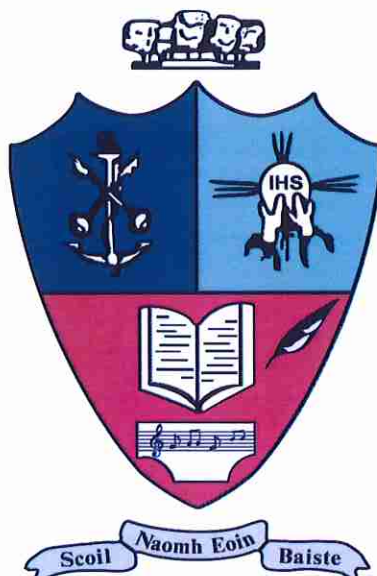


**St. John the Baptist  
Junior Boys' School**

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## **SEN Policy**

### **2022**

## **Introductory Statement**

This policy on SEN provision in St. John the Baptist Junior Boys' School was formulated in 2023, taking cognisance of directives contained in the 1998 Education Act; the Learning Support Guidelines (2000); the Education for Persons with Special Educational Needs Act (EPSEN) 2004; and recent DES Circulars, especially 13/17,02/05 and 52/2019.

The policy was discussed and further developed by the teaching staff of St. John the Baptist Junior Boys' School in January 2023 and discussed, accepted and ratified by the Board of Management of St. John the Baptist Junior Boys' School in February 2023.

### **1. School Information and Profile**

St. John the Baptist Junior Boys' School (also known as Belgrove JBS) caters for boys from Junior Infants to Second Class. It is situated in Clontarf, Dublin 3. The school opened an ASD class in September 2020 to cater for children with an ASD diagnosis within the area.

There are currently 334 pupils enrolled in the school. The school has an allocation of Administrative Principal, 14 mainstream class teachers, 1 ASD Class Teacher, 4 SEN teachers, One Cluster Teacher and 8 SNAs (4 Full time and 4 Part Time).

The allocation of both Special Education Teachers and Special Needs Assistants are subject to review by the NCSE and the DES.

### **2. Vision**

Our school celebrates the uniqueness of each child. We aim to provide an inclusive and integrated curriculum for all our pupils, where each pupil may maximise their potential for development.

The purpose of this policy document is to provide information to school personnel and parents on how we organise provision for teaching and support of children with special educational needs. The Education Act 1998 defines the term 'Special Education Needs' as 'the educational needs of students who have a disability and the educational needs of exceptionally able students.'

Thus, the term of special educational needs is broad and includes children who have difficulty acquiring literacy and/or numeracy skills, children with difficulties with fine or gross motor skills, children who have English as an additional language (if that impacts them adequately accessing the curriculum), children who have diagnosed disabilities, gifted students and students who are at risk – personal, emotional, social or educational.

In this document SEN can be taken to be special educational needs in this broad sense. For more specific protocols, one should refer to the schools Exceptionally Able Students policy, English as an Additional Language policy and the ASD Class Enrolment policy.

### **3. Aims of SEN Support**

- To support the inclusion of SEN pupils in primary schools
- To ensure the Staged Approach/ NEPS Continuum of Support is implemented.
- To identify additional needs that our pupils may have
- To enable pupils to participate in the full curriculum
- To encourage differentiation in the classroom
- To develop positive self-esteem and positive attitudes about school and learning in pupils
- To support attainment and behavioural, social and emotional functioning
- To enable pupils to monitor their own learning and become independent
- To involve parents in supporting their children through consultation and cooperation
- To promote collaboration among teachers in the implementation of whole-school policies on learning support for pupils
- To establish early intervention and prevention programs designed to enhance learning and to prevent/reduce difficulties in learning

### **4. Roles and Responsibilities**

The role of supporting learning is a collaborative responsibility shared by all of the school community:

The Board of Management; Principal Teacher; Class Teachers; Support Teachers; SNA; Parents; Pupils and External Bodies and Agencies.

It is important that everyone contributes to the implementation of our school plan on SEN Provision.

