



Kinnitty National School

Special Education Policy

Introductory Statement

Kinnitty National School is a 7 teacher school with 5 mainstream teachers and 2 SET teachers. It is a catholic primary school under the patronage of the Bishop of Killaloe. Our school aims to promote the full and harmonious development of all aspects of the pupil, intellectual, physical, cultural, moral and spiritual. The provision of a quality system of Special Education is integral to this commitment.

The school currently has the following provisions to cater for children with Special Education Needs.

2 Full time support teachers

2 SNA's – 1 full time and 1-part time

Rationale

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 relevant legislation.
- Comply with DES Circulars in particular those pertaining to Special Education.

Belief Statement

Our school is dedicated to the implementation of an effective system for meeting the **needs** of all our pupils in accordance with the DES and the Board of Management.

We believe that all our children have a right to an education, which is appropriate to their individual needs. We strive to ensure that all our pupils feel that they are a valued part of our school community. We are fully committed to the principle of inclusion. This policy aims to enable children with additional needs to become fully integrated members of our school community. This will be achieved by careful consideration of the **needs** of each child.

Inclusion

For the purposes of this policy, we define inclusion as:

“The process by which a school attempts to respond to all pupils as individuals by considering and adapting its curricula, organisation and provision,” (Sebba, 1996).

It implies a radical reform of the school in terms of the curriculum, assessment, pedagogy and grouping of pupils. “It is based on a value system that welcomes and celebrates diversity,” (Mittler, 2000).

The goal of inclusion is not to erase differences, but to enable all pupils to belong within an educational community that validates and values their individuality. We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy, as set out in this document, will enable pupils with additional needs to be valued in our school community.

Aims of the Policy

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

- identify additional needs that our pupils may have
- provide children with learning difficulties with the supports necessary to achieve their potential in literacy and Maths.
- allocate resources to effectively meet the needs of children with additional needs
- divide the roles and responsibilities among our school community in relation to pupils with additional needs
- track, monitor, review and report on the progress of children with additional needs
- develop positive self-esteem and positive attitudes about school and learning for the pupils
- establish and help run early intervention programmes to enhance learning.
- communicate information between the SET team, Principal, staff and parents/guardians

Roles and Responsibilities

Board of Management:

The BOM will fulfil its statutory duties towards pupils with special educational needs. It will ensure that the provision required is an integral part of the school's development. Members will be knowledgeable about the school's SEN provision – funding, equipment and personnel. The BOM oversees the development, implementation and review of the 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)* outlined 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 Special Needs Policy on an on-going basis.
- Assign staff strategically to teaching roles, including special education roles
- Co-ordinate teachers' work to ensure continuity of provision for all pupils
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies
- Ensure that productive systems are implemented to identify pupils' needs and that progress is monitored methodically

- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area
- Communicate with the SENO (Special Education Needs Organiser)
- Oversee a whole school assessment and screening programme
- Allocate co-ordination 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 regarding their progress.

SEN Co-ordinator:

SEN Co-ordinator (SENCO) should:

- Communicate with the Principal in relation to SEN matters on an on-going basis
- Oversee the day-to-day operation of the SEN policy
- Liaise with external agencies about the provision for pupils with additional needs
- Liaise with the NEPS educational psychologist, Principal, the SET team and Class Teachers.
- Co-ordinate regular SET team planning meetings
- 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 his/her 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
- Maintain a register of pupils who are receiving additional support
- Supports the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support
- Store the original class profile sheets for BIAP, MIST, QUEST, (N)NRIT and standardised tests in a secure filing cabinet.
- Assist the Principal with the 'Transfer Process from Primary to Post Primary' (Ed. Passports) in accordance with Circular 0027/2015
- Co-ordinate the Exemption from Irish process in consultation with the Principal, Support teachers and Class Teachers in accordance with Circular 0052/2019

Class Teacher:

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

They should

- Implement teaching programmes which optimise the learning of all pupils and, to the greatest extent possible, prevent the emergence of learning difficulties.
- Create a positive learning environment within the classroom.
- Differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class.
- Administer and correct standardised tests of achievement in literacy and numeracy, following the school's guidelines.
- Administer NRIT (2nd and 5th class)
- Discuss outcomes of standardised testing with SEN Co-ordinator 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 classroom support is required
- Develop Classroom Support Plans for children in receipt of Classroom Support.
- Meet with the Special Education Teacher, Parents/Guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support Plus and who require a School Support Plus Plan
- Collaborate with Special Education Teachers and relevant staff to develop the Support plan for each pupil in receipt of School Support Plus
- Meet with Special Education Teacher, and relevant staff and Parents to review plans
- Where applicable, collaborate with the SET team regarding teaching aims and activities for team teaching
- 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 where possible
- Co-ordinate the role and responsibilities of the SNA in the class, in relation to the needs of pupils with SEN within the class(es) to which they are assigned

