

BOHOLA NATIONAL SCHOOL

19914F

Support Policy for Special Needs Pupils

	Date
Staff Consultation	Reviewed September 2023
Parental Consultation	13 th October 2023
Ratified by BoM	

Signed: _____

Chairperson, BoM

Date: _____



Introductory Statement

This SEN policy was coordinated by the learning support team in consultation with the principal. This policy will be reviewed and amended as necessary as part of our School Self Evaluation (SSE). This policy was circulated to staff in and made available to all parents on our website and by email.

School Information

Bohola N.S. is a Roman Catholic co-educational primary school of the parish of Bohola, under the Patronage of the Bishop of Achonry. The school has a catholic ethos and we commit ourselves to making our school a safe and enjoyable place of education through an integrated and challenging curriculum. Each pupil will be respected and encouraged to develop to his/her potential and to grow in love and respect for God, for self, for others and for our environment. We are open to the challenge of the future, encouraging effective co-operation between pupils, staff, parents, management and the local community. Molfaimid go h-árd úsáid na Gaeilge sa scoil.

Policy Rationale

- To outline procedures and practices to be followed in relation to pupils requiring Support Teaching.
- To outline our whole school approach to teaching/learning in relation to pupils requiring Support Teaching.
- To outline the roles and responsibilities of all those involved in the provision of Support Teaching.
- To establish communication structures for the involvement of all staff and the parents/guardians of pupils requiring Support Teaching.
- To encourage pupils to become more active in their own learning.
- To assist parents/guardians in making an informed decision in relation to the enrolment of their child in this school. Please note the school only provides **information** on placement rather than giving **advice** in this regard.
- To update existing policy following changes in resource allocation.

Belief Statement

Our school is dedicated to the implementation of an effective system for meeting the needs of all our pupils in accordance with our mission statement, the resources provided by the DES and the Board of Management

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
- 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

As far as possible, therefore, it is our aim to minimise the difficulties that children may experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Inclusion:

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, aims to enable children with SEN, traveller children and children whose first language is not English, to become fully integrated members of our school community. This will 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.

Aims of the Policy

This policy aims to outline our procedures and practices of 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 pupils with additional needs
- track, monitor, review and report on the progress of children with additional needs
- communicate information between the SEN team, principal, staff and parents/guardians

Three Principles for Inclusion

Setting Suitable Learning Challenges

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. (See also More Able Children policy, Appendix 4) In order to do this, Bohola National School will use the 'Continuum of Support Process' as outlined in Table 1 below to identify educational needs. Identification of educational needs is central to setting suitable learning challenges for our SEN pupils. Using the continuum of support framework, our school will identify pupils' educational needs to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. It is important to look at a pupils needs in context, and to use our resources to support this (for example, learning environment checklist, teacher checklist for whole-class structures and supports).

Table 1: Identification of Educational Needs through the Continuum of Support Process

Classroom Support	<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 and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none">• Parental consultation• Teacher observation records• Teacher-designed measures/assessments• Basic needs checklist *• Learning environment checklist*• Pupil consultation - My Thoughts About School Checklist• Literacy and numeracy tests• Screening tests of language skills <p>A classroom support plan runs for an agreed period of time and is subject to review.</p>
School Support	<p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none">• Teacher observation records• Teacher-designed measures/assessments• Parent and pupil interviews• Learning environment checklist• Diagnostic assessments in literacy/numeracy• Formal observation of behaviour including ABC charts, frequency measures• Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition.</p> <p>A school support plan operates for an agreed period of time and is subject to review.</p>

**School
Support
Plus**

This level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:

- 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

Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.

A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.

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.

Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs (Primary Guidelines, P19-20)

<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>Action 2: Setting targets</p>	<p>Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support.</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>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>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>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 special education teachers.

A Whole School Graduated Response to Support Teaching

The school provides a staged approach to the provision of support teaching following the guidelines of the Department of Education and Skills, i.e.

- *DES Special Education Circulars 24/03 and 02/05 and 0013/2017*
- *DES Learning Support Guidelines P34 and pp. 55-67(Chapter 4)*
- *The Learning Support Teachers Guide: A Practical Handbook Terese Mc Phillips Published by Blackrock Education Centre*
- *DES SEN Continuum of Support*
- *DES Guidelines for Primary Schools - Supporting Pupils with Special educational Needs in Mainstream Schools (2017)*

Summary: A Whole School Graduated Response to Stages I, II, and III.

<p>Stage I</p>	
<p><u>CLASSROOM SUPPORT</u></p> <p>Classroom Support is the most common, and typically the first response to emerging needs once the usual avenues of differentiation have been exhausted (pg.9 <u>DES Guidelines for Primary Schools - Supporting Pupils with Special Educational Needs in Mainstream Schools</u>). It is a response for pupils who have distinct and continuing individual educational needs in spite of a differentiated approach being taken within the classroom. They 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 teacher and parents discuss the nature of the problem 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. The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. <u>A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</u></p> <p>This is informed by:</p> <ul style="list-style-type: none"> • Parental consultation • Teacher observation records • Teacher-designed measures/assessments • Basic needs checklist • Learning environment checklist • Pupil consultation - My Thoughts About School Checklist • Literacy and numeracy tests • Screening tests of language skills <p>A Classroom Support Plan runs for an agreed period of time and is subject to review.</p>	<p><i>A pupil receiving support within their classroom would be considered to be at stage 1 in terms of the "Staged Approach to Assessment, Identification and Programme Planning" (DES Special Education Circular 02/05)</i></p>
<p><u>Roles and Responsibilities</u></p>	
<ul style="list-style-type: none"> • <u>THE CLASS TEACHER</u> Best practice would state that the decision to initiate a Classroom Support process must be communicated to the principal prior to liaising with the parents. The class teacher will then liaise with the parents. Good practice would suggest that the class teacher will generally act as co-ordinator throughout the problem solving process in consultation with the pupil and his/her parents. The class teacher may also seek advice from the support teacher in the school and will keep the principal informed. A classroom support plan for the relevant child should be compiled and acted upon; with the teacher maintaining a record of relevant information which will be used, should more detailed problem solving be required at School Support level. • <u>SUPPORTING TEACHERS</u> The role of the support teacher is to provide advice and resources to the class teacher which will assist him/her in the assessment process and in the development of classroom and, where appropriate, home based interventions for the pupil. 	

- **THE PRINCIPAL**

The principal, once informed that a Classroom Support process has been initiated, must print out and open a Student Support File and store it securely in the Special Education Needs filing cabinet and update the 'Special Education Needs Current Year Whole School Provision Overview Plan File' (located in the Special Education Needs filing cabinet)

- **OTHER PROFESSIONALS**

Other professionals such as Educational Psychologists, Speech and Language Therapists, Visiting Teachers etc may be involved indirectly, offering consultation or advice in relation to appropriate approaches for pupils presenting with early difficulties. In addition, work on the development of whole school policies, practices and initiatives to support all pupils with special educational needs in partnership with NEPS, DES staff and other outside agencies can support interventions at this stage.

Stage II

SCHOOL SUPPORT

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 support teachers 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 or an Individual Pupil Learning Profile (IPLP).

At this level a Support Plan is devised and informed by:

- Teacher observation records
- Teacher-designed measures/assessments
- Parent and pupil interviews
- Learning environment checklist
- Diagnostic assessments in literacy/numeracy
- Formal observation of behaviour including ABC charts, frequency measures
- Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties

A Support Plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition.