#### **4.1 Role of the Board of Management**

- Oversee the development, implementation and review of the SEN policy
- Ensure that satisfactory accommodation is provided for Support Teachers
- Ensure that teaching resources and secure facilities for the storage of records relating to pupils in receipt of SEN are provided

#### **4.2 Role of the Principal**

*As outlined in DES circular 0013/17, the Principal has overall responsibility for SEN procedures and practices in the school. The new allocation model states the Principal's leadership role is central and includes the following:*

The school Principal is required to:

- Assume overall responsibility for the development and implementation of the school's policies on special needs in cooperation with the SET team.

- Work with teachers and parents in the development of the school plan on learning-support and special needs.
- Monitor the implementation of the school plan on SEN and special needs on an on-going basis
- Monitor the selection of pupils for supplementary teaching, ensuring that pupils with the greatest needs receive the greatest supports
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils' needs and provide them with appropriate supports
- Keep teachers informed about external assessment services that are available and the procedures to be followed for initial referrals
- Liaise regularly with the SET team (every half term)
- Arrange classroom accommodation for the SET team
- Arrange for the provision of SEN funding and resources
- Organise and co-ordinate the construction of support plans. Ensure that individualised planning takes place
- Ensure that pupils who have been allocated SEN provision receive it
- Organise the funding and provision of appropriate assessment tests
- Complete application forms for outside agencies such as NCSE, NEPS and CAHMS, etc.
- Assume direct responsibility for co-ordinating SEN and special needs services
- Maintain a list of pupils who are receiving supplementary teaching and/or special educational services
- Co-ordinate caseloads/ work schedules of the support teachers
- Advise parents on procedures for availing of special needs services
- Liaise with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs
- Co-ordinate and organise SNA's work and timetabling
- 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
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and to ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area.

#### **4.3 Role of the SENCO**

*The Special Education Needs Coordinator is a member of the In-School Leadership Team and takes on the following responsibilities:*

##### Policy:

- Taking responsibility for formulating and updating the school's SEN policy

- Collaborating with the Principal Teacher and meeting with her once a month to discuss issues relating to the development and implementation of the School Plan on SEN and to the provision of SEN.

#### Selection:

- Monitoring the selection of pupils for supplementary teaching with the Principal and SET team, ensuring that support is focused on the pupils with very low achievement and very high achievement
- Identifying the level of support that is needed to meet pupils' needs, in conjunction with the Principal, Class Teacher and Parents.
- Assisting the Principal to co-ordinate caseloads/work schedules of the SET team when required

#### Assessment:

- Co-ordinating the administration by Class Teachers of a whole-school screening programme to identify pupils with very low achievement and/or learning difficulties in English and Mathematics.
- Consulting with Class Teachers on the identification of pupils who may need diagnostic assessment, taking into account:
  - The pupils' scores on an appropriate standardised screening measure
  - Agreed criteria for identifying pupils
  - Teachers' own views of the pupils' difficulties and needs
  - SET caseload
- Co-ordinating comprehensive diagnostic assessment for each pupil who has been identified as experiencing low achievement and/or learning difficulties.
- Keeping teachers informed about external assessment services that are available and the procedures to be followed for initial referrals. Researching current assessments for primary schools.
- Maintaining assessment tests
- Ordering standardised assessment scripts each year
- Distributing standardised assessment scripts to Class Teachers each year
- Maintaining the results of standardised assessments each year and share the results with the Principal.
- Advising Class Teachers about baseline and screening assessments in September each year.

#### Support Plans:

- Advising the Principal on the construction of Support Plans.
- Advising the Principal on current individualised planning best practice.
- Advising Class Teachers and SET about Support Plans.