Special Education Teacher (SET)

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 Support Plans for each pupil selected for 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 and who require a School Support Plus Plan
- Meet twice a year with Class Teachers, relevant staff and parents to review SSP
- Update and maintain planning and progress records for each individual or group of pupils in receipt of support teaching
- Provide supplementary teaching on a withdrawal and in- class 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
- Offer advice and support to Class Teachers regarding pupils on their caseload
- Discuss the needs and progress of children on their caseload at SET planning meetings

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. Schools should be furnished with all professional documentation as soon as it has become available
- 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
- 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 © Sign 'Parental Input form' at beginning of new Support Plan (twice yearly).
- **Accepting or declining in writing any offer of Support Teaching**

Special Needs Assistants (SNAs)

The Principal is ultimately responsible for the work of the Special Needs Assistants in the school. The SNA's will consult with the Class Teacher about the everyday care needs of the pupil. Parental/ Guardian input will also be included. The Class Teacher guides the SNA as how best to help the child with special needs to integrate successfully into school life. Areas that may be discussed will include: behaviour issues, motor skills, organisational skills, language development, written work, literacy, numeracy, social interaction with peers, basic management/classroom skills, and care needs e.g. toileting, feeding, and dressing. Parents/Guardians permission is sought before an application is made to the SENO for a SNA. SNA's provide three levels of support: to the pupil, to the class and to the school.

The role of the SNA involves tasks as outlined in Circular 0030/2014.

“ Examples of Primary Care Needs:

- **Assistance with feeding:** where a child with special needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time
 - **Administration of medicine:** where a child requires adult assistance to administer medicine and where the extent of assistance required would overly disrupt normal teaching time
 - **Assistance with toileting and general hygiene: (including catheterisation)** where a child with special needs cannot independently self-toilet, and until such time as they are able to do so
 - **Assistance with mobility and orientation:** on an ongoing basis including assisting a child or children to access the school, the classroom, with accessing school transport (where provided, school Bus Escorts should, in the first instance, assist a child to access school transport), or helping a child to avoid hazards in or surrounding the school. (Every effort must be made by the school to provide opportunities for independence e.g. the removal of hazards)
 - **Assisting teachers to provide supervision in the class, playground and school grounds:** at recreation, assembly, and dispersal times including assistance with arriving and departing from school for pupils with special needs where the school has made a robust case that existing teaching resources cannot facilitate such supervision
 - **Non-nursing care needs associated with specific medical conditions:** such as frequent epileptic seizures or for pupils who have fragile health
 - **Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential:** This may be for safety or personal care reasons, or where a child may be required to leave the class for medical reasons or due to distress on a frequent basis
- © **Assistance with moving and lifting of children, operation of hoists and equipment**
- **Assistance with severe communication difficulties** including enabling curriculum access for pupils with physical disabilities or sensory needs (See also section 9) and those with significant, and identified social and emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc. “

Secondary Care Associated Tasks:

- Preparation and tidying of workspaces and classrooms or assisting a child who is not physically able to perform such tasks to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another. To assist with cleaning of materials
- Assistance with the development of Personal Pupil Plans for children with special educational needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans
- Assist teachers and/or Principal in maintaining a journal or care monitoring system for pupils including details of attendance and care needs. Assist in preparation of school files and materials relating to care and assistance required in class by students with special needs
- Planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with class teachers and other teachers such as the resource teacher and school principal, attending meetings with parents, SENO, NEPS Psychologists, or school staff meetings with the agreement and guidance of class teacher/principal

The SNA works under the direction and supervision of the Class Teacher in order to promote effective learning and teaching. The SNA may be invited to attend meetings with Parents/Guardians and other educational personnel at the discretion of the Principal but no formal meetings will take place without the Principal, Class Teacher or SET being present. Duties can be modified to support the particular needs of a pupil.

The Class Teacher is responsible for the activities of the children with additional needs in the class, whether inside or outside the classroom, and whether supervised by the SNA or not.

