of issue.

It is recommended that each Classroom Support Plan have a timeline of approx. 6-8 weeks after which time the parents and teacher have a second meeting to either repeat the plan, end the plan or escalate the plan to school support level.

Classroom Support Plans are to be filled in and stored in pupil's support file in their portfolio on google drive. Reviews are to be filled in on same form. A hard copy is to be printed, signed by teacher and parents and stored in filing cabinet in SEN room.

STAGE 2 SCHOOL SUPPORT (S2)

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

Issues that are addressed under school support are detailed on p.

STAGE 3 SCHOOL SUPPORT PLUS (S3)

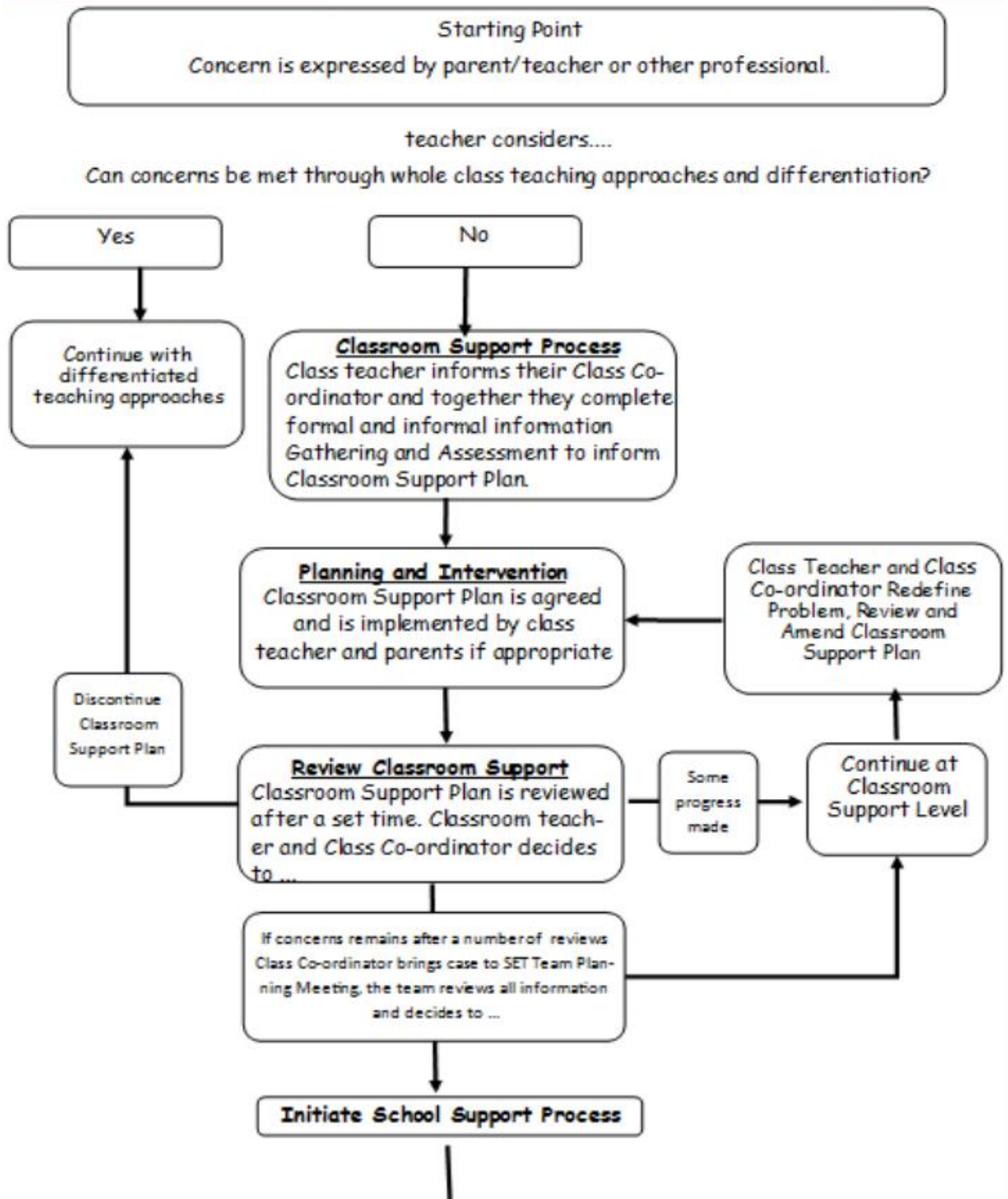
If a pupil's additional educational needs are severe and/or persistent, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. The following pages in the policy describe the process and the link between the three approaches. A more comprehensive explanation of each stage can be found in the Continuum of Support – Guidelines for teachers

