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Bord Oideachais agus Oiliúna
na Gaillimhe agus Ros Comáin
Galway and Roscommon
Education and Training Board

CUAN NA GAILLIMHE CNS

- A STEINER EDUCATION



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SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

CONTENTS

1	Introduction	2
2	Purpose & Guiding Principals	2
3	Aims of the Policy	3
4	Roles and responsibilities.....	4
5	Enrolled Pupils with Emerging Needs	9
6	Whole School Framework and the Three Stages	9
7	Record Keeping.....	15
8	Organisation	15
9	Success Criteria.....	16
10	Timeframe.....	16
11	Implementation and Review	16
12	Appendix 1: Hierarchy of Criteria	17
13	Appendix 2 -References, Checklists and Guidelines	18
14	Appendix 3-Related Links	19

1 INTRODUCTION

We are an Irish Community National School using Steiner pedagogical methods to deliver the Irish national curriculum. We are a developing, mainstream school and will have all classes up to 6th class by September 2022.

We believe that education is best achieved in a warm and joyful environment where children are actively engaged in the learning process. We endeavour to create a positive and inclusive atmosphere that respects all children, regardless of their religious, social, cultural background or special educational needs. Through our arts-rich approach, we cultivate knowledge, creativity and practical skills. The Irish primary curriculum is delivered in an integrated and developmentally appropriate way with a strong emphasis on movement, music, art, handwork, drama, and outdoor learning. Our Steiner inspired approach to education allow the children chance to develop their autonomy and independence alongside with a heightened awareness of being part of a group and the need for regulating oneself in this context.

As teaching staff we continuously make an effort to try to understand the underlying reasons for abilities and behaviours displayed by a child that differs from what is usually expected of their age-group. We reflect on and try and comprehend the child's way of being in this world (through dialog, interactions, observations, assessments, communication with parents, diagnosis, colleagues, literature, courses etc.) in order to relate in a meaningful and appropriate manner to his or her, perhaps developmentally deviant, perspective, learning and thinking. We do this in order to try and understand and recognise both strengths and weaknesses of the child so that we might, through various approaches and educational tools, support and nurture a development that is most beneficial to the child.

2 PURPOSE & GUIDING PRINCIPALS

2.1 PURPOSE

The purpose of this policy is

- To outline procedures and practices to be followed in relation to supporting the academic, practical, social and emotional learning of all children in our school
- To outline our whole school approach to teaching and learning in relation to pupils with additional needs; enabling a realistic inclusion (presence, participation, growth, and achievement) of pupils with additional needs in our school
- To comply with legislation, circulars and guidelines; Education Act 1998, Equal Status Act, 2000, Department of Education and Skills (DES) Special Education Circular 0013/17 (a circular to the Management Authorities of all Mainstream Primary Schools that provides full details on the revised Special Education Teaching Allocation), and DES 2017 Guidelines for Primary Schools on how to support pupils with special educational needs in a mainstream school.

2.2 GUIDING PRINCIPALS

We believe that all children have the right to an education that is appropriate to them as individuals and to their individual needs. The children should be provided with an education that takes as its starting point each individual child supporting them to develop their abilities and reaching their potential. We encourage the embrace of perceived difference, difficulties or deficiencies as the norm by helping the children realise that all people have strengths and weaknesses – abilities and challenges.

The continuity, wherever possible, of one class teacher with one class throughout their primary years allows for the fostering of strong pupil-teacher relationships, a vital element when working with children with special needs.

The class teacher has primary responsibility for the progress and care of all pupils in the classroom and as a school we are fully committed to the principle of inclusion and strive to ensure that all our children feel that they are a valued part of our school community. We believe this is cultivated through careful consideration of the needs of each child and by either modifying the environment and activities or by providing support that will help the child to engage and participate. We make our best effort providing interventions in a manner that best meet the needs identified, which may be through class, group or individual teaching.