Supporting Pupils with SEN

There is a three-step process to supporting pupils with special educational needs – DES Guidelines (2017):

Step 1: How do we **identify** needs?

Step 2: How can we **meet** the needs?

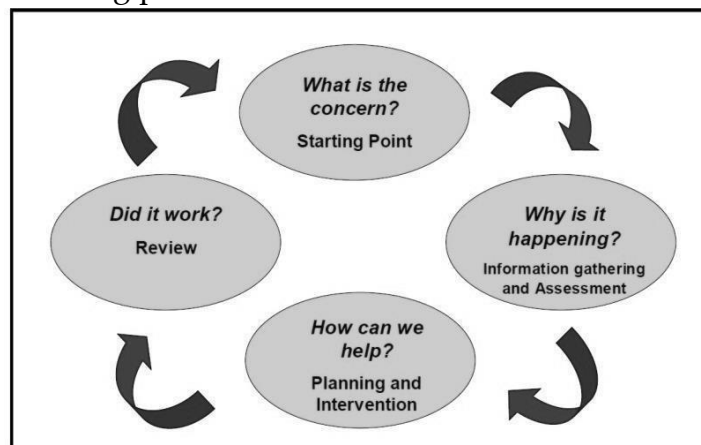
Step 3: How can we **monitor and record** outcomes for pupils with SEN?

Identifying Pupils with Additional Needs - Continuum of Support

We use the Continuum of Support Framework set out by the Department of Education and Skills 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.

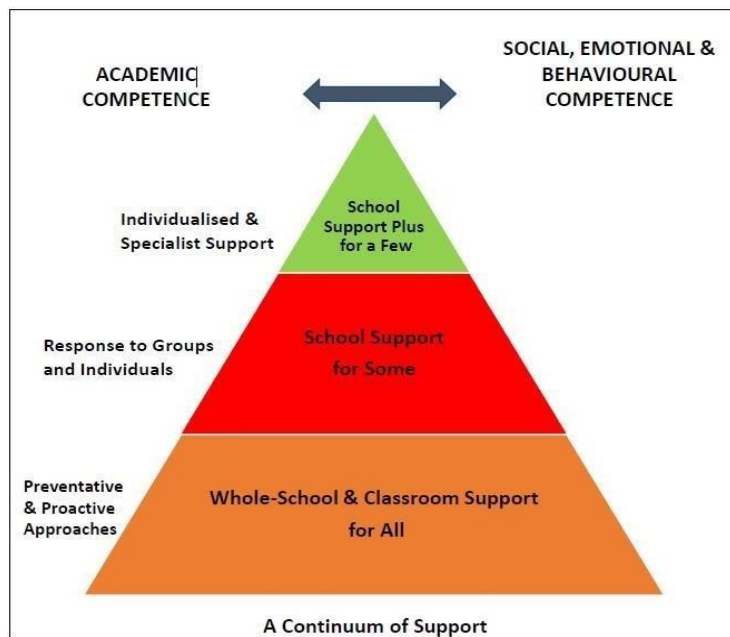
The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

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:



Support Plans

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

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

- Cover sheet with pupil's details
- Record of support received
- Psychological reports and reports from other outside agencies
- Copies of referrals made to outside agencies
- Standardised/ Diagnostic test scores
- Records of meetings/correspondence between parents, outside agencies and staff
- Student Support plan (See below)
- Checklists
- Samples of the child's work

A Class Teacher will open a Student Support File once a child is placed on Stage 1 –Classroom Support on the continuum. At the end of the year this file is automatically transferred to the next Class Teacher. The Classroom Support Plan is in place for a period of eight weeks.

If, after reviewing the Classroom Support Plan, the child's case may be moved to School Support in consultation Class teacher, SET and parents. It is the responsibility of the Class Teacher and the

allocated SET to access and update the information in the Student Support File. The same system is in place for children on School Support Plus.

Stage 1 – Classroom Support Plan

A Support Plan at stage 1 is a **Classroom Support Plan**. (CSP) This is a concise plan which is drawn up by the Class Teacher which 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 may also include home-based actions to be taken by the pupil's parents to support their child's educational development. The Classroom Support Plan should include a review date.