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

*A pupil receiving mostly group support or occasional individual support in addition to classroom support would be considered to be at **stage 2** in terms of the "Staged Approach to Assessment Identification and Programme Planning" (DES Special Education Circular 02/05)*

Roles and Responsibilities

- **THE CLASS TEACHER**

The class teacher consults with the supporting teacher/s, principal and pupil's parents about initiating the School Support process. The class teacher contributes to the problem solving process and remains responsible for working with the pupil in the classroom, providing/ensuring classroom supports as agreed in the School Support Plan.

- **THE TEACHER ACTING AS CO-ORDINATOR FOR THE SCHOOL SUPPORT PLAN**

All involved in the process agree on who is best placed to take on this role. The coordinating teacher then takes the lead role and continues to consult with school staff, the pupil and his/her parents throughout the process. Following consultation with parents the coordinating teacher may seek additional information or advice from other professionals to supplement information from the Classroom Support Level. He or she should continue to maintain a record of relevant information which would provide a basis for more detailed problem solving if required at School Support Plus level. This role can be filled by a class teacher or supporting teacher.

- **SUPPORTING TEACHERS**

The support teacher will usually be involved in the problem solving process or in providing additional support to the pupil. In some schools there may be more than one supporting teacher involved as appropriate to the presenting problem. (e.g. language support teacher, home school liaison teacher).

- **THE PRINCIPAL**

Having obtained parental consent *, the principal records the decision to implement a School Support Plan. The principal should update the Student Support File and the 'Special Education Needs Current Year Whole School Provision Overview Plan File' with records in relation to assessment, intervention and reviews (from both the classroom support and school support levels).

* (i) In the situation where parents refuse to grant consent for their child to attend for support in learning, a record of the offer and its rejection should be kept in the child's file. (ii) The Education Welfare Act 2000 authorises the Board of Management with the consent of the parent of a child to arrange for a child to be assessed as to his or her intellectual, emotional and physical development by such a person as may be determined by the Board with the concurrence of the parent.(Section 10-4). (iii) Where a parent refuses to give consent the Board may apply to the Circuit Court for an order that an assessment of the child be carried out.(Section 10-5)

- **OTHER PROFESSIONALS**

Other professionals such as Educational Psychologists, Clinical Psychologists, Speech and Language Therapists, Visiting Teachers etc. may provide services to both teachers and pupils (e.g. Assessment of Need). They may also give advice in relation to appropriate assessment and intervention approaches for particular pupils without necessarily working directly with the pupil. Parental consent should be sought where discussions occur about an individual named pupil. The appropriateness of involvement and availability of the professional in question should be discussed with the professional in the first instance. Advice on the development of whole school policies, practice and initiatives in relation to the provision and development of intensive early intervention programmes for pupils with similar needs can be also be initiated and/or supported by external professionals and agencies.

Stage III

SCHOOL SUPPORT PLUS

If a pupil's special 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. Classroom support and school support will continue to be an important element of his/her individual education plan. This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:

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

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

A Support Plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.

*A pupil receiving more intensive teaching support including more focused small group work or individual teaching is considered to be at **stage 3** in terms of the "Staged Approach to Assessment Identification and Programme Planning" (DES Special Education Circular 02/05)*

Roles and Responsibilities

- **THE CLASS TEACHER**

The class teacher contributes to assessment and planning and remains responsible for working with the pupil in the classroom and providing/ensuring classroom supports.

- **THE CO-ORDINATING TEACHER**

Once the process is initiated the co-ordinating teacher takes on the lead responsibility for the School Support Plus process. This will normally involve Reviewing the outcomes of interventions detailed in the Classroom and School Support Plans. Co-ordinating the assessment of the pupils learning/social, emotional and behavioural difficulty and identification of special educational needs involving, as appropriate, and with parental consent, relevant external agencies in the process. Coordinating the development of the Individual Education Plan. Liaising with the Special Educational Needs Coordinator (SENO) as appropriate. Monitoring and supporting interventions and reviewing the Individual Education Plan, working alongside the class teacher, support teachers, external professionals and involving the pupil's parents.

- **SUPPORTING TEACHERS**

Support teachers will usually be involved in both the assessment and intervention process. They may provide additional support either on a withdrawal basis or through class support. At this level it is possible that there will be more than one supporting teacher involved with the pupil.

- **THE PRINCIPAL**

Having obtained parental consent *, the principal records the initiation of the School Support Plus process. The principal should update the Student Support File and the 'Special Education Needs Current Year Whole School Provision Overview Plan File' with records in relation to consent for the involvement of external professionals, the assessment process, interventions, reviews and records of earlier school and classroom support processes.

* (i) Having consulted with the teacher and parents involved, the Principal will seek appropriate assessment through the N.E.P.S. with a view to enhancing support from the Support Teacher. (ii) In the situation where parents refuse to grant consent for their child to attend for a psychological assessment, a record of the offer and its rejection should be kept in the child's file. (iii) The Education Welfare Act 2000 authorises the Board of Management with the consent of the parent of a child to arrange for a child to be assessed as to his or her intellectual, emotional and physical development by such a person as may be determined by the Board with the concurrence of the parent.(Section 10-4). (iv) Where a parent refuses to give consent the Board may apply to the Circuit Court for an order that an assessment of the child be carried out.(Section 10-5)

When the EPSEN Act (2004) is fully implemented, it states that "the principal shall ... cause a plan to be prepared" for those pupils who meet the terms of Section 3 of the act.

- **OTHER PROFESSIONALS**

Other professionals such as Educational Psychologists, Speech and Language Therapists and Visiting Teachers may be involved in providing advice through a range of direct and indirect assessment approaches and in providing support to individual pupils and/or their teachers, including contributing to intervention plans for individual pupils.

The N.E.P.S. provides the school with the services of an educational psychologist with current provision in the shape of approx. 3 days per school year. Bohola NS

has traditionally, though not exclusively, used this service to provide psychological assessments for children with low incidence disabilities (suspected/known) or children with greater needs (suspected/known).

In recognising that demand may often exceed supply and in line with our school ethos, Bohola NSe endeavours to assist parents/guardians who fund private psychological assessments for their children.

This assistance, which takes the form of a small donation, is dependent on school budgets and decisions regarding its availability etc. are made on an annual basis.

7.3 The Individual Educational Plan (IEP based on School Support Plan Plus) and Individual Profile and Learning Programme (IPLP based on School Support Plan)

The IEP and IPLP are collaborative documents agreed between home and school and are reviewed twice annually.

For further details on *IPLPs and IEPs* see Appendix for teachers and Chapter 5 of the Departments Learning Support Guidelines

The **Individual Profile and Learning Programme (based on School Support Plan)** is used to record relevant information relating to a pupil's learning attainments and his/her learning strengths and needs. It also contains an outline of his/her individual learning programme. The first stage in the development of an Individual Profile and Learning Programme involves the collection of the relevant information through diagnostic assessment and through discussion with persons who have a knowledge of the pupil. Following this, the pupil's learning strengths and needs are specified and decisions are taken regarding the choice of learning targets and activities. Much of the work involved in completing an Individual Profile and Learning Programme is carried out and co-ordinated by the support teacher. However, as indicated in Chapter 3 of the Department's Learning Support Guidelines, it is strongly recommended that an inclusive approach involving the pupil's class teacher, parents and the pupils themselves be adopted both in the diagnostic and planning stages and later in the implementation and monitoring of the learning programmes.

Prevention Strategies

Strategies to address learning needs involve on-going observation and assessment of language, literacy and numeracy skills at an early stage in the Junior Infants and Senior Infants classes. This facilitates early identification of a possible need for support in learning.