### Co-ordination Activities:

- Maintaining a list of pupils who are receiving supplementary teaching at each stage of support- Classroom Support/ School Support/ School Support Plus.
- Advising Parents on procedures for availing of special needs services.
- Advising Class Teachers on procedures for availing of special needs services.
- Supporting the Principal to implement a tracking system at whole-school level to monitor the progress of pupils with learning difficulties.
- Advising the Principal about pupils who have been allocated SEN provision, when requested.
- Completing application forms for outside agencies such as NEPS, NCSE, CAMHS etc. in collaboration with Class Teachers and the Principal as required.
- Advising on “*effective timetabling practices that ensures continuity*” (Circular 13/17)
- Advising on Transition of pupils to the Senior School

#### **4.4 Role of the Class Teacher**

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

- Implement teaching programmes which optimise the learning of all pupils and, to the greatest extent possible, prevent the emergence of learning difficulties.
- Create a positive learning environment within the classroom.
- Differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class.
- Administer and correct standardised tests of achievement in literacy and numeracy, following the school’s guidelines.
- Discuss the outcomes of standardised testing with SET team to assist in the selection of children for supplementary teaching.
- Meet with Parents regarding any concerns about their child and update them regarding their progress.
- **Gather information and assess children presenting with needs to inform teaching and learning using the Continuum of Support.**
- **Open a Classroom Support File once additional needs have been identified and require classroom support.**
- Develop classroom support plans for children in receipt of Classroom Support.
- Collaborate with staff to develop Individual School Support Plans and IEPs for each pupil in receipt of School Support/ School Support Plus.
- Meet with Special Education Teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support and who require a School Support Plan.
- Collaborate with Special Education Teachers, relevant staff members and parents/guardians to develop an Individual Education Plan (IEP) for each pupil in receipt of School Support Plus.
- Regularly meet with Special Education Teachers, relevant staff members and parents/guardians to review School Support Plans.

- Where applicable, collaborate with the SET team regarding teaching aims and activities for team teaching.
- Adjust the class timetable to ensure that pupils in receipt of supplementary teaching will not be absent for the same subject/ activity during each session.
- Co-ordinate the role and responsibilities of the SNA in relation to the need of the pupils with SEN within the class(es) to which they are assigned.
- Liaise and seek advice from their SET team.

#### **4.5 Role of Special Education Teacher**

*The SET Teacher should:*

- Familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of need.
- Assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention.
- Collaboratively develop Individual School Support Files for each pupil selected for school support teaching with class teachers and other staff.
- Meet with class teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in support of School Support.
- Collaborate with class teachers, relevant staff, parents/guardians to develop an Individual Education Plan for each pupil in receipt of School Support Plus.
- Regularly meet with class teachers, relevant staff to review IEPs.
- Update and maintain planning and progress records for each individual or group of pupils in receipt of school support.
- Support whole-school procedures for screening.
- Administer and interpret diagnostic tests and inform class teachers and parents of the outcomes.
- Meet with parents regarding any concerns about their child and update them regarding their progress.
- Co-ordinate class groups and offer advice and support to class teachers regarding pupils on their caseload.
- Discuss the needs and progress of children on their caseload at planning meetings.
- Provide necessary information to a SEN pupil's receiving school once a transfer letter has been received or parental permission granted.

#### **4.6 Role of the Special Needs Assistant (SNA)**

*The duties of the Special Needs Assistant shall be carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/class teachers, the SNA will meet the care needs of the SEN pupils to which they have been assigned. (Circular 0030/2014)*

##### **Primary Care Needs SNA Tasks:**

These may include:

- Assistance with feeding
- Assistance with medicine  
The school registration form will require information to be given on any medical problem requiring medication, i.e. asthma, epilepsy, diabetes, anaphylaxis etc. There would be an initial meeting with parents to discuss the matter. Attention will be drawn to the school policy on the Administration of Medicines.
- Assistance with toileting and general hygiene.
- Assistance with mobility and orientation.
- Assisting teachers to provide supervision in the class, playground and school grounds.
- Non-nursing care associated with specific medical conditions.
- Care needs requiring frequent interventions including the withdrawal of a pupil from the classroom **when essential**.
- Assistance with moving and lifting of pupils, operation of hoists and equipment.
- Assistance with severe communication difficulties.

##### **Secondary Care Associated Tasks (SNA Tasks):**

The associated support tasks which may be carried out include:

- Preparation and tidying of workspaces and classrooms or assisting a pupil.
- Assistance with the development of Personal Pupil Plans for pupils with Special Educational Needs.
- Assist teachers and/or principal in maintaining a journal and care monitoring system for pupils including details of attendance and care needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities.
- Assistance with enabling a pupil to access therapy or psycho-educational programmes.
- Assistance to attend or participate in out of school activities.  
(See Appendix 3: Personal Pupil Plan)

#### **4.7 Role of Parents/Guardians**

*Collaboration and sharing of relevant information between home and school are essential elements of our SEN policy. Parents/Guardians through their unique*



*knowledge of their own children have much to contribute to their child's learning. Parents can support the work of the school in supporting their child by:*

- Providing a home environment in which there are opportunities for adults and children to participate together in language, literacy and mathematical activities in the early years before formal schooling begins.
- Supporting the work of the school by participating with their child in activities such as:
  - Book sharing/ reading stories
  - Storytelling
  - Paired reading (listening to and giving supportive feedback on oral reading)
  - Discussions about school and other activities to build vocabulary and thinking skills
  - Writing lists and short accounts about children's experiences
  - Counting and measuring and other activities involving number
  - Visits to the zoo, museum, library etc... to broaden the range of their children's experiences
  - Using ICT, where available, to support learning in literacy and numeracy
- Sharing any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at enrolment stage.
- Keeping the class teacher informed of the progress and challenges they observe in their child's learning.
- Attending meetings arranged by the class teacher, SET team and principal.
- Supporting the targets outlined in the child's support plans and engage in all suggested home-based activities.
- Informing Belgrove Senior Boys' School of their child's needs at the transition from 2<sup>nd</sup> Class to 3<sup>rd</sup> Class.

#### **4.8 Role of the Pupil**

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

- Be given the opportunity to contribute to the setting of the medium and long-term 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.

#### 4.9 Role of External Bodies and Agencies

*External bodies and agencies should:*

- Liaise with class teachers and SEN to optimise the quality of provision for pupils with special educational needs at the individual, group or whole-school level.
- Make relevant recommendations in developing support plans at each level of the Continuum of Support.

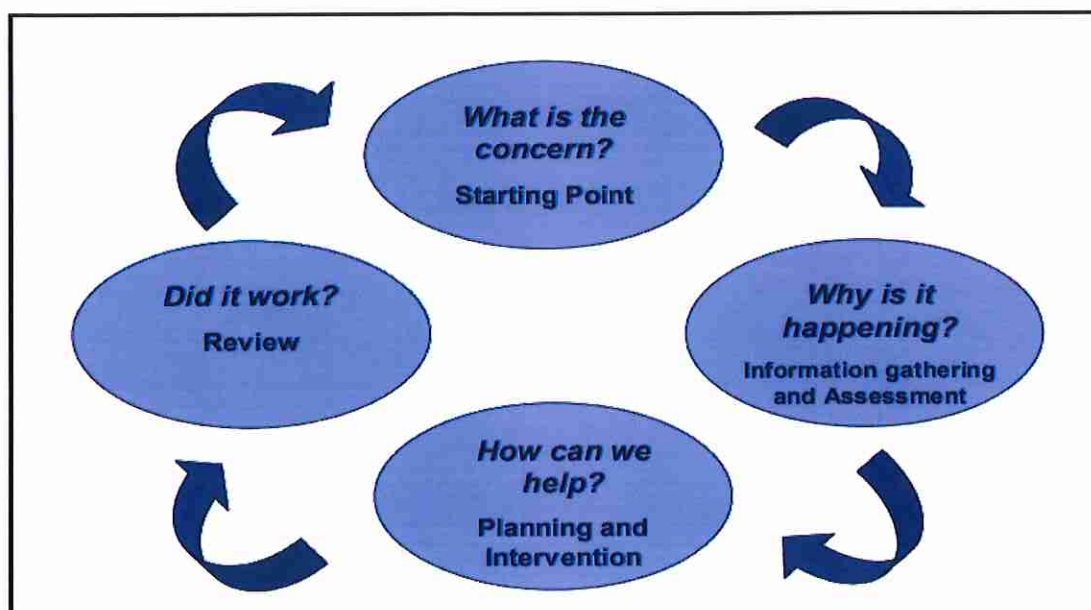
#### 5. Identifying Pupils with Additional Needs:

We use the Continuum of Support Framework set out by the Department of Education to identify and support with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified needs.

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.

The Continuum of Support encompasses a graduated problem solving model of assessment and intervention which enables us to gather and analyse data, as well as to plan and review progress of individual pupils.

The problem-solving process is illustrated as follows:



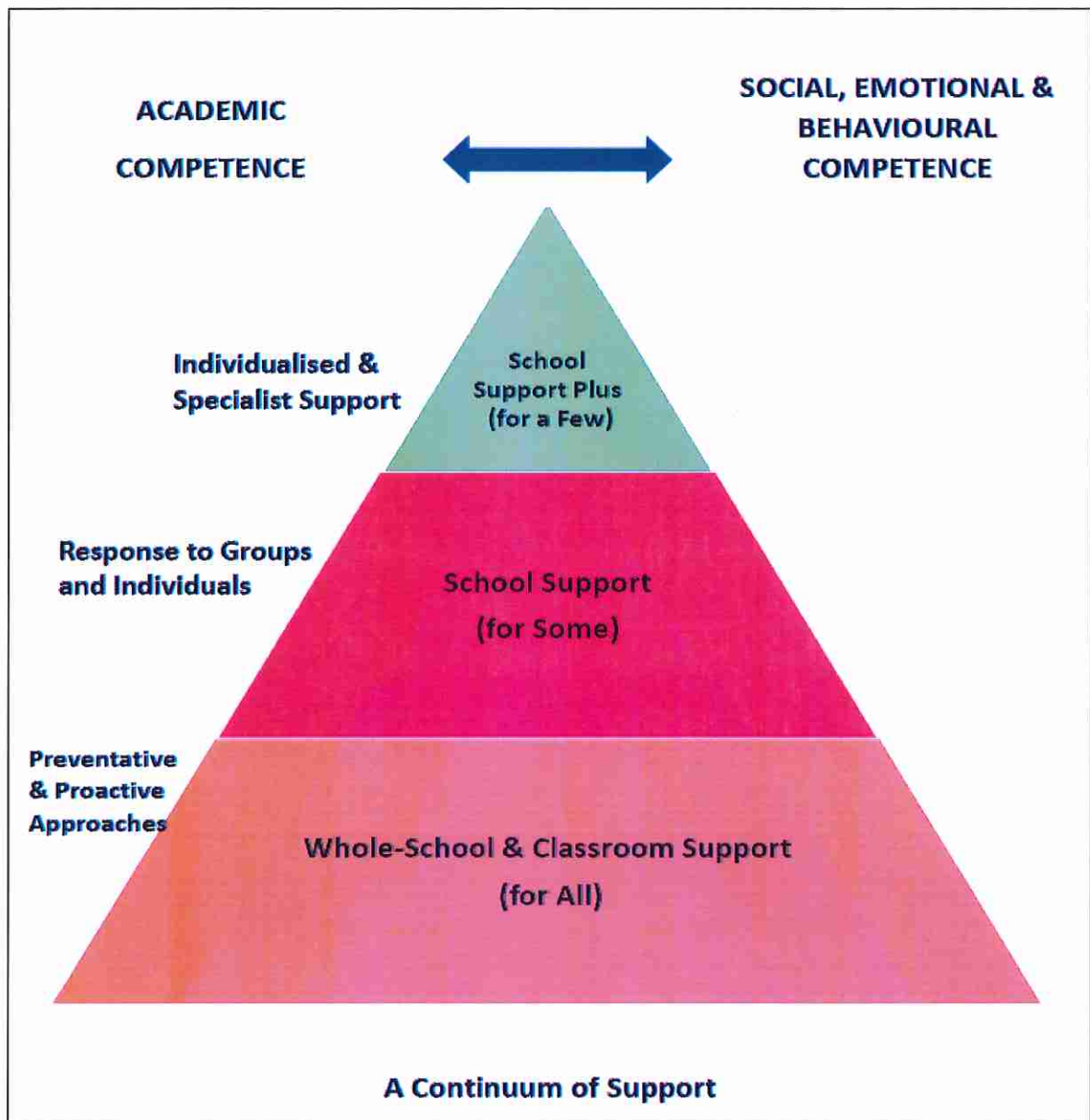
Using the Continuum of Support framework, we identify pupils' educational needs including academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

Once needs have been identified, the level of intervention and support provided is matched to those needs and their changing nature over time.