Stage 2 – School Support Plan – ‘Support for some’

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 (Plus) – ‘Support for a few’

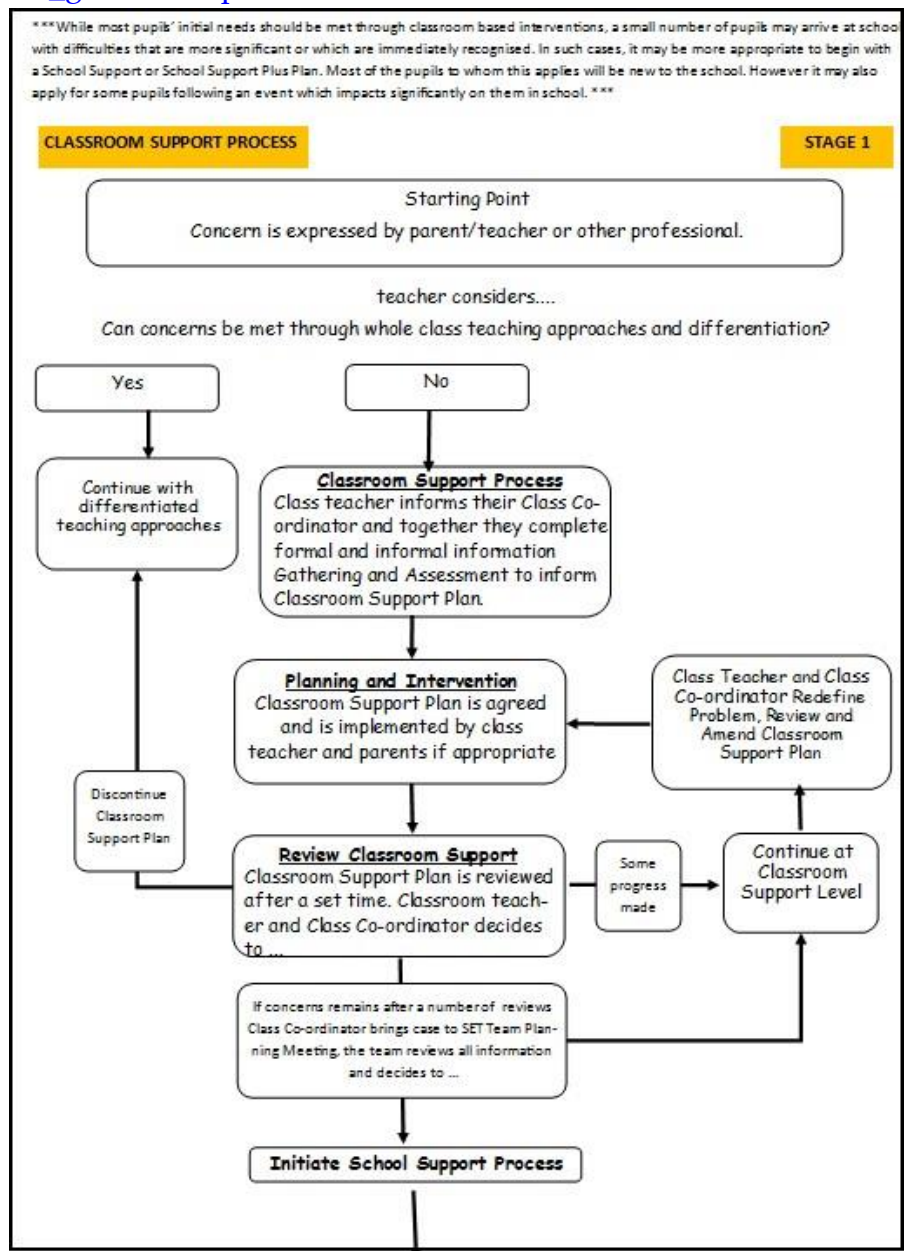
This plan is drawn up by the class teacher and appointed Special Education Teachers, in consultation with the child's parents/guardians, professionals external to the school and (if appropriate) the child based on the information gathered. It will set out;

- The nature and degree of the pupil's abilities, skills and talents
- The nature and degree of the pupil's special educational needs and how those needs affect his/her educational development
- The present level of educational performance of the pupil
- The special educational needs of the pupil
- The special education and related support services to be provided to the pupil to enable the pupil to benefit from including:
 - Strategies for supporting the pupil's progress and inclusion in the classroom setting
 - Individual and/or small group/special class interventions/programme
 - Specific methodologies/programmes to be implemented
 - Specific equipment/materials and/or IT supports, if required to support learning and access to the curriculum