These strategies include:

- Whole school policies/approaches to the teaching of literacy/mathematics
- Focus on Emergent Reading - language development, print rich environment, development of sight vocabulary, shared book, developing concepts of print through modelling by the teacher and through collaborative reading activities, initiating the development of a basic sight vocabulary
- Whole school approach to phonological and phonemic awareness
- Paired reading/C.A.P.E.R.
- Individualised spelling programmes
- Differentiation in class situation
- Provision of additional support in language development and in early literacy/mathematical skills to pupils who need it
- Ongoing structured observation and assessment of literacy and mathematical skills of pupils in infants classes
- Implementing classroom programmes designed to enhance learning and prevent learning difficulties e.g. Ready Set Go Maths
- Provision of appropriate ongoing support in the classroom for pupils for whom supplementary teaching has been discontinued/reduced e.g. spelling programmes, maths groups, buddy reading
- Provision of additional resources and materials-maths games, maths materials, teacher resources, software, phonological awareness programme, big books, library resources, supplementary reading schemes

7.1 Cooperative Teaching and Learning

Co-operative **teaching** and learning occurs within the classroom where the pupils are involved in station teaching or small group teaching thereby allowing Class Teachers and Support Teachers to target those pupils who require extra support in literacy and numeracy during their first years in school. This enables staff to collaboratively monitor pupil progress in numeracy and literacy on a regular basis. The aim here is to help identify learning needs at an early stage in the child's primary education with a view to targeting further support.

Parents/guardians please note that all pupils work with both Class Teachers and Support Teachers on a regular basis with roles being shared /alternated as informed by best practice both in Ireland and abroad. Children may be withdrawn from class throughout the school year to address and screen individual learning needs on a short-term basis. Parents/guardians will be consulted should further and ongoing support be required.

Supplementary Teaching:

In the final section of the Individual Profile and Learning Programme organisational details are outlined. These reflect decisions that have been taken in relation to such issues as individual or group teaching, duration of the instructional term, times of instruction and the location of supplementary teaching.

In cases of children with emotional and/or behavioural difficulties more urgent action by the school may be required. In these cases the child's needs will, with parent's permission, be discussed with the relevant NEPS psychologist or referred to the clinical services of the Health Service Executive (HSE) or other appropriate agency. This may lead to the implementation of a more detailed plan of behavioural management both at home and in class and may involve further specialist assessment of the child's behaviour.

For more information on behaviour please refer to Bohola NS's Code of Behaviour, Anti-Bullying and Admissions Policies.

Based on the SERC Report, pupils who achieve scores that are at or below the 10th percentile on standardised tests of achievement can be regarded as having low achievement. Therefore, the following recommendations are made with regard to the selection of pupils for support in learning.

- Priority should be given to pupils who are performing at or below the 10th percentile in English reading and/or mathematics;
- Schools may exercise limited flexibility in the deployment of support teacher(s) provided that the needs of the pupils who achieve scores at or below the 10th percentile have been met;
- Schools should implement a policy of early intervention. The great majority of pupils who receive supplementary teaching from the support teacher will be in the junior section of the school (senior infants to second class). Only those pupils in the senior section (third class to sixth class) who have very low achievement and/or serious learning difficulties should receive supplementary teaching. These recommendations are consistent with the concept of a sliding scale of achievement test scores as suggested in the 1987 Guidelines on Remedial Education;
- Intensive small-group or individual supplementary teaching should be provided by the support teacher. Group size has been identified as an important factor influencing the level of progress that pupils make. While the nature and severity of pupils' learning difficulties will ultimately influence group size, it is likely that intensive early intervention involving pupils with low achievement in the junior section of the school (senior infants to second class) will be most successful in groups of approximately four pupils. Where a pupil does not make satisfactory progress in a small-group setting, consideration may be given to providing individual teaching
- Since some pupils will make significant progress during a term of supplementary teaching, some turnover of pupils is to be expected at the end of an instructional term, or at the end of the school year. This implies that, over the course of the full school year, a teacher's caseload may be subject to change.
- The duration of supplementary teaching ideally should not exceed two to three years for the great majority of pupils. Although some level of support may be offered to pupils by the support teacher after this time, only those with very serious difficulties should continue to require ongoing supplementary teaching;
- Supplementary teaching will be made available to pupils with low achievement in mathematics provided that the schools' needs in English are sufficiently catered for.

It is not envisaged that the duration of supplementary teaching will exceed two to three years for the majority of pupils as informed by DES Learning Support Teachers Guidelines Section 2.2.18 (p31) and DES Circulars Sp. Ed 02/05 and 24/03. However, we endeavour to afford priority to the needs of pupils over all else.

Pupil scores on standardised assessment tests are measured on a scale of 1-10 with a score of 5 being the average.

The school community in line with NCCA Guidelines ("*Exceptionally Able Students - Draft Guidelines for Teachers*"), endeavours to provide for pupils who attain top scores (9 - 10 STENs) on standardised tests through classroom differentiation, school based provision and personal development. The school also endeavours to advise parents/guardians of the various extra-curricular supports and programmes that exist externally to the school.

Pupils Monitoring their Own Learning

The involvement of pupils (where appropriate) in the development, implementation and review of their own learning programmes is encouraged through them:

- Becoming familiar with the medium to short term learning targets in their IEP/IPLP
- Becoming aware of their own preferred learning medium
- Contributing to the selection of texts and other learning materials that are relevant to the attainment of their learning targets
- Learning to apply strategies that are taught during supplementary teaching to improve their learning
- Contributing to the evaluation of their progress in appropriate assessment activities.

Code of Behaviour & Anti-Bullying Policy

Bohola NS has a comprehensive Code of Behaviour and Anti-Bullying Policy for all pupils and adults within the school. These aim to promote a learning environment that is free from all unacceptable disruption to learning whether from individuals or groups. The school will endeavour to ensure that all pupils are aware of the need to value and respect difference. Proactive teaching of SPHE (Social, Personal and Health Education) in a whole class, group or /individual context will aim to address issues such as persistent misbehaviour or bullying.

Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Children

We recognise that a minority of children will have particular learning and assessment requirements that will create barriers to learning. If we do not address them through special arrangements our SEN policy envisages a whole school approach that takes into account the roles of the Board of Management, the Principal, Class Teacher, Special Education Teacher and the parents.

In attempting to achieve the above objectives the BoM, Principal and Staff will take all reasonable steps within the limits of the resources available to fulfil the requirements outlined in this policy document.

Roles and Responsibilities in Support Teaching

These roles are adapted from:

- DES Learning Support Guidelines (Chapter 3, 2000)
- Department of Education and Skills Circulars 0024/2009, Sp Ed 02/05, Sp Ed 24/03, 0051/2007, 0038/2007, 0013/2017 and in relation to SNAs 0009/2009 and 03/03 updated 2007
- DES Guidelines for Primary Schools - Supporting Pupils with Special Educational Needs in Mainstream Schools (2017)

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 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 a secure facility for storage of records.