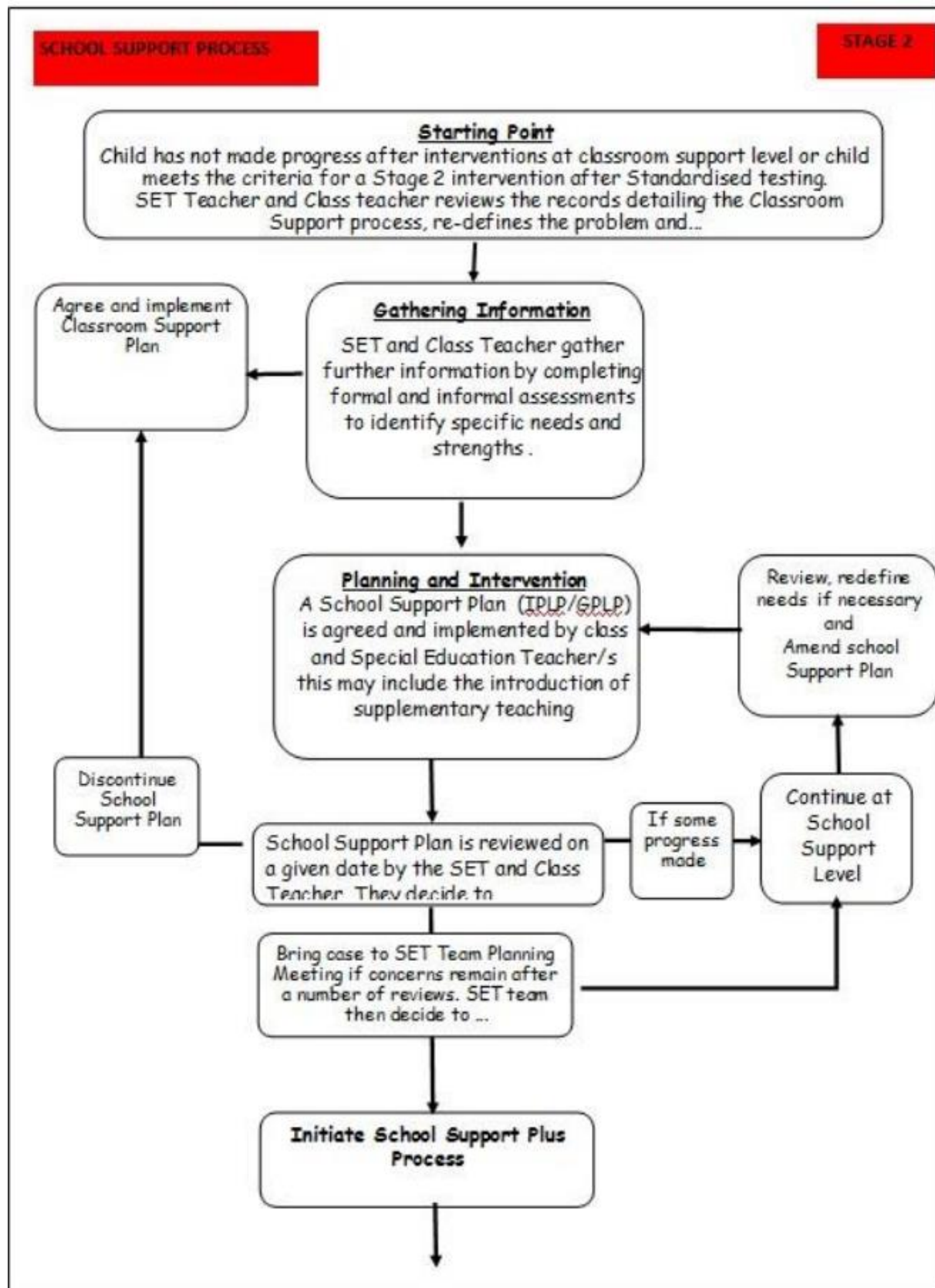
https://www.education.ie/en/Schools-Colleges/Services/National-EducationalPsychological-Service-NEPS-/neps_special_needs_guidelines.pdf