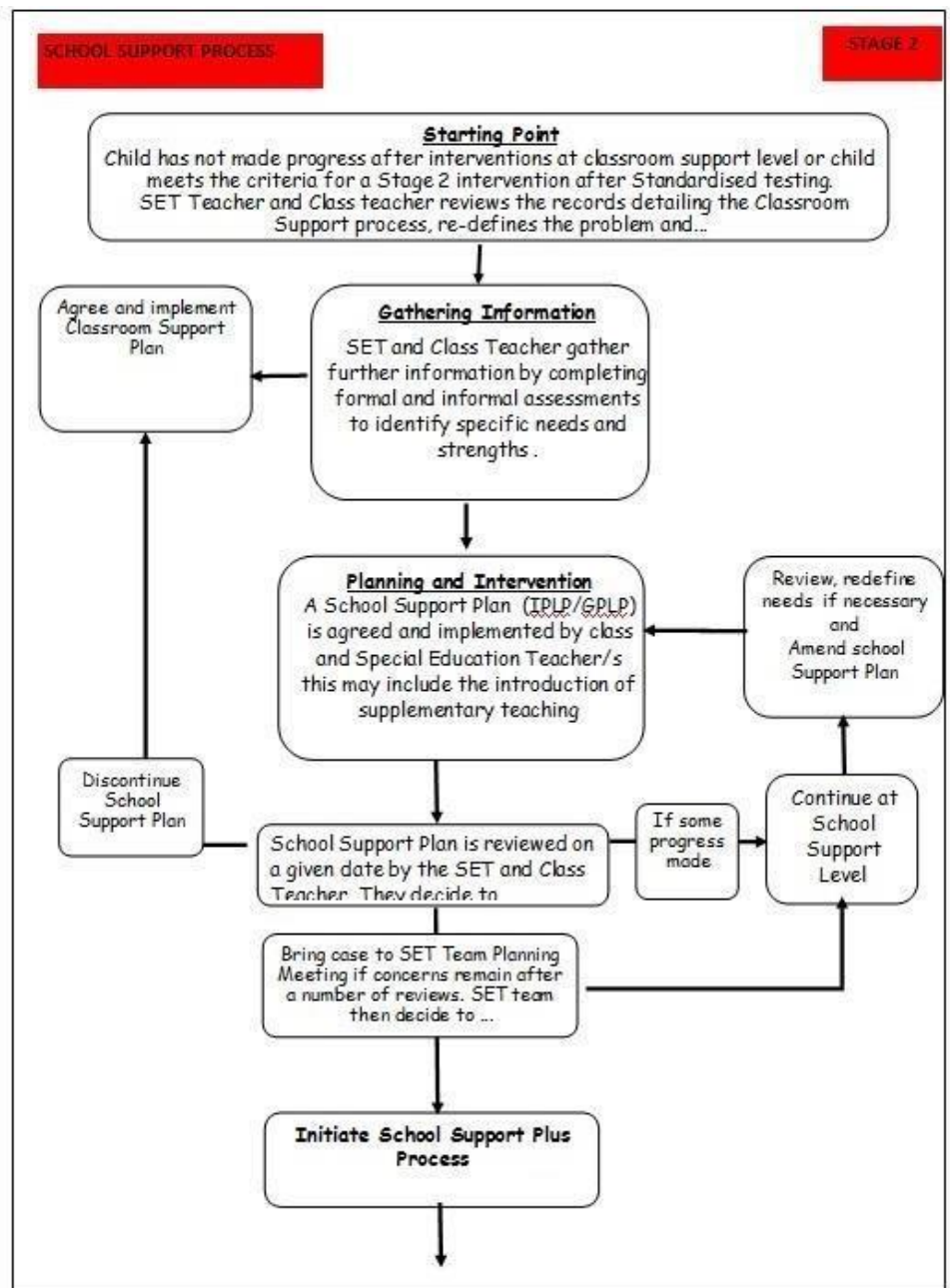
- The pupil's priority learning needs, long and short term targets to be achieved, the monitoring and review arrangements to be put in place © The goals which the pupil is to achieve over a period of time

The flow diagrams below outline how we gather information to identify needs and support children with additional needs. A more comprehensive explanation of each stage can be in the Continuum of Support – Guidelines for teachers