3 AIMS OF THE POLICY

- To enable the academic, practical, social and emotional learning of all students through their presence, engagement and achievement in our school.
- To provide supplementary teaching and support where necessary and within the limits of available provision from the Department of Education and Skills. Pupils with the greatest levels of need will have access to the greatest level of support. Supports provided to pupils with additional needs will be based on identified needs and will be informed by regular reviews of progress (in consultation with parents and possibly pupils), as outlined in the Continuum of Support Guidelines. Whenever possible pupils with additional needs will be supported by a teacher with relevant expertise.
- Nurture in all pupils a sensitivity towards others' needs and empathetic skills
- Develop resilience and affirmation of the children's abilities and strengths.
- Stimulate in all pupils feelings of empowerment, the ability to communicate and make a difference, and that they are part of a learning community that respect, encourage and celebrate all learners' contributions and achievements
- Enable the development of friendships in the classroom and school environment.
- Divide the roles and responsibilities among our school community in relation to pupils with additional needs.

4 ROLES AND RESPONSIBILITIES

4.1 THE BOARD OF MANAGEMENT

The Board of Management oversees the development, implementation and review of the school policy on supporting children with additional needs. They also ensure that adequate classroom accommodation, secure storage space and effective teaching resources are provided. Continuous Professional Development (CPD) is encouraged by the Board of Management and the Principal. The Board of Management will be informed by the principal about the working on this policy.

4.2 THE PRINCIPAL

The Principal has the overall responsibility for the day-to-day management of school's provision for pupils with special educational needs and the implementation and revising of the SEN policy and procedures.

- The principal ensures that staff are clear regarding their roles and responsibilities and ensures an effective involvement of parents, pupils and external professionals/agencies.
- Liaise with SENO regarding all aspects of special education provision
- Liaise with external agencies such as NEPS to arrange assessments of children with SEN
- Facilitate the continuing professional development in relation to education of pupils with special educational needs
- Select children for psychological assessment (with NEPS) in consultation with class teachers and support teacher
- Allocate time within the school timetable for the SET to plan and consult with teachers and parents

4.3 SEN CO-ORDINATOR

The role of the special needs co-ordinator:

- Collaborate and communicate with the principal in relation to SEN matters on an on-going basis.
- Oversee the implementation of the school's SEN policy and procedures
- Oversee documentation and creation of programmes with regard to SEN. For example; assessments, reports, Student Support Files, IEPs, PPPs
- Coordinating of timetabling of all SET sessions
- Supporting SNA applications for pupils as required
- Assisting Principal with timetabling and duties of SNAs
- Providing support and advice to SNAs
- Regularly meet with class teachers to discuss the needs of the pupils in their class.
- Maintain a record of these meetings and decisions made.

- Liaise with outside agencies in relation to SEN and assessments.
For example; SENCO, Psychologists, Speech Therapists, Occupational Therapists
- Attending professional development courses in relation to SEN and relaying information back to staff
- Liaise with previous and future education/service providers in order to provide a continuity of support to pupils with SEN
- Annual updating of selection criteria to identify children in need of support
- Overseeing standardised tests, organising test booklets, collection and proper filing/storage of results

4.4 THE CLASS TEACHER

The class teacher has the primary responsibility for the education of all children in their classes, including children who struggle in their education or are selected for additional support. The class teacher is responsible for engaging with this SEN policy and procedures, and for consulting with parents and relevant school staff whenever they deem it necessary.

Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued. Classroom teachers should ensure that they plan 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. Class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs. These could include:

- co-operative teaching and learning within the classroom
- collaborative problem-solving activities
- heterogeneous group work
- differentiation
- diverse interventions to promote social and emotional competence
- peer learning

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, abilities and persistence should be gradually developed, extended and motivated, 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 if deemed necessary, 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. This could include:

- active learning
- small-group tuition
- individual teaching
- scaffolded instruction (e.g. model/demonstrate, describe concepts in multiple ways, incorporate visual aids, give students talk time, check for understanding, activate prior knowledge)
- environmental adaptations to promote curricular access
- access to movement activity/sensory stimulating materials

4.5 THE SPECIAL EDUCATION TEACHER (SET)

The special education teacher is responsible for engaging with this SEN policy and procedures, and for consulting with parents of pupils with SEN and relevant school staff whenever they deem it necessary.

The SET 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, cooperative teaching, small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported by the SET in-class or withdrawn from the main classroom activities.