Principal

The Principal has overall responsibility for the day-to-day management of provision. She will work closely with the SEN Co-ordinator and will keep the BoM informed about the working of this policy. It will be the role of the Principal in collaboration with the SEN Co-ordinator to:

- Develop inclusive whole-school policies and monitor their implementation
- 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 effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area

Special Needs Co-ordinator

The Special Needs Co-ordinator will be responsible for:

- Overseeing the day-to-day operation of the SEN policy
- Co-ordinating provision for children with special educational needs
- Organises the timetable for support teaching
- Liaising with and advising fellow teachers and contributing to in-service training of staff
- Liaising with and advising SNAs with regard to supporting children with special needs
- Liaising with parents/guardians of children with special needs
- Monitoring and evaluating SEN provision
- Keeps a list of pupils who are receiving supplementary teaching
- Facilitating planning for Class Teacher with Support Teacher
- Supports the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support
- Keeps teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals
- Advises parents on procedures for availing of special needs services
- Selects children for psychological assessment in consultation with class and support teachers and with Emma Joyce (NEPS)
- Liaises with external agencies such as NEPS to arrange assessments of children with SEN
- Liaises with SENO regarding all aspects of special education provision
- Stores confidential information (Psychological Assessment Reports etc.) regarding SEN children and shares same with principal, class teachers, support teachers, SNAs, other agencies where appropriate.
- Participates in and or oversees the drafting of IEPs, IPLPs and classroom support plans
- Arranges for exemptions from the study of Irish for pupils for whom this is appropriate.
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- Overseeing the records on all pupils with SEN
- To oversee the whole-school assessment and screening programme.
- The co-ordination of test results; comparing and analysing same
- When necessary, in consultation with the Principal, to advise parents/guardians to apply for assessment under the Disability Act 2005
- To liaise with the NCSE and to file correspondence securely.

- To attend in service training
- Liaising with external agencies, e.g.:
 1. NCSE
 2. NEPS/SCPA
 3. Visiting Teacher Service (if applicable)
 4. Psychologists, Speech & language Therapists, Occupational Therapists
 5. Dyslexia, Dyspraxia Associations
 6. Autism/Asperger Support Ireland
 7. Epilepsy Ireland

(This list is not exhaustive and the school will further develop links with outside agencies as the needs of the students dictate)

These duties are reviewed regularly and may change to ensure the priority needs of the SEN department are met.

The Role of the Class Teacher

The class teacher has primary responsibility for the progress of all pupils in his/her class(es), including those selected for supplementary teaching.

- To be familiar with and adhere to all school policies and procedures in relation to SEN
- To implement teaching programmes which optimise the learning of all pupils.
- To implement school policy on screening /selecting pupils for supplementary teaching.
- To differentiate the class curriculum in collaboration with the Support Teacher to meet the needs of all pupils within the class in an appropriate manner, e.g. with regard to teaching pupils with low achievement, the approaches and methods as set out in section 3.4.1 Learning Support Guidelines (*Dept. Of Ed*) should be followed.
- To draw attention to a pupil's suspected special needs
- To liaise with the Principal and the Special Needs Coordinator of their concern and the possible implementation of the Graduated Response to SEN.
- To liaise with the Support Teacher in the organisation of timetables, class grouping and available resources so that the pupil receives all possible support to reach her/his targets.
- To maintain on-going liaison with the pupil regarding progress.
- To draw up a list of duties for SNAs, in consultation with the Special Education Needs Coordinator and oversee their implementation
- To engage with in-class support in collaboration with the Support Teacher where appropriate to address the learning needs of individual pupils

Effective teaching and learning is critically important for all pupils, and especially for those with special educational 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. 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.

The Role of the Special Education Teacher

Special Education Teachers should be 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 will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported at classroom level, or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models.

The role of the Learning Support Teacher is:

- To make themselves familiar with Child Protection, Health and Safety and all other relevant policies within the school.
- Overseeing the day to day operation of the school's SEN policy
- Managing the SEN team of teachers, liaising with and advising fellow teachers
- Individual Education Plan co-ordination
- Co-ordinating provision for pupils with SEN
- Overseeing the records on all pupils with SEN
- To assist in the implementation of whole-school strategies designed to enhance early learning and prevent learning difficulties.
- To contribute to the development of the whole school plan on SEN
- To collaborate with the Class Teacher on individual pupil assessment and programme planning.
- To source learning resources to assist pupils with SEN.
- To meet with the Principal and SEN Coordinator on a regular basis to discuss issues relating to the implementation and development of the school plan.
- To advise and collaborate with Class Teachers at Stage I of the Graduated Response to SEN
- To consult and collaborate with parents/guardians and Class Teachers at each stage of the school's Graduated Response to SEN Provision.

- To assist Class Teachers with whole class screening programmes.
- To carry out diagnostic testing of pupils at Stage II of the schools Graduated Response to SEN Provision in cooperation with the assigned Class Teacher.
- To maintain monthly planning and progress records for each pupil or group of pupils receiving supplementary teaching.
- To meet with Class Teachers and parents/guardians to monitor the pupil progress benchmarked against agreed targets.
- To develop/update an IEP/IPLP twice yearly for each pupil in receipt of supplementary teaching in collaboration with Class Teacher, parents/guardians, SNAs and relevant professionals.
- To liaise with other staff members in the development and implementation of a parallel and differentiated programme of work/homework for relevant pupils.
- To deliver early intervention programmes to support literacy and numeracy, in collaboration with the Class Teacher.
- To provide supplementary teaching in English and or Maths to pupils in the senior classes who experience low achievement and/or SEN.
- To provide, where necessary, behavioural and social skills programmes designed to help pupils improve their interpersonal skills.
- To explain to and review with pupils, where appropriate, their learning and other targets in their IEP/IPLP with a view to increasing the pupil's independence as a learner.

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, including multi-disciplinary assessment when necessary.

The type of support offered depends on the child's individual needs and takes the form of:

- curriculum support
- life and/or social skills training
- physical training/gross motor development
- speech training/communication and/or language development
- behaviour modification programmes
- assistance with sensory modulation
- development of anger management strategies
- a combination of some/all of the above

Special Education Teachers, in consultation with class teachers, should plan their interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant continuum of support plan. Short-term planning should reflect the support plan targets and should break down the development of skills and content into small incremental steps to address each pupil's specific needs on a weekly basis. Outcomes for pupils should be routinely assessed, recorded and used to review progress. These outcomes should also be used to inform the targets for the next phase of intervention.

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the special educational needs provision available in the school. Our school will consult with parents when developing and reviewing policies relating to the education of children with special educational needs. This helps to ensure that parents understand the school's approaches and better enables them to support their children in transitioning through the school.

The Special Needs Assistant (SNA)

The role of the SNA is to:

- Be familiar with the individual pupil's care needs.
- Provide general assistance to the Class Teacher (Class teacher and the SNA will draw up a list of duties specific to his /her class SNA work plan).
- Prepare classroom for activity related to the assigned pupil.
- Where appropriate, assist pupil in alighting from or boarding buses etc.
- Assist with care needs, e.g. feeding, clothing, toileting and general hygiene as well as the Administration of Medication in line with relevant school policies.
- Assist teacher on duty in supervising pupils with special care needs during recreational, transitional (between classrooms and visits to support room), class reception and dispersal times.
- Accompany individuals and groups who may have to be withdrawn temporarily from the classroom to support their care.
- Perform other non-teaching duties, modified to suit each particular pupil.
- Attend in-service training inside/outside school hours as appropriate.
- Collaborate with the Class and Support Teacher in the delivery of Code of Behaviour, Stay Safe and R.S.E. programmes.
- Familiarise themselves with and support all relevant school policies.
- Attend IEP review meetings, where appropriate.
- Facilitate the integration of the child with their peer group with a focus on the child's care needs.
- Attend to duties outside term time as per contract of employment, in consultation with the school Principal.
- Record work undertaken in a weekly diary
- Carry out all duties assigned under the school's Special Needs Assistant Policy.

Parental Involvement

Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs. Parental engagement is enhanced when parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in regular reviews of progress. The Continuum of Support process and use of the Student Support File provide valuable opportunities to engage with parents and to build a collaborative approach to identifying and responding to the needs of pupils with special educational needs. There may also be opportunities for parents to work collaboratively with the school through initiatives such as paired reading or Children and Parents Enjoying Reading (CAPER).