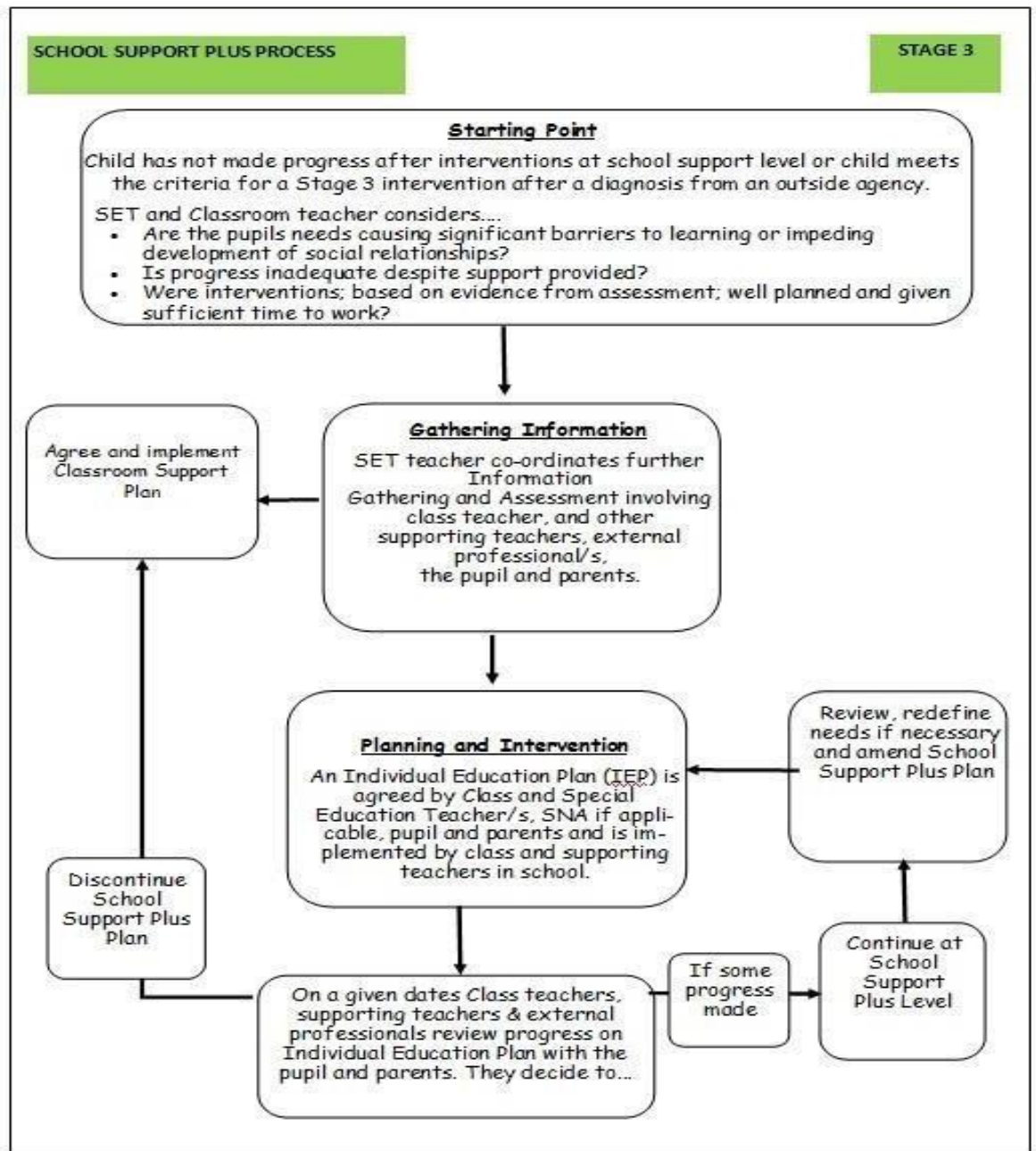
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*NEPS Continuum of Support. For more detailed steps see page 12 - 15 of the continuum of support - Guidelines for teachers



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



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

Development of Student Support Plan

End of May/June: End of year gathering of information by completing formal and informal assessments to inform progress and SSP review



June: Final SSP review meeting with parents. Parents sign Review document.



September: Handover meeting. New class teacher and SEN team gather further information by completing formal and informal assessments.



Late September/October: 'SMARTA' (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-limited and **A**adjustable) targets are formulated from the data gathered by the child's SEN team. A draft SSP is written and discussed with the parents. A SSP is finalised and a plan is put into action.



February/March: SSP is reviewed at a review meeting with parents and amended if necessary. Parents/teachers sign.

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.