While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school. However it may also apply for some pupils following an event which impacts significantly on them in school.

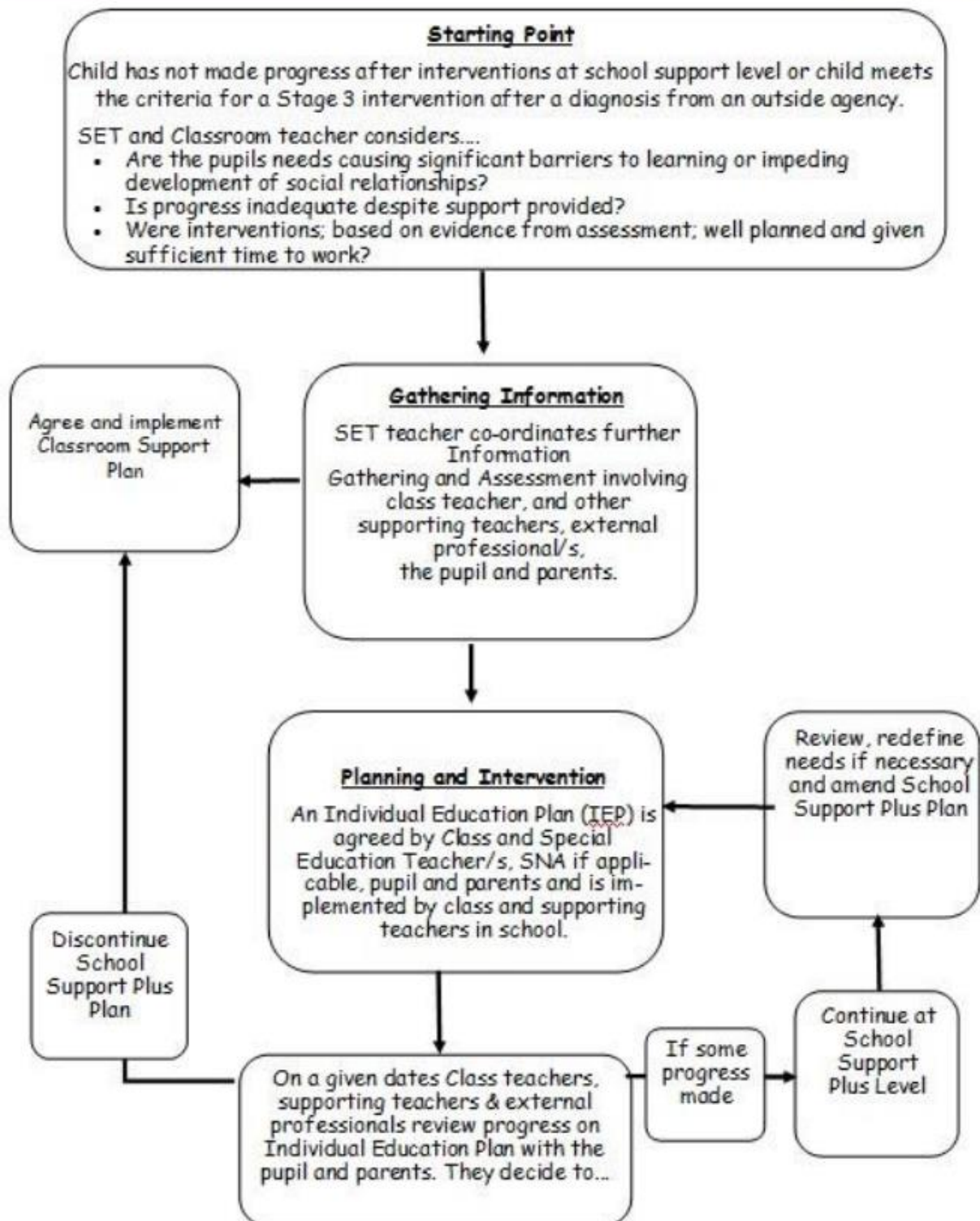
CLASSROOM SUPPORT PROCESS

STAGE 1





* adapted from NEPS Continuum of Support. For more detailed steps see page 22 - 25 of the continuum of support - Guidelines for teachers



* adapted from NEPS Continuum of Support. For more detailed steps see page 32 - 35 of the continuum of support - Guidelines for teachers

Information Gathering and Assessment

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

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

Assessment and Screening Tests:

In our school we carry out the following assessment procedures:

<i>Junior Infants</i>	<ul style="list-style-type: none"> • Phonics Checklists, sight words checklists. • Ready Set Go Maths First significant Goal
<i>Senior Infants</i>	<ul style="list-style-type: none"> ○ Phonics Checklists, Sight Words Checklists ○ Ready Set Maths second and third significant goals (Term 1, 2 and 3. Assessment done on video) ○ Reading Recovery where applicable ○ Test 2R (Term 2) ○ A-Z Reading Baseline Reading and Comprehension Tests (Sept)
<i>First Class</i>	<ul style="list-style-type: none"> • Drumcondra Standardised Reading, Spelling and Mathematics (May) • Ballard Westwood tables (Addition and subtraction) • Schonell Spelling
<i>Second Class</i>	<ul style="list-style-type: none"> • Drumcondra Standardised Reading, Spelling and Mathematics (May) • Ballard Westwood tables (Addition and subtraction) autumn winter spring summer • Schonell Spelling