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the special educational needs provision available in the school. Our school will consult with parents when developing and reviewing policies relating to the education of children with special educational needs. This helps to ensure that parents understand the school's approaches and better enables them to support their children in transitioning through the school.

The Parents/Guardians of the pupils of Bohola NS can prepare for and support the work of the school by:

- Providing the school with all accurate and relevant information in relation to their child's health, development and behaviour.
- 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.
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers.
- Signing and returning consent forms to the school regarding withdrawal for support teaching.
- Talking positively about school and school work.
- Keeping the class teacher informed of any home factors which may be affecting their child's progress.
- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning.
- 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.
- Supporting programmes and initiatives implemented by the school.
- Participating and supporting their child in his/her effort to meet their learning targets.
- Affording the child further learning supports within the school as deemed necessary.
- Signing and returning copies of any home/school liaison arrangements.
- Co-operating with any arrangements made with outside professionals such as psychologists and Occupational Therapists.
- Acting on recommendations made in professional reports, for example Educational Psychology Reports, Occupational Therapy Reports, etc.
- Liaising with the Class Teacher as necessary.
- Attending all review meetings.
- Reinforcing Stay Safe/S.P.H.E. /R.S.E. programmes in liaison with school staff.

The Pupil

- Where appropriate, pupils may become involved in setting/reviewing and taking ownership of their learning and targets as set out in their IEP/IPLP
- Where appropriate, pupils may be invited to attend and contribute to IEP /IPLP reviews.
- Where appropriate, pupils may complete a "My Targets" sheet to record IEP /IPLP targets.
- Where appropriate, pupils will be afforded opportunities to contribute to the selection of texts and other learning material/activities that are relevant to attaining their targets.
- All pupils must co-operate with the school's Code of Behaviour and S.P.H.E. programmes.

Enrolment

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 Ed. 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'.

Parents are required to notify the school of their child's special needs in advance of enrolment. The Board of Management will request a copy of the child's medical or psychological report. No child will be refused admission solely on the grounds that s/he has SEN except where the provision required is incompatible with that available in our school.

Over the years a frank and honest sharing of information, pooling of ideas and perspectives between home and school has been hugely beneficial to all pupils and particularly to the child with special educational needs.

As an inclusive and welcoming school Bohola NS will enrol pupils with special educational needs within the school. It is therefore crucial that parent(s)/guardian(s) make the school aware of any concerns

which they have in relation to their child's development and also their care and/or learning needs prior to enrolment in the school. Failure to do so can have a negative impact on the individual child's learning and also that of her/his peers.

During an induction meeting with individual parents/guardians, whose children are being offered places in the school, the Principal Teacher discusses the above matters in a supportive way and advises on the provision of extra resources appropriate to the child. This is to enable the child to access the Primary School Curriculum in a meaningful way.

Resources

Bohola NS is a well-resourced school, which constantly monitors and updates its resources. I.T. provision is good and is updated regularly.

Whole School Strategies to minimise learning difficulties

Our strategies for preventing learning difficulties include:

1. Promotion of Literacy:

- Whole school promotion of Reading for Pleasure Record in journals, book review cards, termly draw.
- Building Bridges Comprehension Strategies
- Genre Writing
- Literacy Lift-off in First and Second Class,
- Guided Reading from First class to 4th class, TSI in 5th and 6th classes.
- Print rich environment ,
- Shared/paired reading ,
- Story time, Library time, DEAR time, Book Week, Book Fair, Reading buddies, Word games, Class library, visiting authors,
- Write a Book Project for children in senior classes
- Access to Literacy apps on school ipads and at home

2. Early Intervention

We believe it is very important to identify and assess children with special needs as early as possible so that effective interventions can be put in place. Screening tests are administered in Junior Infants during their second term in school. The M.I.S.T. (Middle Infants Screening Test) is administered to all pupils in Senior Infants during the second term of the school year. Pupils who present with scores below a given point are selected to participate in the Forward Together Programme. The parents of these pupils are invited to attend weekly meetings for an 8-10 week period. These meetings are facilitated by the Special Education Support teachers in Senior Infants. The focus of these meetings is to effectively promote Literacy in the home and to support parents regarding best practice in this area. Each week a particular aspect of Literacy is explored through various activities. During the following week, parents put into practice the strategies and activities explored at the meeting. Where it is not possible for parents to attend the programme is run with the children by the L/S. teachers.

At the end of the 8-10 weeks, every participating pupil is re-tested (using M.I.S.T.) to measure progress made as a result of this early intervention.

Developing Listening Skills:

Promoting a classroom environment where children listen to others, do not interrupt the speaker and wait their turn; Circle time, Listening games/activities; Listening Programmes; Listening to music.

Observation and/or assessment:

Observation: Methods in use- personal checklists, record sheet for each child, Shared observation (2nd opinion), listening to reading, General correction of homework.

Recording observation-Checklists, Personal records, reading records, paired reading, Teachers own observation.

Share concerns with: - Last year's/ next year's teacher, similar level teacher, parents, L/S teacher, SEN co-ordinator

Stages of Assessment and Provision

Access to the school's broad and balanced curriculum is achieved for most children by differentiation of class work by the class teacher. When a class teacher, or home school liaison teacher, identifies a child with SEN the class teacher consults with the SEN coordinator and provides interventions that are ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum. The first line of responsibility for the progress of all pupils in the class lies with the class teacher. However, as most of our support is in-class the stages are less defined than in situations where learning support is delivered by withdrawal.

Record of Differentiated Support in class

Register of Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework

Classroom Support				
Pupil Name	Class	Description of SEN	Nature of Supports Literacy, numeracy, social, emotional, behavioural, life-skills	Focus of Support In-class, withdrawal in small groups or individual, school yard
School Support				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support
School Support Plus				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support

Class teachers initially discuss their concerns with the child's parents.

The triggers for this intervention could be;

- 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
- 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

The class teacher completes a Stage One form and monitors the Record of Differentiated Support for half a term. If this strategy does not work then the teacher will continue to the next stage, School Action.

Teachers inform Parents that their child's needs would be better served in a small group with a support teacher. Parents will need to sign their consent.

Stage Two

In cases where the Record of Differentiated Support indicates that progress has not been made, or if the results of tests (M.I.S.T., Drumcondra Primary Reading Test, Sigma T, Belfield Infant Assessment Programme) and teacher observation indicate this to be the case, intervention in the form of a support teacher will be accessed. Again, class teachers will discuss their concerns with the child's parents. The action taken will be as follows:

- The class teacher and support teacher will differentiate the curriculum in specific areas with achievable goals to be implemented by the class teacher and support teacher.
- If there are others in the class with similar difficulties in one or more of the specific areas, then a group educational plan will be implemented.
- These programmes will be reviewed and updated every term.
- While every effort will be made to allow the SEN group/individual to remain included in class, there may be a need to work part of the programme in a SEN room with the support teacher or class teacher. This withdrawal will be time limited and for specific purposes only (e.g. Reading recovery.)
- 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.

Stage Three

The support or class teacher will perform diagnostic tests on these children (at School Action) usually at the beginning and end of the school year. These tests will include the Neale Analysis Reading Test, Aston Index Spelling and Word recognition test, Non Reading Intelligence test etc.