Step 1 – Preliminary Screening

- Screening tests are administered in the final three months of each school year in Numeracy and Literacy from 1st to 6th class. (SIGMA and MICRA)
- Drumcondra spelling is administered in the 1st and the last term in all classes from 1st to 6th class.
- Junior Infants are assessed using the BIAP
- Senior Infants are assessed using the MIST
- The NRIT is carried out in 1st/3rd and 5th class in the second term.
- The SET together with the class teacher administers the Numeracy and English tests
- All teachers correct their own Numeracy and English standardised tests and record the scores on Aladdin. These results are also recorded on the class record sheet. Record sheets are stored in the filing cabinet in the secretary's office.
- Teachers correct pupils tests.

Step 2 – Selection for Diagnostic Assessment

Selection is made based on the teachers' concerns and results of the standardised tests.

Step 3 – Diagnostic Assessment

Diagnostic Tests such as the Neale Analysis, Jackson Phonics, The Aston Index, Quest and Diagnostic Reading Analysis may be used.

Step 4 – Programme Planning

A school support plan or school support plus plan is drawn up by the class teacher in co-operation with the support teacher, parents and other relevant professionals. The programme is implemented by all parties.

The class teacher modifies teaching approaches and methods in order to support the pupil. Technology such as Ipads may be used to support the needs of individual children. The support teacher works with the pupil for an instructional term of 12 weeks or until targets are achieved. The support teacher maintains progress records.

Step 5 – Programme Implementation

At the end of the instructional term (12 weeks) an assessment of the pupil's progress is made. The learning programme is evaluated. Consultation between the support teacher and the class teacher is held and a decision is made with regard to the level of support now required by the child.

Step 6 – Programme Review at the end of instructional term

A child's progress is reviewed after 12 instructional weeks or earlier if appropriate. A pupil who is no longer in receipt of supplementary teaching may receive additional support from the class teacher.

Step 7 – Continuation of Supplementary Teaching for a further instructional term

Return to Step 4 above and repeat steps 4 to 6.

The Staged approach to Assessment, Intervention and Review

A staged approach to assessment, identification and programme implementation is appropriate generally in the area of special needs. There are cases where there is an obvious immediate need for assessment and allocation of resources.

A Guide to the Selection of pupils for Supplementary Teaching

The support team will select pupils in accordance with these criteria, stopping at (!) if his/her caseload is full but will continue on to point (2) caseload permitting, and so on through the selection criteria.

- (1) Pupils diagnosed as having complex needs.
- (2) Pupils who access health supports through the HSE network Disability Teams, or who are on that waiting list for access, will be considered as having complex needs.
- (3) Pupils identified by teachers as potentially having complex needs. 1-3 on School Support Plus Plans
- (4) Pupils diagnosed as having specific learning disabilities
- (5) Pupils scoring at/below the 10th percentile on standardised assessments in literacy
- (6) Pupils scoring at/below the 12th percentile on standardised tests in literacy (to allow for a margin of error) 4 – 6 on school support plans
- (7) Early intervention in literacy (Infants - 2nd class pupils who continue to experience difficulty despite stage 1 intervention)
- (8) Pupils scoring at or below the 10th percentile on standardised assessments in mathematics.

- (9) Pupils scoring at or below the 12th percentile on standardised assessments in mathematics.
- (10) Early intervention on mathematics. (Infants – 2nd class pupils who continue to experience difficulty despite stage 1 intervention).
- (11) Pupils scoring above the 12th percentile on standardised assessments in literacy , who continues to experience difficulty, despite stage 1 intervention by the class teacher, under the staged approach.
- (12) Pupils scoring above the 12th percentile on standardised assessments in mathematics , who continues to experience difficulty, despite stage 1 intervention by the class teacher, under the staged approach. 8 – 12 on School Support Plans
- (13) Pupils who are excelling in mathematics will be targeted for further support.

We continually review the assessment and screening tests that we use in order to balance the needs of our pupils and the need to provide information for appropriate support.

Therefore we may deviate from the above list prior to the review date

Meeting the Needs and Allocating Resources

Once pupil's 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. Importantly, those with **the highest level of identified need should have access to the greatest level of support**. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, team teaching and small group teaching. In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development, motor skills and application to learning.

The SET meets with the Class Teachers to review children's needs, the resources in place and progress made using the Continuum of Support problem solving model of assessment. The SET team, in consultation with the Principal, review all support and allocate resources accordingly. 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.