<i>Third Class</i>	<ul style="list-style-type: none"> • Drumcondra Standardised Reading, Spelling and Mathematics (May) • Ballard Westwood tables (+ – x ÷) autumn winter spring summer • Schonell Spelling
<i>Fourth Class</i>	<ul style="list-style-type: none"> • Drumcondra Standardised Reading, Spelling and Mathematics (May) • Ballard Westwood tables (+ - x ÷) autumn winter spring summer • Schonell Spelling

<i>Fifth Class</i>	<ul style="list-style-type: none"> • Drumcondra Standardised Reading, Spelling and Mathematics (May) • Ballard Westwood tables (+ - x ÷) autumn winter spring summer • Schonell Spelling
<i>Sixth Class</i>	<ul style="list-style-type: none"> • Drumcondra Standardised Reading, Spelling and Mathematics (May) • Ballard Westwood tables (+ - x ÷) autumn winter spring summer • Schonell Spelling

Inventory of Test Materials (not exhaustive, often reviewed)

Screening Tests

- Test 2R
- Drumcondra Literacy and Numeracy

Other tests are reviewed regularly with a view to administering them as required.

Diagnostic Tests

In our school the following tests are available for administration:

- NNRIT
- Test 2R
- YARC
- EAL pack

Prevention and Early Intervention Strategies

Our strategies for preventing learning difficulties include:

- Prevention and Early Intervention Programs (Ready Set Go Maths, Aistear, station teaching)
- The development of agreed approaches to the teaching of Literacy and Numeracy in order to ensure progression and continuity from class to class.
- Provision of additional support in language development and any relevant early literacy

and mathematical skills to pupils who need it.