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible (as referred to in the Schools Policy for the Exceptionally Able)

The principle that pupils with the greatest level of need have access to the greatest levels of support is of primary importance.

The Continuum of Support suggests the following levels of support:



### **Stage 1: Whole School/ Classroom Support**

Classroom support is typically the first response to emerging needs.

It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are **additional 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.

A plan is devised and put in place for a specific timeframe and then reviewed.

If strategies are successful, it may be decided to continue with supports in place or discontinue any supports in place.

If strategies have not been resolved, the needs of the pupils move to the next stage of the continuum.

### **Stage 2: School Support**

When interventions at classroom support level are not enough to fully meet the pupil's special educational needs, school support may be required.

The class teacher needs to involve the Special Education Team (SET Team) in the problem-solving process.

Class teacher and SET gather information and develop and monitor a School Support Plan for a set period of time and then reviewed.

If the plan is working, the pupil may remain on the plan or revert to classroom support depending on needs.

If needs are not resolved after a specific timeframe, then pupils move to School Support Plus stage.

### **Stage 3: 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 involve personnel outside the school team in the problem solving, assessment and intervention process.

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 individual education plan.

## **6. Assessment and Information Gathering**

Parental permissions for school-based assessments and School Support/ School Support Plus, if deemed necessary, are signed by parents/guardians.

Assessment is an integral part of a class teacher's role on a daily basis for all children. Assessment of Learning and Assessment for Learning enable teachers to gather information to plan learning experiences based on the appropriate objectives from the curriculum and based on the needs of the pupils. Some methods include self-assessment, questioning, teacher observation, portfolios of work and teacher-designed tasks and tests.

Firstly, we look at all pupils in the school and identify any needs.

In order to identify pupils who may require supplementary teaching, screening, including standardised testing, is carried out in all classes annually and further diagnostic testing may need to take place. The information gathered from these formal assessments along with teacher observations are used to prioritise needs and set out pupil's learning targets.

### **Initial Screening**

Class teachers along with SET team carry out screening tests and standardised assessments. The SET team administer further screening tests, if deemed necessary.

In our school we carry out the following assessment procedures:

- Junior Infants: Observation, Checklists, Termly Maths Assessment, Early Literacy Test, Fundamental Movement
- Senior Infants: Observation, Checklists, Termly Maths Assessment, MIST, Fundamental Movement, PM Readers Assessments.
- 1<sup>st</sup> Class: Observation, Checklists, Termly Maths Assessment, Spellings for Me Assessments, MICRA T, Sigma T (*Drumcondra Spelling Test on Select Few*)
- 2<sup>nd</sup> Class: Observation, Checklists, Drumcondra Reading Tests, Drumcondra Maths Test, Termly Maths Assessments, Spellings for Me Assessment, PM Readers Assessments, (*Drumcondra Spelling Test on Select Few*)

As a school, the children who score on or below the 18<sup>th</sup> Percentile in the Standardised Tests receive support at School Support Level.

*Sometimes children may be included for support based on a teacher's experience and insight or where there are exceptional circumstances, such as difficult home circumstances, ongoing poor performance not flagged in standardised tests, difficulties with processing etc. It is school practice to add sight words and reading performance onto standardised test results to gain a broader understanding of those pupils who may be struggling.*

### **Diagnostic Assessment**

The SET discusses each class's recorded results with the Class Teacher and carries out further screening and/or diagnostic assessments where it is deemed necessary, the result of which will inform the support plan for the pupil.