Intervention Models

Team Teaching / In class Support

This model is used increasingly in classes throughout our school. Team teaching using the station teaching strategy has proven very effective in delivering RSGM, Active learning, Aistear and Literacy Lift Off initiatives.

Withdrawal

This model of delivery is used where it is in the best interests of the children to work individually or in a small group outside the classroom. Children in receipt of supplementary teaching are withdrawn in small groups. The SET teacher reviews and monitors progress in consultation with the class teacher.

Prevention and Early Intervention Strategies

Our strategies for preventing learning difficulties include:

- 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.
- Provision of supplementary readers for Infant and Junior classes.
- Provision of big books and a specific Infant library.
- Implementation of Group Reading at instructional level from Junior Infants to 2nd class inclusive. (PM Readers)
- Using agreed school approaches to teaching numeracy to ensure continuity from class to class.
- Teaching the Basic Number Facts to pupils from First to Sixth class using agreed terminology.
- Provision of concrete materials for use in teaching numeracy
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties.
- Close collaboration and consultation between the Class Teacher and the SET team.
- Promotion of literacy by using evidence-based interventions.
- Promotion of Numeracy e.g. Ready Set Go Maths, etc

- Parental involvement in promoting literacy and numeracy
- Differentiation - adapting the learning environment.
- In-class support/withdrawal from the SET team

Early Intervention

We, in Kinnitty National School recognise the importance of Early Intervention. We believe it is imperative to identify and assess children as early as possible, so that effective interventions can be put into place.

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, monitoring and recording of outcomes are essential elements of an integrated and collaborative problem-solving process.

Continuing/Discontinuing Pupils in receipt of Support Teaching

At the end of each school year the progress of each pupil who is in receipt of School Support will be evaluated. Based on results of a pupil's standardised tests and in consultation with the pupil's Class Teacher, Parents/Guardians, SET team and the Principal, a decision will be taken as to whether to continue or discontinue the support. The decision to continue/discontinue providing Support teaching will be based on some of the following criteria:

- Pupils meeting the criteria as set down in allocation of support based on the results of the standardised test administered in May
- Where it is the opinion of the parent, teachers and pupil (if appropriate) that the child's best interests are served from support within the classroom
- The decision to continue/discontinue will be a collaborative one made by the Parents/Guardians, Class Teacher, SET and the Principal. Parents/Guardians will inform the school **in writing** of their decision to withdraw their child from School

Support teaching

Pupils may return to Support teaching if progress is not maintained in the classroom in accordance with the criteria outlined in the selection process.

SEN Records

Individual SEN Files

All pupils' SEN files are stored in locked filing cabinets in the secretary's office. It is the responsibility of SETs to update and manage the files of the children on **school**

support and **school support plus** that they support. It is the responsibility of the Class Teacher to update and manage the SEN files of children on **classroom support**.

Whole Class Files

Whole class Standardised **booklets** are stored securely. It is the responsibility of the class teacher to manage and update these. The **class profile sheets** are stored in the secretary's office in a locked filing cabinet.

Transfer to Post-Primary

The SENO and NEPS psychologist advises the school and parents/guardians on the options available for post primary education. Parents/Guardians may visit these options and then make their decision.

The parents/guardians will make the Post Primary School of choice aware of their child's additional needs and pass on the relevant reports and information. The NEPS psychologist will assist the school in putting a transition plan in place where appropriate for pupils with additional needs.

Our principal facilitates visits from local post primary school staff and pupils. The Principal acts in line with the circular 0027/2015. Lessons and discussions based on this transfer will take place in 6th Class.

Exemption from the study of Irish

Exemptions from the study of Irish will only be granted to pupils in accordance with the revised Circular 0052/2019. These will be documented and stored in the Exemption from Irish file in the school office.

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 themselves 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 should **collect and return** children to their classrooms.
- Where a child has access to an SNA, the child may be withdrawn from the class if a plan is in place with the class teacher e.g. movement breaks, etc.

GDPR

All documents will be stored in a secure place in accordance with our Data Protection Policy 2020.

Ratification and Communication

This revised policy was ratified by the Board of Management on 26th May 2021.

We will inform our parent body by newsletter and this policy will be published on our school website and parents may request a copy from the school secretary.

Implementation and Review

This policy will be reviewed every three years by the Principal, Special Education Team and all staff at Kinnitty National School, or as circumstances may warrant including any new directives from the DES.

Signed: Leo MacInnes (Chairperson, BOM)

date: 26/5/21

Signed: B. Flannery (Principal)

date: 26/5/21