- Ongoing structured observation and assessment of the language, literacy and numeracy to identify and address difficulties
- Close collaboration and consultation between the class teachers and the SET team.
- Promotion of literacy e.g. Print-rich environment DEAR (Drop Everything and Read), Free Writing, station teaching
- Promotion of Numeracy e.g. Ready Set Go Maths, Hands-on approach, use of PDST maths manuals
- Parental involvement in promoting literacy and numeracy e.g. Homework Policy, Guidelines for Parents.
- Differentiation - adapting the learning environment.
- In-class support from the SET team.
- Team Teaching/Aistear.
- Withdrawing individuals/groups.
- Reading Recovery

Meeting the Needs and Allocating Resources

Once pupils' needs have been identified, Special Education Teachers (SETs) are deployed to address these needs as required. We deploy SETs in a variety of ways in order to effectively meet pupils' needs. We aim to strike a balance between in-class support, group and individual support while ensuring that the needs of children with additional needs are met inclusively.

Importantly, the level and type of support reflect the specific targets of individual pupils as set out in their support plans and are informed by careful monitoring and review of progress. In this way, following a period of intervention, some pupils may no longer require additional teaching supports; some may require the same level, while others may require more intensive supports.

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Most importantly, **those with the highest level of need should have access to the greatest level of support**. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development, motor skills and application to learning.

In October and April the SETs meet class teachers and SETs to review children's needs, the resources in place and progress made using the Continuum of Support problem-solving model of assessment and stage approach flow charts. Informed by SET team, SEN coordinators review all support and allocate resources for the subsequent term. SET and class teachers are in constant communication throughout the year. We 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.

NEPS and referrals to/from outside agencies

The school works with NEPS to aid in the allocation of resources and to consult with them for advice and guidance re pupils' needs. Advice is sought for a range of issues;

- Literacy issues
- Numeracy Issues
- Wellbeing
- Critical Incidences

Usually, the school is designated a NEPS psychologist. This is decided on an annual basis. When there is not a designated psychologist, the school may seek the guidance of other, NEPS approved psychologists.

The psychologist may carry out an educational assessment of pupils with learning difficulties.

The school will use all available information and their professional judgement, under the guidance of the school's NEPs psychologist, to prioritise who should receive an assessment, if one is recommended, based on the following criteria;

1. Children who require a placement in a special educational setting
2. Children with scores below the 10th percentile in standardised tests, who have not made notable progress after intervention
3. Children with significantly challenging behaviour needs
4. Children who have had an assessment recommended on a report from outside professionals
5. Children who have a discrepancy between scores in ability and academic performance
6. Children with multiple/complex needs

The school may recommend that the parent/ guardian pursue a referral to Occupational or Speech and Language therapist. The school can refer directly to HSE services in this regard or recommend a private therapist as the waiting lists are currently several years long.

In addition, the school may recommend that the parent/guardian pursue a referral to their GP refer them on for guidance on behavioural issues.

SET and principal should attend the annual training offered by NEPS. (September)

Timetabling

When drawing up timetables it is important to remember that:

- timetables are constantly reviewed to meet the needs of the pupils and to fit in with the class teacher's timetable and activities.
- children should not miss the same subject each time they are withdrawn (except in the case of those pupils with an Irish exemption.)
- interruptions to classes/classrooms should be kept to a minimum where possible.

Tracking, recording and reviewing progress

Provision for pupils with special educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs.

Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process.

Student Support File

We use a Student Support File to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates us in documenting progress and needs over time and assists us in providing an appropriate level of support to pupils, in line with their level of need. Our Student Support Files are based on the NEPS template and are stored on the school drive (mayglass.org, shared drive, mayglass teachers, SEN)

Basic Needs Form

Before any support file is filled in, the Basic Needs form should be completed and stored in the Support File in the pupil's portfolio.

Classroom Support Checklist

The Classroom Support Checklist needs the participation of parents and can be filled in at the same time as the Classroom Support Plan.