## **Inventory of Test Materials**

- Drumcondra Reading
- Drumcondra Maths
- Micra T
- Sigma T
- New Non- Reading Intelligence Test (only for a few)
- Middle Infant Screening Test
- Drumcondra Spelling Test (only for a few)
- YARC
- The Aston Index
- WRAT 5
- Bangor Dyslexia Screening Test
- The Belfield Infant Assessment Profiles (BIAP)
- The Jackson Phonics Test
- The Jackson 5 Word Recognition
- Westwood Basic Word List

### **7. Prevention and Early Intervention Strategies**

Intensive early intervention and prevention programmes can be an effective response to meeting the needs of children with low achievement. Early intervention programmes may be provided by the Class Teacher and/or by the Support Teacher, in accordance with the Staged Approach and the NEPS Continuum.

Our strategies for preventing learning difficulties include:

- Two Mainstream Teachers assigned to Junior Infants and Senior Infants with the purpose of team teaching in the classroom.
- The development of agreed approaches to the teaching of Literacy and Numeracy in order to ensure progression and continuity from class to class, as per the Plean Scoile
- Provision of additional support in early literacy and mathematical skills to pupils who need it (targeted within team teaching in Junior and Senior Infants)
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties.
- Close collaboration and consultation between Class Teachers and SET.
- Promotion of Literacy e.g. Print-rich environment, World Book Day, DEAR Time
- Promotion of Numeracy e.g. Maths week
- Spellings for Me differentiated spelling programme
- Guided Readers
- Parental involvement in promoting Literacy and Numeracy e.g. Spellings for Me Webinars, Guided Reading, Communication through SeeSaw, Homework

policy guidelines, Class Level meetings in September, Parent/Teacher meetings etc.

- Differentiation - adapting the learning environment
- In-Class support from SET based on identified needs
- Station Teaching/ Team Teaching throughout the school
- Withdrawing individuals/ groups

## **8. Meeting the Needs and Allocating Resources**

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

Importantly, the level and type of support reflect the specific targets of individual pupils as set out in their support plans and are informed by careful monitoring and review of progress.

**In this way, following a period of intervention, some pupils may no longer require additional teaching supports; some may require the same level, while others may require more intensive supports.**

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of the pupils. Importantly, those with **the highest level of need should have access to the highest level of support**.

We consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. In addition to literacy and numeracy difficulties, many pupils may have specific needs in such areas as oral language, social interaction, behaviour, emotional development, motor skills, sensory processing needs and application to learning.

In February of each year the SEN Teacher meets class teachers and review children's needs, the resources in place and progress made using the Continuum of Support problem-solving model of assessment and staged approach.

The SEN teacher then brings this information to the end of term SET team and principal meetings. The SET team, in collaboration with the SENCO and the principal review all support and allocate resources for the subsequent term.

The SET team cross-references 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.

## **9. Timetabling**

When drawing up timetables it is important to remember that:

- Timetables should be continually reviewed
- Children should not miss the same subject each time that they are withdrawn

- If a pupil is unavailable for their supplementary session due to special circumstances, the SET teacher will attempt to re-schedule the session with the cooperation of another teacher. They will also attempt to engage in a session with a different pupil who has the same level of need as the absent pupil.
- Interruptions to class/classes should be kept to a minimum.

## **10. Tracking, Recording and Reviewing Progress**

Provision for pupils with special educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process.

### **Student Support File**

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

- Cover sheet with pupil's details
- Record of support received
- Standardised Test Scores
- Diagnostic Test Scores
- Support Plans (See Below)
- Checklists (from Continuum of Support Resource Book)

The class teacher should open a Student Support File once a child is placed on Stage 1 – Classroom Support on the continuum.

If, after a number of reviews, the child's case is moved to School Support, it is the responsibility of the class teacher and the allocated SET to access and update the information in the Student Support File. The same system applies to children on School Support Plus.