When it has been identified that a child is still struggling and performing below the tenth percentile despite School Action the class teacher with the support teacher and SEN coordinators, in consultation with the child's parents, may consider the following actions:

1. A psychological assessment will be arranged (see Education for Persons with Disability Act 2004)
2. Other outside agencies may need to be contacted, who will advise on a range of provision including IEP targets and strategies.
3. The triggers for extra intervention 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 IEP
 - 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 act as a barrier to learning.
4. If it is felt by the psychologist that a child has care needs, a special needs assistant may be applied for.
 5. In circumstances where a child uses specialised equipment, consultants will be required to demonstrate how the equipment is to be used to at least two SNAs and either the class or support teacher. The SEN co-ordinator should also be present.
 6. The use of specialised yard equipment may also need to be demonstrated to these staff members. Courses will be provided on an ongoing basis to train staff in the relevant areas.
 7. If the psychologist recommends an exemption from Irish the Principal will see to this under guidance from the Department of Ed. And Skills.

Individual Education Plan

Based on Psychologist's report, tests, Record of Differentiation and School Action Plan the class teacher with the support teacher, SNA (if assigned), parents and representatives of outside agencies (if necessary) formulate an Individual Education Plan.

These IEPs, which employ a small - steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded targets, we ensure that the child experiences success.

This plan includes:

- the nature and degree of the child's abilities and skills
- the degree of the child's special needs,
- the present level of performance,
- services to be provided,
- services for transition to 2nd level school where appropriate,
- the goals, which the child is to achieve over a period of half a year.

The strategies set out in the IEP will, as far as possible, be implemented in the normal classroom setting.

The management of the IEP strategies will be the responsibility of the class teacher, support teacher and the SEN coordinator.

REVIEW of IEPs

The SEN coordinator will ensure that the review is conducted at the end of three months (October, February, and May). The class teacher consults with the support teacher, the child (and SNA if appointed). They agree on the expected outcomes of the IEP. A draft copy is formulated and sent home to the child's parents. The parents are invited to attend a meeting to discuss or make recommendations to the draft review if they so wish. Again, outside agencies may play a part in formulating the final copy. The review will be recorded on the IEP Review form. (Attached, Appendix 5).

Where progress is unsatisfactory it may be decided that the child continues to receive additional supports. Where progress is satisfactory, and where the child is consistently achieving targets over the stated time, a decision will be made to revert to School Action.

The review in May will be to formulate an IEP, which will be part of the plan for the next teacher in September. It will be carried out as outlined above.

IEPs for children moving to 2nd level will be referred to at the consultation meetings with the 2nd level representative.

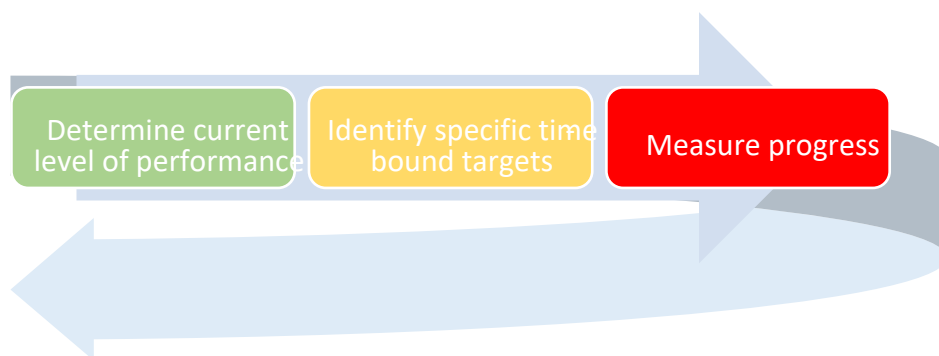
Complaints

If parents have a complaint about the Special Ed. provision made, then they should in the first instance make an appointment to speak to the SEN coordinator and then the principal.

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 to the B.O.M.

Monitoring and Reviewing

Pupils' progress in relation to achieving their targets will be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress. This will lead to the establishment of specific targets to be achieved within a defined timeframe as outlined below.



Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn should lead to adjustments in support plans. The Student Support File provides schools with a useful resource to support and record this process. It includes a Support Review Record to guide teachers when monitoring progress and reviewing outcomes with parents and pupils. Such monitoring of progress, and subsequent adaptation of support plans, are key drivers of effective practice.

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

The BoM will ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy by monitoring:

- the standards obtained by children with special needs
- the number of children at each of the three stages: Differentiation within Class, School Action and Resource.
- The level and pattern of help (i.e. average time allocated and the balance of in-class and withdrawal support)
- Views of parents
- Visits from specialist teachers
- Staff views on in-service
- Children's views

This policy will be reviewed every three years.

Email: boholans@gmail.com

www.boholaschool.com

Bohola NS
Bohola
Claremorris
Co. Mayo

Date: _____

Dear Parent(s)/Guardian(s)

We wish to inform you that, during this coming school year _____ (*insert school year here*), your child _____ (*insert pupils name here*) will be given the opportunity to work in a smaller group of children, with _____ (*insert teachers name here*), the purpose of which is to devote extra time and attention to English Reading.

Extra support may also be provided on a one to one basis or in class with _____ (*insert learning support teachers name here*) working in tandem with your child's class teacher.

If you wish your child to be included, please fill and sign the consent form below and return it to the school by _____ (*enter the deadline date here and below in Consent Form*).

Should you have any queries, please feel free to contact the school.

Yours faithfully,

Yours faithfully,

Support Teacher

Principal

Literacy Support Consent Form _____ (*please enter the school year here*)

Please tick ✓ the appropriate box:

I wish my child _____ (*enter your child's name here*) to avail of learning support (English)

I do not wish my child _____ (*enter your child's name here*) to avail of learning support (English)

Signed

Date

Bohola NS SEN Whole School General Annual Schedule

<p>September</p>	<p><i>In the following numerical order....</i></p> <ol style="list-style-type: none"> 1. Review the School Provision Plan and make amendments 2. Review and complete SET Team timetables 3. Distribute the teacher feedback forms from the previous class teacher to the current class teacher (e.g. 1st feedback form, June, given to 2nd class teacher in September) Copies to be returned to principal 4. Distribute School Provision Plan and standardised test information per class to class teacher, class teachers to familiarise themselves with any current 'stage 1' school support plans (green) pertaining to their new class (review time in October) 5. Screening of senior infant and 1st classes 6. SEN team meeting 7. Scheduled collaborative meetings between class teachers and SEN team 8. Scheduled classroom observation 9. Draw up IPLPs and IEPs with class teachers, support teachers, principal, parents and pupils (Actions 2-5) 10. Support teaching/team teaching begins after Actions 2-5 are complete 11. Team meeting re: filling in collaboration stages 1-5 properly
<p>October</p>	<ul style="list-style-type: none"> • Testing (General Ability) 1st Class & 4th Class • SEN Team meeting • SEN Continuum of Support Stage 1 - <i>Audit and Communicate</i>
<p>November/December</p>	<ul style="list-style-type: none"> • Parent/Teacher Meetings • SEN Team meeting
<p>January</p>	<ul style="list-style-type: none"> • SEN Team meeting
<p>February</p>	<ul style="list-style-type: none"> • IPLP/IEP reviews with class teachers, support teachers, principal, parents and pupils - pre mid- term break (Action 6) • New admissions Flags for end of February
<p>March/April</p>	<ul style="list-style-type: none"> • Middle Infant Screening Test (MIST) - Senior Infants. • SEN Team meeting • Triail Ghaeilge Dhroim Conrach - 2nd, 4th, 6th • SEN Continuum of Support Stage 1 - <i>Audit and Communicate</i>
<p>May</p>	<ul style="list-style-type: none"> • Standardised Testing - 1st Class - 6th Class. • SEN Team meeting • SNA letter to parents re: any extra care needs info • Distribute Teacher SEN Feedback Form to class teachers for return to Principal in 1st week in June
<p>June</p>	<p><i>In the following numerical order....</i></p> <ol style="list-style-type: none"> 1. Belfield Infant Assessment Profile (BIAP) - Junior Infants/selected pupils 2. SEN Continuum of Support Stage 1 - <i>Audit and Communicate</i> 3. Prep. work for IPLP's and IEP's with class teachers 4. Set date for September's collaborative meetings. 5. Set Action 1 in motion (Appendix F) 6. The SEN Team fill in Appendix E of this SEN policy (Action 1 - "identification of pupils with Special Education Needs") 7. SEN timetabling for new school year (provisional)

Resources

- National Council for Education website www.ncse.ie
- National Educational Psychological Service (NEPS) website
<http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Home-Page.html>
- Special Education Support Service website www.sess.ie
- Irish Learning Support Association (ILSA) website www.ilsa.ie
- Irish Association for Teachers of Special Education website www.iatse-online.ie

Glossary of Terms

Accommodations/Adaptations/Differentiation: Strategies to support pupils in achieving the learning outcomes of the curriculum.