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
- supporting behaviour/modification programmes
- assistance with sensory modulation
- development of strategies to support self-regulation and anger
- 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. 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.

Collaboration between class teacher and SET:

Regular consultation and liaison with class teachers is essential and formal planning and consultation time is timetabled on the SET's timetables weekly.

4.6 THE SPECIAL NEEDS ASSISTANT (SNA)

SNA support is provided specifically to assist the schools to cater for the care needs of pupils with disabilities in an educational context, where the nature of these care needs have been outlined in professional reports as being so significant that a pupil will require adult assistance in order to be able to attend school and to participate in education (Circular 0030/2014 DES)

The special needs assistant is allocated to provide support for the care and/or behavioural needs of pupils with a diagnosed disability. Personalised Pupil Plans are used to record the care needs of pupils and the pathways towards independence. Details of personalised pupil plans (PPPs) are recorded and securely filed in the pupils' files in the school office. When a system has been set up for it, PPP's will be recorded with Student Support Files (SSFs).

The SNA's work will be supervised either by the principal or the class teacher. Support and advice is also provided by SET co-ordinator.

The SNA duties involve tasks of a non-teaching nature such as:

- support the needs of pupils in effectively accessing the curriculum
- contribute to the quality of care and welfare of the pupils
- support learning and teaching in and outside of the classroom, encouraging independence and participation in class activities or recreational activities during break times
- ensure the safety of the SEN pupils during break time, and be present for the duration of the yard breaks along with the teachers on duty
- assistance with clothing feeding toileting and general hygiene
- assistance with out-of-school visits, walks and similar activities
- attend, where possible, training courses/workshops provided by the BOM
- attend IEP meetings and/or meetings with relevant professionals, when necessary
- maintain a record of support provided to their SEN pupil

4.7 PARENTS/GUARDIANS:

Collaboration and sharing of relevant information between home and school are essential elements in our school and SEN policy. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning. The 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 and our daily co-operation with the child. Information about underlying developmental differences and characteristics that might otherwise be invisible to the eye might help us realise and understand crucial or fundamental differences perhaps causing learning difficulties or challenging behaviours.

In order to assist the school in its efforts to prepare for and support the educational and physical needs of the child relevant to his/her ability or special needs, and to profile the support services required, the school requests that the parent/guardian of the child:

- Informs the school of any special needs, any information pending from health professionals, and/or concerns regarding their child's development as early as possible in the pre-enrolment /enrolment process.
- Ensures that copies of the child's medical and/or psychological report(s) are provided to Cuan na Gaillimhe CNS as soon as they are available. This information will be treated as confidential.
- Where such a report is not available, the school will request that the parent/guardian has the child assessed as soon as possible. Following receipt of these report(s) the Board will assess how the school can meet the needs specified therein. Where the Board deems that further resources are required, it will request the SENO to provide the resources required to meet the needs of the child as outlined in the psychological and/or medical report.
- The Principal may meet with the parents/guardians of the child to discuss the child's needs and the school's suitability or capability in meeting those needs.

Cuan na Gaillimhe CNS requests that parents/guardians:

- 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 principal, class teacher or special education teacher
- support the targets outlined in their child's support plans and engage in all suggested home-based activities
- avail of opportunities to work collaboratively with the school through various activities and initiatives throughout the school year.

4.8 PUPILS

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

- be given the opportunity to contribute to the setting of the medium and short-term learning targets
- become familiar with the targets that have been set for them
- develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

5 ENROLLED PUPILS WITH EMERGING NEEDS

We use the Continuum of Support Framework (COS) set out by the Department of Education to identify and support children with additional needs and to allocate resources. In line with 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. Using this framework 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.

6 WHOLE SCHOOL FRAMEWORK AND THE THREE STAGES

All pupils are supported by the Whole School Framework. This is where pupils are socialising and learning, supported by best practice modelling, policies, broad curricula, forward planning, reflective practice, relevant and varied methodologies, appropriate resources and assessments.

If pupils need extra support to achieve this, they then progress to Classroom Support Level or Stage One.

6.1 STAGE 1 – CLASSROOM SUPPORT

Procedures for the early identification, intervention, and tracking, of additional needs of pupils

Classroom support is the most common, and typically the first response to emerging needs. The starting point for the Classroom Support process is when a teacher and parent/guardian share concerns regarding a student's learning and/or social development in school, suggesting that this student has distinct and individual needs. At this point some simple classroom interventions will have already been tried - such as differentiation, adjustments to the learning environment and/or adjustments to teaching style.

Concerns, however, will have remained about:

- student skills and/or behaviour that appear to be falling in below the typical range for his/her age and appear to be impacting on the student's learning and/or socialisation
- the student's response to the simple classroom interventions that have been already tried

Relevant steps of action:

- Teacher observation in the classroom/diverse learning contexts, during break time, and open communication with parents.
- Classroom modifications are recorded by the class teacher in their planning (differentiation)
- Parental observation and open communication with teacher
- Pupils may voice their own needs and concerns
- Formal assessments may be used in conjunction with teachers' own observations and informal assessment in determining which children need supplementary teaching.
- Senior Infants teachers might make use of the BIAP assessment (language/communication/motor/learning difficulties).
- Class one is assessed using the MIST (Middle Infants Screening Test).
- Class teachers from 2nd to 6th class use standardised tests for literacy and numeracy (Sigma T and Micra T)
- Concerns are recorded, as well as the student's strengths and interests.
- Ideas are discussed on how to address the student's needs within the classroom and at home.
- The class teachers will provide additional support in the classroom; e.g. through differentiated learning activities/materials/methods. The teacher might reduce/offer sensory stimuli or reduce/increase tasks from the curriculum to suit the needs of the child. The class teacher may involve the child in individual or group teaching, specific tasks to do at home (in collaboration with parents), movement breaks may be scheduled to help the pupil self-regulate, technology may be used to support the child's abilities and learning.
- Principal/special educational teacher may be involved for consultation/advice/observation with regards to relevant checklists, interventions and to record and place each pupil on COS
- A Classroom Support Plan is drawn up and signed by the class teacher and parents/guardians and implemented for an agreed time span.
- When writing targets, the teacher aims to remember targets as SMART (Specific, Measurable, Achievable, Relevant, Time Limited).
- The plan is reviewed on an on-going basis, usually after 1-2 terms.
- The Classroom Support Plan, together with reviews, checklists used and other related documents (such as a records of consultation with the NEPS psychologist) will be kept within a Student Support File – a file specifically for that particular student - allowing the school to track the student's progress and needs over time.

Most students' initial needs will be met through classroom based interventions and return to the Whole School Framework. If the child does not progress to a satisfying degree the child will be referred to School Support (Stage 2).

6.2 STAGE 2 – SCHOOL SUPPORT

Referral to Special Education Teacher (SET)

In some cases, interventions at classroom support level are not enough to fully meet the pupil's additional educational needs and a School Support Plan may therefore be required. The decision to initiate a School Support Plan is usually taken as a result of the review of a Classroom Support Plan, by the class teacher and parents/guardians, in collaboration with the support teacher in the school.

Relevant steps of action:

- Pupils will usually have completed an agreed term (usually 1-2 terms) at Classroom Support Level before they progress onto School Support Level.
- Parents must consent that School Support intervention is required.
- The School Support Plan will be informed by gathering of information about the student, which may include diagnostic assessment and observation of the student's learning and/or behavioural/emotional/social skills.
- The support teacher or the class teacher is responsible for administering and interpreting any diagnostic tests.
- To progress to School Support in Literacy, Numeracy and Social Skills the following pupils are prioritised: (Also see Appendix 1)
 - Pupils from 1st to 6th at or below the agreed cut off percentile in Numeracy and Literacy in standardised assessments. Baseline score cut offs may differ from year to year depending on the number of pupils on COS and the allocation of support team posts by the DES.
 - Senior Infants identified by the class teacher through screening such as MIST or Drumcondra Early Number
 - Junior Infants identified as having language/communication/motor/learning difficulties identified by BIAP
 - Pupils identified by parents and teachers who have additional needs in Social Skills and who have previously had Classroom Support for these needs with limited success.
- It is important that parents are informed if further school-based assessments or diagnostic testing should be carried out and the action that will be taken on the results that testing may yield. Parents should be given adequate time to consider their options before signing any forms.
- In the event of a parent refusing to grant consent for supplementary teaching or for further assessment, this should be clearly noted, dated and signed by the parent and the teacher on the consent form.
- Supplementary teaching is arranged according to need and time available. Pupils may be taught individually or in groups, through withdrawal or in class sessions as appropriate.
- The School Support Plan is drawn up and signed by the class teacher, support teacher, principal, and parent(s)/guardian(s) and implemented for an agreed time span.
- The plan is reviewed on an on-going basis.

- The School Support Plan, together with reviews, checklists used and other related documents (such as a record of consultation with the NEPS psychologist), will add to the body of information that is already contained within the Student Support File, allowing the school to continue to track the student's progress and needs over time.

Supplementary teaching may be reduced or discontinued if diagnostic tests and or teacher observations show that the pupil can return to Classroom Support or indeed to the Whole School Framework. A pupil transfers to School Support Plus (Stage 3) when Stages 1 and 2 have been followed as described above, but the child's response to intervention has been limited.

6.3 STAGE 3 – SCHOOL SUPPORT PLUS

Consultation or Referral for assessment of a pupil by an Agency 'outside of school'.

If a pupil's special educational needs are significant, severe and/or persistent, they are likely to need intensive support at stage 3. School support plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. Information from Classroom Support 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 the child's individual education plan.

Examples of actions:

- A decision is made through a formal meeting, to request a child is referred to or assessed by an outside agency (e.g. NEPS, private educational psychologist, SENO, paediatrician, speech and language therapist or an audiologist). The meeting include parents, class teacher, support teacher, and the Principal if necessary.
- Parents/guardians will be asked to sign a form stating that they wish the school to make or support a referral.
- Parents supported by the school, apply for Speech and Language, Occupational Therapy or Behavioural/Clinical Assessments. Occasionally school visits are scheduled by these outside professionals.
- The Principal will contact NEPS or the relevant psychological or support service to arrange a referral if an Educational Psychological assessment is required.
- The class teacher fills in the referral form in consultation with the appropriate school personnel.
- The child's file recording that Stages 1 and 2 were followed, should be available to support the assessment process.
- Following referral external professionals may visit the school to meet with the pupil, parents/guardians, Principal, class teacher and/or support teacher as appropriate and the assessment will be conducted. Assessments generally take place in school during school hours.

- An assessment should be followed by a return visit to the school at which recommendations will be considered and an appropriate response agreed.
- Complex needs may/may not be diagnosed. Pupils with complex needs may need a specialised approach and how best to proceed will be discussed with parents.
- Students needing support at this level will have their needs and interventions detailed and monitored in a School Support Plus Plan.
- In consultation with the parents/guardians and relevant specialists the special education teacher and class teacher will draw up this plan with recommendations from the outside agency.
- The School Support Plus Plan, together with reports from other professionals, consultation records and other relevant documents, will add to the body of information that is already contained within the Student Support File – allowing the school to continue to track the student’s progress and needs over time.

6.4 WHOLE SCHOOL STRATEGIES FOR PREVENTING LEARNING DIFFICULTIES AND SUPPORTING CHILDREN IN REACHING THEIR POTENTIAL

6.4.1 PROMOTION OF LITERACY AND NUMERACY:

- Development of agreed approaches to language development and to teaching English and maths in order to ensure progression and continuity from class to class
- Provision of additional support in language development and relevant early literacy and maths skills to pupils who need it. (See appendix 1)
- Implementation of paired reading and shared reading programmes involving adults/parents and pupils in the school
- Story time, class library time, DEAR time, reading buddies, word games,
- Show & tell, presentation of classwork and dramatization, authors’ chair
- Daily versatile use of rhyme, rhythm, song, movement/coordination activities
- On-going structured observation and assessment of the language, literacy and numeracy skills in the lower classes to facilitate early identification of possible learning difficulties

6.4.2 EARLY INTERVENTION STRATEGIES

An early intervention to support children with needs is very important. It is important to identify and assess children with additional needs early so that effective interventions can be put in place.

- In the Infants classes observation and assessment of individual children noting language, gross/fine motor skills, self-care, social and emotional development are used.

Screening tests such as the BIAP may be administered in **Senior Infants class during their second term in school**. Prior to moving up to the more formal school setting

“Cuan na Gaillimhe CNS Class One Readiness Assessment Screening” is used to assess; Hand/eye co-ordination, movement and balance (gross), spatial awareness body geography and Auditory Processing, Kinaesthetic screening and Basic Numeracy, Fine

motor skills, Dominance, Midlines, Laterality, Eye-tracking, Drawing, Visual, Kinesthetic and Auditory memory.

- MIST (Middle Infants Screening Test) is administered to all pupils in **First class during the second term** of the school year. This is used to identify children who are finding the basic literacy concepts challenging. If needs are identified support is implemented in a variety of ways and in collaboration between class teacher and special education teacher.
- Varying forms of support are available and deployed depending on the individual child's needs and available hours. In-class support ensures inclusion of children with difficulties in their learning difficulties and those with diagnosed SEN in the classroom. Withdrawal of individual pupils or small groups for intensive work within a specific time frame (usually a term). Team-teaching where support teacher work together with class teachers.
- Offering body of exercises (called the Extra Lesson), which are largely directed at body coordination and movement development.
- Form Drawing is used both in class and in supplementary teaching. It has a movement component can strengthen the sense of balance, dexterity, and support the children's concentration and focus.
- The Friends Programme may be used as a means of preventing the emergence of behavioural difficulties; preventing anxiety and building resilience.

6.4.3 STUDENT SUPPORT FILES(SSFS).

The Student Support File is a document which serves to provide measurable and achievable targets for the pupil based on assessment. Interventions are agreed with parents and teachers. When writing targets, the teacher aims to remember targets as SMART; Specific, Measurable, Achievable, Relevant, Time Limited.

6.4.4 TIMETABLING AND ORGANISING SUPPLEMENTARY TEACHING

(see Circular 10013/17)

- The Principal, special education needs coordinator and class teachers collaborate to draw up a timetable which includes individual, pair and small group sessions. These sessions are held in-class or during withdrawal sessions outside or in a resource room, depending on the pupil's needs.
- Every effort is made to ensure that pupils do not miss out on the same curricular area each time they attend supplementary teaching outside the classroom.
- The co-operation of the class teacher's, support teacher and SNA is essential in drawing up timetables and also in accommodating changes in timetables throughout the school year.
- The needs of the pupil must come first in conjunction with the teacher's needs and accommodation. The support teacher will adapt their teaching approaches and strategies to meet the individual needs of the pupils on their caseload.

6.4.5 SUPPLEMENTARY TEACHING FOR PUPILS FOR WHOM ENGLISH IS A SECOND LANGUAGE

- Pupils for whom English is a second language are generally placed in an age appropriate class.
- In general, as per Circular 12/96 the pupil may qualify for exemption from Irish, the school will complete the necessary documentation to obtain this exemption.
- Pupils will be placed on COS and receive support if required. (See appendix 1)

7 RECORD KEEPING

- Pupil files containing Students Support Files (SSF) and reports from outside agencies are held in a central locked location in the school office.
- Records of attendance and results of tests taken are uploaded to the child's file on Aladdin.
- Aladdin will be set up for uploading SSF's.
- The class teacher, support teacher, SENO, psychologist, inspector, special needs assistant, health workers and parents have access to these records on request, respecting the pupil's entitlement to confidentiality.
- Parental permission should be sought for agencies outside of the school, to view the records.
- All records must be stored in the school until the child is 21 years old.

8 ORGANISATION

Policies and Programmes that support this policy

- Code of Behaviour
- Admissions Policy
- Health and Safety Policy
- Anti-bullying Policy
- Child Protection Policy
- Substance Use Policy
- Relationships and Sexuality Education Policy
- Child Protection Statement
- Forest School Policy

9 SUCCESS CRITERIA

The aim of this plan is to ensure that the vision and aims of Cuan na Gaillimhe CNS as outlined at the start of this document are achieved. To assess whether this plan will make a difference to the teaching and learning in our school, we will use the following criteria:

- How will we know that the plan has been implemented?
 - Are teachers referring to this plan?
 - Are the procedures outlined in this plan being consistently followed?
- What are the indicators that the school has achieved its aims?
 - Inclusion of pupils with special needs into our school
 - Progress of pupils with special needs in our school (assessments)
 - Review and evaluation of Student Support Files
 - Feedback from parents and children

10 TIMEFRAME

Many aspects of the plan are being implemented already. The plan is a working document and aspects of it may well need to be modified or amended as challenges are met.

11 IMPLEMENTATION AND REVIEW

This policy will be communicated to staff and the school community as appropriate and will be subjected to regular review. In accordance with the systematic cycle of review of policies adopted in Cuan na Gaillimhe NS, it will be reviewed initially after one year and then every two years, unless there is a compelling reason to review it earlier.

This policy was ratified by the Board of Management of Cuan na Gaillimhe CNS on the 8th of June 2020.

Chairperson of the Board of Management



To be reviewed: June 2021

12 APPENDIX 1: HIERARCHY OF CRITERIA

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

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

1. Pupils diagnosed as having significant and enduring Complex Needs.
2. Pupils scoring at/below the 10th percentile on standardised assessments in literacy.
3. Pupils scoring at/below the 12th percentile on standardised assessments in literacy (to allow for a margin of error).
4. Pupils scoring at/below the 10th percentile on standardised assessments in Mathematics.
5. Pupils scoring at/below the 12th percentile on standardised assessments in Mathematics (to allow for a margin of error).
6. Early intervention in literacy - Infant class pupils who continue to experience difficulties in early literacy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
7. Early intervention in Mathematics - Infant class pupils who continue to experience difficulties in early numeracy skills, despite interventions made by the Class Teacher at Classroom Support
8. Pupils who have English as an Additional Language (EAL) i.e. (a) pupils who arrive to our school without any English (b) pupils who have lived in Ireland less than two years, and whose English needs further support.
9. Pupils scoring at or below STEN 4 (30th percentile) on standardised assessments in literacy, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
10. Pupils scoring at or below STEN 4 (30th percentile) on standardised assessments in mathematics, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
11. Pupils experiencing serious difficulties with oral language / social interaction / behaviour / emotional development / application to learning, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
12. Transition to Post-Primary School
13. Gifted Pupils (those scoring above the 95th%ile in both English and Mathematics on Standardised Assessments and / or have been diagnosed by a NEPS Educational Psychologist as having a "superior IQ"). Interventions will be made in the first instance by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.

13 APPENDIX 2 -REFERENCES, CHECKLISTS AND GUIDELINES

A comprehensive explanation of each stage can be found in the Continuum of Support – Guidelines for teachers

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

Department of Education and Skills (DES) guidelines for Primary Schools on how to support pupils with special educational needs in a mainstream school

<https://www.education.ie/en/The-Education-System/Special-Education/Guidelines-for-Primary-Schools-Supporting-Pupils-with-Special-Educational-Needs-in-Mainstream-Schools.pdf>

Special Education Circular [0013/2017](#) provides full details on the revised Special Education Teaching Allocation

Student Support File

<https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Student-Support-File-Guidelines.pdf>

DES Special Education Needs A Continuum of Support Resource Pack for teachers DES
https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_resource_pack.pdf

Behavioural Emotional and Social Difficulties: A Continuum of Support

https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_besd_continuum_teacher_guide.pdf

[Exceptionally Able Students: Draft Guidelines for Teachers](#)

13.1 THE NCCA GUIDELINES

- Guidelines for teachers of students with mild learning disabilities: primary
- Guidelines for teachers of students with moderate learning disabilities: primary
- Guidelines for teachers of students with severe and profound learning disabilities: primary

are available for each subject [here](#).

14 APPENDIX 3-RELATED LINKS

[National Council for Special Education \(NCSE\)](#)

[Special Education Support Service \(SESS\)](#)

[Irish Association of Teachers in Special Education \(IATSE\)](#)

[Irish Learning Support Association \(ILSA\)](#)

[National Disability Authority \(NDA\)](#)