### **Support Plans**

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

#### **Stage 1- Classroom Support**

A Support Plan at stage 1 is a **Classroom Support Plan**. This is a simple plan which is drawn up by the Class teacher **in collaboration with** the SET teacher/ Coordinator. It outlines the pupil's additional educational needs and the actions, including individualised teaching and management approaches, which will be taken to meet the pupil's needs. The plan may also include home-based actions to be taken by the pupil's parents to support their child's development. The Classroom Support Plan should include a review date. This could be at the end of a school term.



## **Stage 2 – School Support**

A **School Support Plan** at stage 2 is a plan drawn up by the class teacher and the SET teacher. It will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and to set a timescale for review.

The plan should, for the most part, be implemented within the normal classroom setting and complimented by focused school based intervention programmes. Depending on the nature of needs and the school context, additional teaching might be within a small group or individual or a combination of either in class or withdrawal basis. Home-based actions may also be included. After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken.

## **Stage 3 – School Support Plus**

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

It will set out:

- The nature and degree of the pupil's abilities, skills and talents.
- The nature and degree of the pupil's special educational needs and how those needs affect his/her educational development.
- The present level of educational performance of the pupil.
- The special educational needs of the pupil.
- The special education and related support services to be provided to the pupil to enable the pupil to benefit from including:
  - Strategies for supporting the pupil's progress and inclusion into the classroom setting.
  - Individual and-or small group/special class interventions/programmes
  - Specific methodologies/programmes to be implemented
  - Specific equipment/materials and/or IT supports, if required to support learning and access to the curriculum
  - Support required from a Special Needs Assistant (SNA) included in the PPP
  - The goals which the pupil is to achieve over a period of not exceeding 12 months
  - The pupil's priority learning needs, long and short-term targets to be achieved, the monitoring and review arrangements to be put in place

## **Setting Targets**

Target setting is central to effective teaching for pupils with SEN. When setting targets the following four guiding principles are adhered to:

- Targets should be:
  - 1) Linked to assessment
  - 2) Strengths based
  - 3) Linked to interventions
  - 4) Developed collaboratively (parents/ guardians, teachers, pupils etc)
- Targets should also be few in number and be informed by priority learning needs. Teachers in collaboration with parents/guardians and pupils (where appropriate) should choose 3 priority areas and select two targets in relation to those areas. If maths is a target, then one target for each topic area is selected.
- They are based on evidence collected through both formal and informal assessment approaches.
- Targets should be expressed in a way that is measurable and observable, achievable within a specific timeframe but also challenge and build on existing knowledge of the pupil.
- Targets are set for a term and reviewed in February and at the end of the Summer Term.

## **11. SEN Records**

### **Individual SEN Files**

All pupils SEN files are stored in Aladdin and a paper copy is kept in a locked cabinet. It is the responsibility of SETs to update and manage the files of the children on School Support and School Support Plus that they support. It is the responsibility of the Class Teacher to update and manage the files of children on classroom support. The following should be stored:

- Student Support Plan and Review
- Log of actions detailing support received, interventions, meetings with parents and other agencies, tests administered and reviews during the year.
- Results of Standardised and Diagnostic Tests.

The following details are stored in the pupils personal file in the Principal's Office:

- Psychological Report
- Copy of Referrals made to outside agencies
- Copy of Reports from outside agencies

## **12. Communication between SET team/ Principal/ Class Teachers**

SET timetables have been organised so that 1:20pm to 2:20pm each Friday is our designated co-ordination time.

This allows all staff the opportunity to attend pupils support planning meetings, care team meetings, Team Teaching Planning meetings, SEN Team meetings and SEN consultation/planning/ review meetings, when necessary.

This flexibility ensures adequate cover for class teachers and also facilitates regular SET team planning meetings with the principal.

## **13. Health and Safety Issues**

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


## **14. Child Protection/ Supervision**

Where pupils receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both themselves and the pupil are visible through the glass panel door.

Where pupils are withdrawn for support, the SET should ensure the safe collection and return of children to their classrooms.

## **15. Ratification and Communication**

This policy was ratified by the Board of Management in February 2023.



A handwritten signature in black ink, followed by the date 2/2/2023 written in a similar cursive style.