Classroom Support Plan

Blank Template available on shared drive (mayglass.org, shared drive, mayglass teachers, SEN). This form is to be filled in by the class teacher and the parents/guardians. It is to be printed and signed and a hard copy kept in the student's file in the SET room. Soft copy is to be stored in the pupil's support file folder in their portfolio. After the file is reviewed, the updated document is to be printed and signed. Review date is decided at original meeting with parents/guardians. The review date should be 6 to 8 weeks from the start date of the plan.

This should be simple plan which is drawn up by the Class Teacher and outlines the pupil's additional educational needs and the actions, including individualised teaching and management approaches, which will be taken to meet the pupil's needs. The plan will often include home-based actions to be taken by the pupil's parents to support their child's development.

Log of Actions

A log of actions template is available in the SEN folder on the shared drive and should be copied into the Support File and filled in as the pupil receives support throughout their time in the school.

School Support Checklist

To be completed by SET before completing the School Support Plan. Template available in SEN folder.

School Support Plan

These are to be completed by the SET with the participation of the Class teacher and the parents/guardians.

These support plans are the long term plans for the pupils and will be completed by October each year and reviewed in April/May.

A School Support Plan is a Group or Individual Profile and Learning Action Plan. This plan is drawn up by the class teacher and appointed SET teacher. It will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan should, for the most part, be implemented within the normal classroom setting and complimented by focused school based intervention programmes. Depending on the nature of the needs and on the school context, additional teaching might be within a small group or individual or a combination of both either in class or on a withdrawal basis. Home-based actions may also be included. After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken.

Stage 3 – School Support + Plan

A Support Plan at stage 3 is an Individual Education Plan (IEP). This plan is drawn up by the class teacher and appointed Special Education Teachers, in consultation with the child's parents/guardians, professionals external to the school and (if appropriate) the child based on the information gathered. It will set out

- The nature and degree of the pupil's abilities, skills and talents
- The nature and degree of the pupil's special educational needs and how those needs affect his/her educational development
- The present level of educational performance of the pupil
- The special educational needs of the pupil

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

IEP/Support Plan + meetings are coordinated by the child's Special Education Teachers. Parents will be involved in these IEP meetings and reviews. Hard copies of the support Plans will be kept in the filing cabinet in the SEN room.

SEN Records

Individual SEN Files

It is the responsibility of SETs and Class Teachers to update and manage the files of the children on

Classroom Support, School Support and School Support Plus. The following should be stored

- Psychological Report
- Reports from outside agencies
- Copy of referrals made to outside agencies
- Copy of reports from outside agencies
- Record of SEN meetings with parents, outside agencies and inter- school meetings
- Record of SEN correspondence between parents, outside agencies and school staff
- The Support Files are stored and locked in the child's file in the filing cabinets in the SEN room. Children in receipt of school support + have individual folders in the smaller filing cabinet.
- Support Files are also available in the pupils' portfolios on the shred drive on mayglass.org.

Communication between SET team/class teachers

Class teachers are given an allocated time to plan with SETs. Planning with infant teacher will happen after 2 pm once per fortnight. Depending on class configuration, the infant teacher will supervise 1st and 2nd once per fortnight to allow planning for that teacher.

Planning for 3rd – 6th will happen on Friday afternoons with teachers supervising each other's classes.

Health and Safety Issues

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

Supervision/Child Protection

- Where pupils receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both they and the pupil are visible through the glass panel in the door. Where there is no glass panel, the door of the room should remain open.
- Where pupils are withdrawn for support, the SET teacher should collect and return children to their classrooms.
- Where a child has access to an SNA, they may withdraw the child from the class if a plan is in place with the class teacher

Ratification and Communication

This revised policy was ratified by the Board of Management in

Implementation and Review

This policy will be implemented from

It will be reviewed in June 2025 by the Special Education Team and all staff.

Signed: _____ Date: _____ (Chairperson)

Signed: _____ Date: _____ (Principal)