Assessment: A systemic process of gathering information to inform appropriate decision making.

Assistive Technology: Any technological device used to assist a pupil's learning

Collaborative Teaching: An interactive process where the teachers plan, implement, and review a teaching programme.

DES Circulars: Information Circulars issued by The Department of Education and Skills. The circulars are the prescribed guidelines that must be followed in all schools funded by the DES. Copies of these circulars are available on www.education.ie.

Diagnostic Test: Tests designed to provide specific information about a pupil's strengths and weaknesses in certain aspects of learning.

Differentiation: *Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.*

EYES: Early Years Easy Screening Test

Early Intervention: Some pupils in the junior classes (Junior Infants - 2nd Class) can experience difficulties in acquiring skills in the early years. Staff members focus on giving these pupils support with their learning at the earliest opportunity. This support may be in class, in a small group or on an individual basis.

EPSEN: Education For Persons with Special Educational Needs Act 2004.

IEP: Individual Education Plan. This is a written document prepared for a named pupil which specifies what learning targets are to be achieved over an instructional term and sets out the teaching strategies, resources and supports necessary to achieve these targets, e.g. resource hours, teaching materials used, etc.

IPLP: Individual Profile and Learning Programme (for pupils receiving Stage 11 and 111 Learning support): A written document prepared for a named pupil which specifies what learning targets are to be achieved over an instructional term and the teaching strategies, resources and supports necessary to achieve these targets.

Instructional term: A period of teaching lasting between 13 and 20 weeks.

LITH: Low Incidence Teaching Hours

MIST: Middle Infant Screening Test. Used in Senior Infants.

NEPS: National Educational Psychological Service

NCCA: National Council for Curriculum and Assessment

NCSE: National Council for Special Education. The state body which decides on allocation of resource hours, assistive technology and SNA support for individual children with special education needs, 13 www.ncse.ie.

Percentile Rank: Indicates a pupil's academic standing in both literacy and numeracy (See Sten Score) relative to pupils in a comparison (norm) group, e.g. all pupils nationally at the same class level or in the same age range.

Paired Reading: A method of fostering reading fluency where the emerging reader is 'coached' by parent or adult to 'model' their reading.

Peer Tutoring: A learning method where pupils work in pairs to assist each other in a particular skill/task.

Cooperative teaching: When for example, a class and support teacher work together in the same classroom, taking children in groups, pairs or individually. This is also referred to as In-Class Support.

SENO: Special Education Needs Organiser. Designated contact person for the NCSE.

SNA: Special Needs Assistant

SEN: Special Education Needs refers to learning, or other need which requires extra support from the school, parents/guardians or outside agencies.

SESS: Special Education Support Service

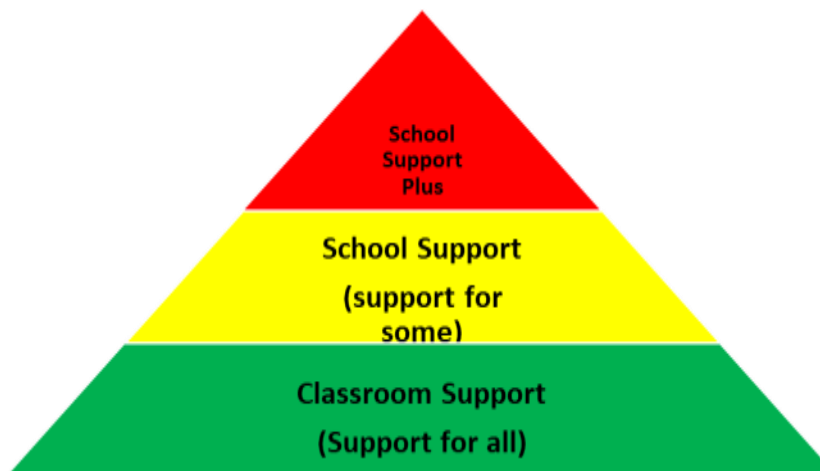
SET: Special Education Teacher (Support Teacher)

STen Score: Standard format for reporting pupil scores on standardised tests to the DES. The scale ranges from 1-10, with 10 being the highest. Scores from 4-7 are regarded as being in the average range.

Appendix 1

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

A Continuum of Support



Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concern. We gather information, we put together a plan and we review it.

Student Support File, Log of Actions

Date	Actions

SUPPORT PLAN*

*Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)*

To be completed by the Teacher(s)

For help, see 'SEN, A Continuum of Support - Guidelines for Teachers', *BESD: A Continuum of Support - Guidelines for Teachers* pp.71-74; *A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers*, pp. 51, 53, 54, 57.

Student's Name:		Age:	
Lead Teacher:		Class/Year:	
Start Date of Plan:			
Review Date of Plan:			
Student's Strengths and Interests:			
Priority Concerns:			
Possible Reasons for Concerns :			
Targets for the Student:			
Strategies to help the Student Achieve the Targets:			
Staff Involved and Resources Needed:			
Signature of Parent(s)/ Guardian(s):			
Signature of Teacher:			

SUPPORT REVIEW RECORD*

Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

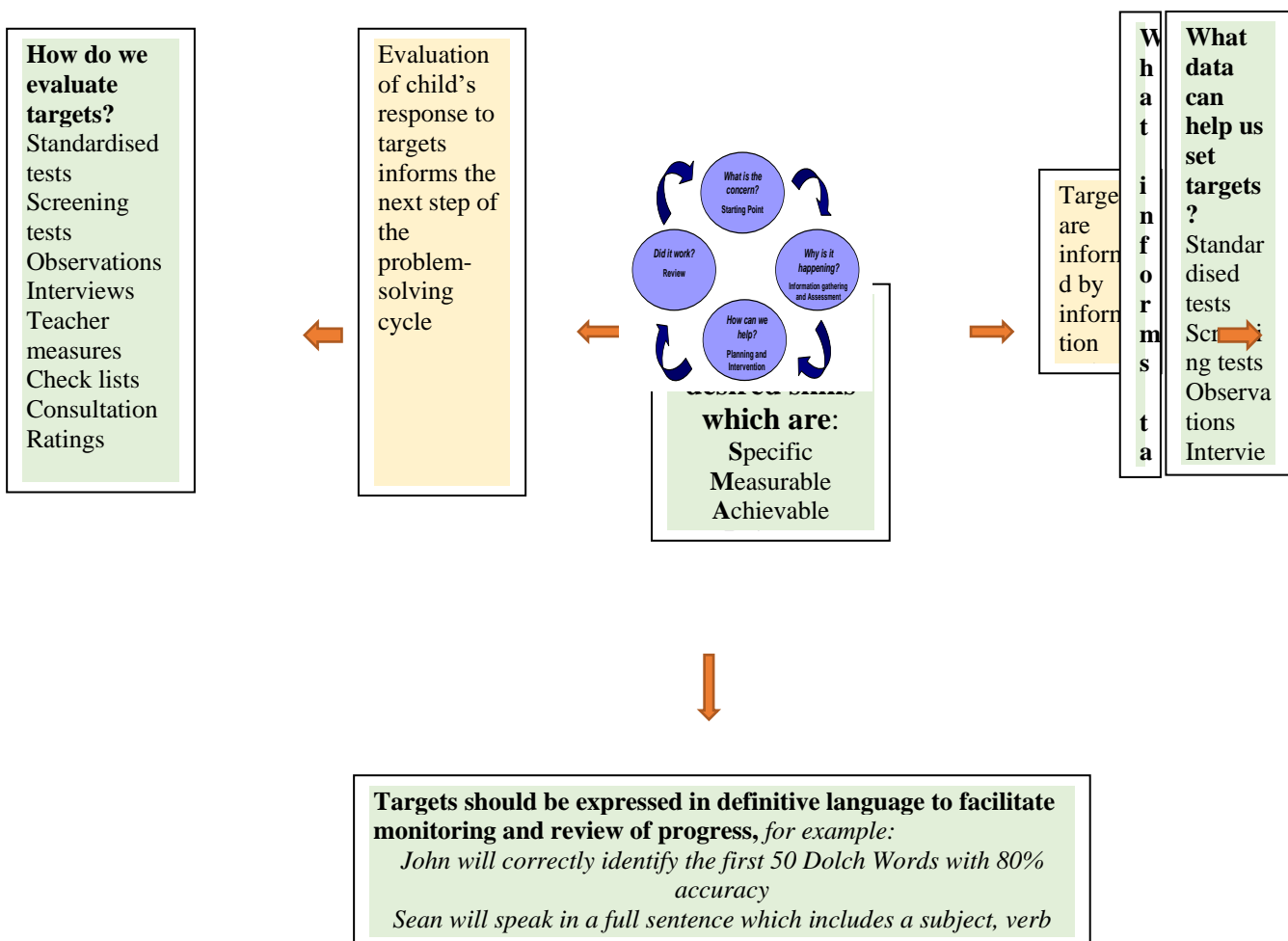
For help, see 'SEN: A Continuum of Support - Guidelines for Teachers', 'BESD: A Continuum of Support - Guidelines for Teachers', 'A Continuum of Support for Post-Primary Schools, Resource pack for Teachers', 'Student Support Teams in Post-Primary Schools'.

Student's Name:	Class/ Year:	
Names of those present at review:	Date of Review:	
What areas of the plan have been most successful and why?		
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?		
Have the student's needs changed since the start of the plan? If so, how?		
Recommended future actions - what, how, who, when?		
Any comments from the student?		
Any comments from the parent(s)/guardian(s)?		
Signature of parent(s)/ guardian(s):		
Signature of teacher(s):		

Outcome of Review (tick as appropriate):			
	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support		Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
	Continue at Current Level of Support		Request consultation with other professionals

*A consultation with a NEPS psychologist/ other professionals may contribute to this review

Appendix 2: Target-setting as part of the problem-solving-framework



Appendix 3:

Support Checklist		
Name:	Age:	Class:
General Information:	Date Checked:	Comments:
1. Parent(s)/Guardian(s) 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 4

Exceptional Ability & Giftedness Policy

Definition and Background:

'An able child is one that achieves or has the ability to achieve at a level significantly in advance of their peer group. This may be in all areas of the curriculum or in a limited range'. (Eyre, 1999)

- Children who are considered gifted may have been assessed by a psychologist and found to have a high level of intelligence (an IQ score of 130+, 98th Percentile)
- Giftedness is recognised as a 'disability' or special education condition in the Education Act (1998).

School Ethos:

We, the teaching staff at [Insert School Name] have agreed to cater for those pupils who are exceptionally able in **academic** areas (i.e. the top 2% of the school population).

Those pupils who show exceptional talent in **non-academic** areas e.g. psychomotor ability, mechanical aptitude, visual and performing arts ability, will be given information regarding the relevant outside agencies.

Procedure for identification of pupils with Exceptional Ability

Criteria for Assessment:

1. A range of strategies may be used to identify exceptionally able pupils:

- Annual standardised tests
- NRIT
- Psychological Assessments
- Teacher observation
- Parental requests
- Referral by other individuals, schools or organisations.

2. From first class onwards, pupils who score on or above the 98th percentile in the Micra **and** Sigma tests will then do the NRIT, NVRT and BPVS to gain a more definitive guide of their ability.

3. Where a teacher observes children displaying exceptional ability in a specific academic area, then further assessment may be carried out to establish giftedness. Where it is a non-academic area, the parent will be informed of outside agencies more suited to the development of the pupil's giftedness.

Catering for Pupils with Exceptional Ability:

Pupils who meet the criteria for exceptionally able (IQ of 130+) will be catered for within the classroom based on a differentiated programme of work **or** if deemed possible by the Principal may be offered extension classes on a withdrawal basis, subject to the approval of the pupil and their parents. These classes will form part of each SET's timetable where feasible.

Responsibility and Management:

1. The class teacher is responsible for differentiation within the classroom, including acquisition and distribution of teaching resources for differentiation.
2. The SET team will be responsible for the assessment stage of this process, organisation of extension classes including timetabling (where applicable), acquisition and distribution of information regarding referral and assessment by outside agencies.
3. The Principal will liaise with parents, SETs and class teachers throughout the process.
4. According to guidelines for professional development, costs will be paid by thing BoM to teaching staff who attend in-service training and courses about giftedness.

This policy is subject to review following the issue of NCCA Guidelines or at least every 3 years.

Policy was drafted in 2022-2023

Ratified by the Board of Management on _____

Signed: _____ Chairperson

_____ Principal

Date: _____

SUPPORT REVIEW RECORD*

*Classroom Support
 School Support (Support for SOME)
 School Support Plus (Support for A FEW)*

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

For help, see 'SEN: A Continuum of Support - Guidelines for Teachers', 'BESD: A Continuum of Support - Guidelines for Teachers', 'A Continuum of Support for Post-Primary Schools', 'Resource pack for Teachers', 'Student Support Teams in Post-Primary Schools'.

Student's name	Class/ Year	
Names of those present at review	Date of Review	
What areas of the plan have been most successful and why?		
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?		
Have the student's needs changed since the start of the plan, and if so how?		
Recommended future actions - <i>what, how, who, when?</i>		
Any comments from the student?		

Any comments from the parent(s)/guardian(s) comment?	
Signature of parent(s)/ guardian(s)	
Signature of teacher(s)	

Outcome of review (tick as appropriate)			
<input type="checkbox"/>	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	<input type="checkbox"/>	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
<input type="checkbox"/>	Continue at Current Level of Support	<input type="checkbox"/>	Request consultation with other professionals

*A
consultati
on with a
NEPS

psychologist/ other professionals may contribute to this review.

Appendix 5

IEP Planning/Review Sheet

Name of Student: _____ Class: _____

Progress to Date/ Strengths:

(The nature and degree of the child's abilities, skills and talents)

Areas for Improvement/Presenting Difficulties:

(The nature and degree of the child's special educational needs and how those needs affect his/her progress)

(The present level of educational performance of the child)

Summary of Special Educational Needs:

(The special educational needs of the child)

Special Educational Provision:

(The special education and related support services to be provided to the child)

Further Information: